San Juan Unified School District
Regular Meeting of the Board of Education
3738 Walnut Avenue, Carmichael, California 95608

Paula Villescaz, President
Michael McKibbin, Ed.D., Vice President
Zima Creason, Clerk
Pam Costa, Member
Saul Hernandez, Member

COVID-19 PUBLIC PARTICIPATION GUIDELINES

Please be advised the Board of Education meeting will be conducted telephonically only.

NOTICE is hereby given that a **telephonic** meeting of the Board of Education of the San Juan Unified School District is hereby called by the board president, and will be held at **6:30 p.m**., on Tuesday, **June 8, 2021**. The district is taking all necessary steps to prevent and mitigate the effects of COVID-19 on our community. Therefore, in the interest of public health, in compliance with California Governor Gavin Newsom's Executive Orders N-25-20 and N-35-20, the Order issued by the Sacramento County Health Officer, directing all individuals to stay at home or at their residence and prohibiting all non-essential gatherings of any number, and all applicable provisions of federal and state law, this Board of Education meeting will be held telephonically.

Given the above-identified orders and the need to ensure the health and safety of the staff and the public as a whole, **physical attendance by the public cannot be accommodated;** however, the district is making significant efforts to ensure public participation during this Board of Education meeting, and has taken the following steps to assist the public in accessing the meeting:

1. Online Submission of Public Comment. Public comments may be submitted using the comment form located on the district website at http://www.sanjuan.edu/boardmeeting. If you wish to submit a public comment on more than one agenda item, please submit a separate form for each item on which you are commenting. Comments received by 6:00 p.m., on June 8, 2021, will be provided to the members of the board in writing prior to the meeting. Comments received after 6:00 p.m., on June 8, 2021, may be read on the record during this meeting.

   All public comments will be limited to two (2) minutes or approximately 1,500 characters. Any portion of a comment extending past two (2) minutes or the approximate 1,500-character limit may not be read aloud due to time restrictions. All written comments that are not read into the record will be provided to the board members for review, provided that such comments are received prior to the end of the meeting. Please be aware that written public comments, including your name, may become public information.

   Under the Ralph M. Brown Act, the board is unable to respond to any individual comments or questions regarding items not on the agenda; however, the board listens carefully to all public comments and appreciates community input and participation.

2. Zoom Video Conferencing. Members of the public can make public comments via the Zoom conferencing platform. Members of the public can access Zoom from a computer, mobile device or tablet at http://www.sanjuan.edu/boardmeeting. All public comments will be limited to two (2) minutes.

3. Translation/Interpretation. Translation and interpretation services will be made available upon request with advance notice. If you wish to utilize these services, please notify the district at (916) 971-7111, or stephanie.cunningham@sanjuan.edu by noon on June 7, 2021. This allows for the scheduling of appropriate translation staff and other resources.

4. Disability Accommodations. A person with a disability may contact the Board of Education office at (916) 971-7111, or email stephanie.cunningham@sanjuan.edu at least 48 hours before the scheduled board meeting to request receipt of an agenda and other distributed writings in an appropriate alternative format or to request disability-related modifications or accommodations, including auxiliary aids or services, in order to participate in the public board meeting.

Thank you in advance for your cooperation. Our community's health and safety is our highest priority. The business to be considered at this board meeting is on the following agenda:

A. OPEN SESSION/CALL TO ORDER/ANNOUNCEMENT OF CLOSED SESSION TOPICS – 5:00 p.m.

1. Visitor Comments (for closed session agenda items only)
   Board Bylaw 9323 limits visitor comments to two (2) minutes per speaker, with no more than 30 minutes per single topic. Time will be extended for any speaker who uses an interpreter.

B. CLOSED SESSION – 5:00 p.m.

1. Conference with Legal Counsel – Existing Litigation pursuant to Government Code section 54956.9(d)(1).
   a. Name of Case: Magali Kincaid, Benito Juarez Neighborhood Association, Neighborhood Elections Now, Juan Yniguez, Carolina Flores, Damaris Canton v. San Juan Unified School District, Complaint for Violation of the California Voting Rights Act and in the Alternative, For Violation of the Voting Rights Act of 1965 and the California Constitution, Sacramento Superior Court Case No. 34-2020-00286475.
   b. Name of Case: Carolina Flores, Neighborhood Elections Now, Petitioners, vs. San Juan Unified School District, Paula Villescaz, in her official capacity of Board President, Respondents, Verified Petition for Writ of Mandate Pursuant to the First Amendment, the California Constitution, California Public Records Act, and the Ralph M. Brown Act; and Complaint for Declaratory and Injunctive Relief, Sacramento Superior Court Case No. 34-2021-80003644-CU-WM-GDS.
2. Collective bargaining matters – discussion with negotiator Kent Kern, Superintendent of Schools, regarding CSEA Chapter 127 General/Operations support, Chauffeurs/Teamsters Local No. 150 Transportation, Supervisors, Teachers and Certificated Supervisory units; and regarding non-represented groups: management and confidential units (Government Code section 54957.6).
3. Personnel Matters (Government Code section 54957).
   a. Superintendent's evaluation.

C. RECONVENE OPEN SESSION/PLEDGE OF ALLEGIANCE – 6:30 p.m.

D. APPROVAL OF THE MINUTES – May 25, 2021, regular meeting, pages 2341-2345.

E. ORGANIZATIONS/ANNOUNCEMENTS – 6:35 p.m.

1. **Staff Reports**
2. **Board-appointed/District Committees**
3. **Employee Organizations**
4. **Other District Organizations**
5. **Closed Session/Expulsion Actions** (Government Code section 54957.1)

F. VISITOR COMMENTS – 6:45 p.m.

Board Bylaw 9323 limits visitor comments to two (2) minutes per speaker, with no more than 30 minutes per single topic. Time will be extended for any speaker who uses an interpreter.

G. CONSENT CALENDAR – G-1/G-10 – 7:15 p.m.

Action: The administration recommends that the consent calendar, G-1 through G-10, regarding regular business items, be approved. Any item may be removed for further discussion and separate action following consideration of remaining agenda items.

1. *Personnel – appointments, leaves of absence, separations, job description/salary range change and charter school personnel actions.

2. *Purchasing Report – purchase orders and service agreements, change orders, construction and public works bids and piggyback contracts.

3. Acceptance of the following gift:
   Family and Community Engagement: from Heights Church – for 80 Samsung Tab-A tablets for Sylvan Middle School, Mesa Verde High School and San Juan High School: $20,000.

4. *Approval to dispose of surplus property pursuant to Board Policy 3270 and Education Code sections 17545 and 17546.

5. *Approval of California Interscholastic Federation (CIF) superintendent's designation of athletic league representatives for the 2021-2022 school year.

6. *Approval of Memorandums of Understanding between SJUSD and the following charter schools: (a) Aspire Alexander Twilight College Preparatory Academy; (b) Aspire Alexander Twilight Secondary Academy; (c) California Montessori Project; (d) Gateway International School effective July 1, 2021–June 30, 2024; and (e) Visions In Education effective July 1, 2021–June 30, 2023.

7. *Approval of the official designation of new member Kristan Schnepp, and the removal of Rick Messer, to the Capital Adult Education Regional Consortium (CAERC) board.

8. *Adoption of Resolution No. 3056 approving the first amendment to the site lease agreement for the Barrett Middle School new construction project no. 004-9512-P1 and modernization project no. 004-9495-P1 between San Juan Unified School District and Landmark Modernization Contractors dba Landmark Construction.

9. *Adoption of Resolution No. 3057 approving the second amendment to the lease agreement for the Barrett Middle School new construction project no. 004-9512-P1 between San Juan Unified School District and Landmark Modernization Contractors dba Landmark Construction.

10. *Adoption of Resolution No. 3058 approving the second amendment to the lease agreement for the Barrett Middle School modernization project no. 004-9495-P1 between San Juan Unified School District and Landmark Modernization Contractors dba Landmark Construction.

*Material provided.

H. CONSENT CALENDAR (continued, if necessary)

Discussion and action on the items removed from the consent calendar.

I. BUSINESS ITEMS

1. Public Hearing: Local Control and Accountability Plan – 7:20 p.m. (Schnepp)

Material provided.

Public Hearing/Discussion: regarding revisions to the 2021-2024 Local Control and Accountability Plan. Action anticipated: 06/22/2021.

2. Public Hearing: Choices Charter School Local Control and Accountability Plan – 7:50 p.m. (Flagler)

Material provided.

Public Hearing/Discussion: regarding revisions to the 2021-2024 Choices Charter School Local Control and Accountability Plan. Action anticipated: 06/22/2021.

3. California Voting Rights Act Update – 8:00 p.m. (Simlick)

Material provided.

Report: regarding an update on the California Voting Rights Act.

4. Public Hearing: Presentation of the 2021-2022 Budget – 8:10 p.m. (Kane)

Material provided.

Public Hearing/Discussion: regarding the 2021-2022 proposed budget, including staffing standards, the use of Education Protection Account funds, and the substantiation of excess reserves (required by Senate Bill 858). Action anticipated: 06/22/2021.

5. Fair Oaks Recreation and Park District Proposed Use and Renovation of Fields at La Vista – 8:30 p.m. (Camarda)

Material provided.

Discussion: regarding a presentation from the Fair Oaks Recreation and Park District on the proposed use and renovation of the fields at La Vista for youth girls' softball.

6. Public Hearing: Adopting School Facilities Fees and Notice of Exemption – 8:45 p.m. (Camarda)

Material provided.

Public Hearing/Action: The superintendent is recommending that the board hold a public hearing and adopt Resolution No. 3055 declaring the adoption of the 2020 Developer Fee Justification Study to aid

in the funding for construction or reconstruction of school facilities necessitated by student population increases resulting from development.

7. COVID-19 Update – 8:50 p.m. (Kern)
Material provided.

Discussion: regarding an update on the latest conditions related to the COVID-19 pandemic and its impacts on the district.

8. Presentation of the San Juan Supervisors Association Proposal for Successor Contract 2021-2022 – 9:00 p.m. (Oropallo)
Material provided. (Discussed: 05/25/2021)

Public Comment: regarding the bargaining interests of the San Juan Supervisors Association.

9. District's Initial Bargaining Proposal with San Juan Supervisors Association Proposal for Successor Contract 2021-2022 – 9:05 p.m. (Oropallo)
Material provided. (Discussed: 05/25/2021)

Public Comment/Action: The superintendent is recommending that the board adopt the bargaining interests of the governing board for negotiations with the San Juan Supervisors Association, pursuant to Government Code section 3540 et seq. and district board policy 4243.1.

10. Presentation of the Teamsters Union Local No. 150 Initial Proposal for Successor Contract 2021-2022 – 9:10 p.m. (Oropallo)
Material provided. (Discussed: 05/25/2021)

Public Comment: regarding the bargaining interests of the Teamsters Union Local No. 150.

11. District's Initial Bargaining Proposal with Teamsters Union Local No. 150 for Successor Contract 2021-2022 – 9:15 p.m. (Oropallo)
Material provided. (Discussed: 05/25/2021)

Public Comment/Action: The superintendent is recommending that the board adopt the bargaining interests of the governing board for negotiations with the Teamsters Union Local No. 150, pursuant to Government Code section 3540 et seq. and district board policy 4243.1.

12. Implementation of Agreements with CSEA, SJPEC, Supervisors and Teamsters – 9:20 p.m. (Oropallo)
Material provided. (Discussed: 05/25/2021)

Action: The superintendent is recommending that the board approve the implementation of the Side Letters of Agreements with the California School Employees Association (CSEA), San Juan Professional Educators Coalition (SJPEC), Supervisors and Teamsters, which includes additional paid days during the remainder of the 2020-2021 school year in response to returning to in-person learning four days per week.

13. Implementation of Agreements with SJAA, Cabinet, Confidential, Unrepresented – 9:25 p.m. (Oropallo)
Material provided. (Discussed: 05/25/2021)

Action: The superintendent is recommending that the board approve the implementation of agreements with the San Juan Administrators Association (SJAA), Cabinet, Confidential and Unrepresented Groups, which includes additional paid days during the remainder of the 2020-2021 school year in response to returning to in-person learning four days per week.

14. Tentative Agreement: San Juan Teachers Association – 9:30 p.m. (Oropallo)
Material provided.

Discussion: regarding the tentative agreement between the San Juan Teachers Association and the San Juan Unified School District. Action anticipated: 06/22/2021.

15. Salary Schedule Adjustments and One-Time, Off-Schedule Payment: SJAA, Cabinet, Confidential, Unrepresented – 9:35 p.m. (Oropallo)
Material provided.

Discussion: regarding the salary schedule adjustments and one-time, off-schedule payment for the following employee groups. Action anticipated: 06/22/2021.

a. San Juan Administrators Association (SJAA) and Cabinet
b. Confidential Group and Unrepresented Specialists

J. BOARD REPORTS – 9:40 p.m.

K. FUTURE AGENDA – 9:50 p.m.
The board may wish to identify items to be discussed at future meetings and the reasons therefore.

L. VISITOR COMMENTS – 9:55 p.m.

B. CLOSED SESSION (continued, if necessary)
Announcement of topics/announcement of actions.

M. ADJOURNMENT – 10:00 p.m.

The Board of Education welcomes and encourages the public's participation at the board meetings and has devoted time throughout the meeting for that purpose. You may comment on items included on this agenda; however, we ask that you limit your comments to two (2) minutes, so that as many people as possible may be heard (Education Code section 35145.5, Government Code section 54954.3). When an item indicates "material provided", the additional information is available prior to the meeting in the Information and Communication Office, 3738 Walnut Avenue, Carmichael, (916) 979-8281, or on the district website at www.sanjuan.edu.

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NOTE: The times indicated are approximate.

Mission Statement
Valuing diversity and excellence, the San Juan Unified School District's mission is to educate and inspire each student to succeed and responsibly contribute to a radically evolving world by providing innovative, rigorous, student-focused instruction and programs in a safe, caring and collaborative learning community.

San Juan Unified School District

San Juan Unified School District
Board of Education
3738 Walnut Avenue, Carmichael, California 95608

Board of Education Minutes
May 25, 2021

Regular Meeting
Board of Education
5:00 p.m.

Open Session/Call to Order/Announcement of Closed Session Topics (A)
The May 25 regular meeting was called to order by the president, Paula Villescaz. The board met in person at the district office, safely physically distanced as aligned to state and local health guidelines. Public attendance was provided via the Zoom platform as well as a live stream on the district's YouTube channel.

Roll Call
Present:
Paula Villescaz, president
Michael McKibbin, Ed.D., vice president
Zima Creason, clerk
Pam Costa, member
Saul Hernandez, member

Visitor Comments: Closed Session (A-1)
There were no closed session visitor comments.

Closed Session (B)
The meeting was then recessed, with the board convening in closed session to conference with Legal Counsel – Existing Litigation pursuant to Government Code section 54956.9(d)(1) – two cases – Name of Case: Magali Kincaid, Benito Juarez Neighborhood Association, Neighborhood Elections Now, Juan Yniguez, Carolina Flores, Damaris Canton v. San Juan Unified School District, Complaint for Violation of the California Voting Rights Act and in the Alternative, For Violation of the Voting Rights Act of 1965 and the California Constitution, Sacramento Superior Court Case No. 34-2020-00286475 and Name of Case: Carolina Flores, Neighborhood Elections Now, Petitioners, vs. San Juan Unified School District, Paula Villescaz, in her official capacity of Board President, Respondents, Verified Petition for Writ of Mandate Pursuant to the First Amendment, the California Constitution, California Public Records Act, and the Ralph M. Brown Act; and Complaint for Declaratory and Injunctive Relief, Sacramento Superior Court Case No. 34-2021-80003644-CU-WM-GDS; to discuss with negotiator Kent Kern, Superintendent of Schools, regarding CSEA Chapter 127 General/Operations support, Chauffeurs/Teamsters Local No. 150 Transportation, Supervisors, Teachers and Certificated Supervisory units and regarding non-represented groups: management and confidential units (Government Code section 54957.6); and to discuss one personnel matter (Government Code section 54957) – superintendent's evaluation.

Reconvene Open Session/Pledge of Allegiance (C)
At 6:30 p.m. the meeting was called back to order by the president Paula Villescaz. Four members of the Del Campo High School Air Force Jr. ROTC virtually led the group in the Pledge of Allegiance. After the Pledge of Allegiance, Ms. Villescaz explained the two methods (electronically or on Zoom) available to submit public comments for tonight's meeting.

Minutes Approved (D)
It was moved by Ms. Costa, seconded by Ms. Creason, that the minutes of the May 11 regular meeting be approved. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Staff Reports (E-1)
Superintendent Kern reported that, with the anticipated changes to the COVID-19 restrictions, it is the intent of the board and the district to resume the process of moving to trustee-area elections at a special board meeting on June 15. He also reported that the complete timeline for the process will be presented at the June 8 board meeting.

Board-appointed/District Committees (E-2)
Chair of the Special Education Community Advisory Committee (CAC) Heather Taylor provided an update on the work of the committee.

Closed Session/Expulsion Actions (E-5)
There were no closed session actions to report.

Visitor Comments (F) *[via Zoom]:*
Magali Kincaid made comments about by-district elections and a seven-member board.

Ben Avey, on behalf of the San Juan Parents Association, expressed support for by-district elections and a seven-member board.

Caroline Castenada spoke about students with disabilities and special education services.

Consent Calendar Approved (G-1/G-12)
Ms. Creason commented on item G-7. It was moved by Dr. McKibbin, seconded by Mr. Hernandez, that the consent calendar items G-1 through G-12 be approved. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Personnel (G-1)
Appointments, separations and errata – approved as submitted.

Purchasing Report (G-2)
Purchase orders and service agreements, change orders, construction and public works bids and zero-dollar contract – approved as submitted.

Business/Financial Report (G-3)
Notices of completion, quarterly investment report and warrants and payroll – approved as submitted.

Gifts (G-4)
Acceptance of gifts to Camp Winthers, Earl LeGette Elementary School, McKinney-Vento, Mesa Verde High School and Northridge Elementary School.

Disposal of Surplus Property (G-5)
Approval to dispose of surplus property pursuant to board policy 3270 and Education Code sections 17545 and 17546.

Head Start/Early Head Start Grant Resolution (G-6)
Approval of the Head Start and Early Head Start grant resolution with the Sacramento Employment and Training Agency for 2021-2022.

Rio Americano High School Scholarship (G-7)
Approval of the senior athlete of the year scholarship for one student at Rio Americano High School.

Grant: Indian Education Formula Grant Program (G-8)
Approval to implement the following grant, if funded: Indian Education Formula Grant Program 2021-2022.

Grant: Strengthening Career and Technical Education for the 21st Century Act (G-9)
Approval to implement the following grant, if funded: Strengthening Career and Technical Education for the 21st Century Act (Perkins V) 2021-2022.

Grant: No Kid Hungry School Nutrition Grant (G-10)
Approval to implement the following grant: No Kid Hungry School Nutrition Grant.

Resolution No. 3050: Lease Amendment Barrett Middle School (G-11)
Adoption of Resolution No. 3050 approving the first amendment to the lease agreement for the Barrett Middle School new construction project no. 004-9512-P1 between San Juan Unified School District and Landmark Modernization Contractors dba Landmark Construction.

Resolution No. 3054: Design-Build Lease Amendment Del Campo High School (G-12)
Adoption of Resolution No. 3054, approving the fourth amendment to the design-build contract for the Del Campo High School new science/media commons building project no. 207-9512-N1 and CTE modernization project nos. 207-9495-N1, 207-9495-N2 and 207-9495-N3 between San Juan Unified School District and XL Construction Corporation.

Professional Learning Opportunities (I-1)
Senior Director of Secondary Schools and Programs Kristan Schnepp, Program Specialist Nicole Kukral, Program Specialist Paula Baucom and Equity Coordinator Lori Vine provided the board an update on the upcoming professional learning opportunities for summer 2021. Ms. Schnepp explained the need to provide a variety of professional development sessions to support staff with deepening knowledge around social-emotional supports, trauma-informed practices, curriculum resources, instructional strategies, content-specific curriculum, social justice standards and other key initiatives. Ms. Kukral provided detailed information about the learning opportunities that will be available to practitioners, administrators and classified staff. Ms. Baucom spoke about the launch of the new science curriculum adoption, and Ms. Vine spoke about the social justice offerings. Board members made comments and posed questions, which staff answered.

Camp Winthers Update (I-2)
Senior Director of Secondary Schools and Programs Kristan Schnepp introduced Camp Winthers Program Coordinator John Infelise who provided an extensive update on Camp Winthers, which will be open during summer 2021 in a modified setting that meets the COVID-19 guidelines. Mr. Infelise spoke about the new summer camp programs, recent system and site improvements and future plans for the camp.

Public Comment: [via Zoom]:
Caroline Castenada expressed support for the year-round use of Camp Winthers and providing inclusive opportunities.

After public comment, board members made comments and posed questions, which Mr. Infelise addressed. Mr. Hernandez inquired about registration fees and capacity limits. Ms. Costa acknowledged Mr. Infelise's enthusiasm, the community partners who provide scholarships and the return of music camp. Ms. Creason asked questions about how students and families learn about the camp, opportunities for students with disabilities and non-SJUSD students attending the camp. Superintendent Kern encouraged promoting the camp to new site administrators. Dr. McKibbin inquired about seasonal scheduling and partnerships with contractors regarding site improvements. Ms. Villescaz spoke about outreach opportunities and asked about fire preparedness.

Naming the New Middle School at Encina (I-3)
Senior Director of Secondary Schools and Programs Kristan Schnepp presented the item. It was moved by Ms. Creason, seconded by Ms. Costa, to approve Katherine Johnson Middle School as the name of the new separate middle school at Encina. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Expanded Learning Opportunities Grant Plan (I-4)
Deputy Superintendent of Schools and Student Support Melissa Bassanelli presented the item. Ms. Bassanelli explained that revisions and additions were incorporated into the plan after discussion at the May 11 board meeting. Ms. Costa stated she was pleased with the revisions and additions. Dr. McKibbin asked several clarifying questions, which Superintendent Kern and Ms. Bassanelli addressed. Ms. Villescaz commended the team on the work.

It was moved by Mr. Hernandez, seconded by Ms. Costa, that the Expanded Learning Opportunities Grant Plan be approved. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

COVID-19 Update (I-5)
Superintendent Kern provided an update on the latest conditions related to the COVID-19 pandemic and its impacts on the district, which included information on the anticipated change in guidance effective June 15 and the proposed legislation related to the independent study and virtual learning instructional models.

Public Comments [via Zoom]:
Kim Nickols shared information about her son being quarantined.

Ben Avey thanked staff for the recent notification to parents about the full-time return to in-person learning and encouraged the district to ask parents about their distance learning experiences.

Ms. Creason made comments and posed questions related to the pending legislation and following county and state guidance, which Superintendent Kern addressed.

Public Hearing: Exterior LED Lighting Retrofit Project 4217 Contract (I-6)
Assistant Superintendent of Operations, Facilities and Transportation Frank Camarda introduced Maintenance and Operations Manager Chris Ralston who presented the topic. Ms. Villescaz declared the topic of the Exterior LED Lighting Retrofit Project public hearing and invited the public to speak. There being no questions or comments from the public, Ms. Villescaz declared the public hearing closed. Mr. Ralston answered questions from the board.

It was moved by Dr. McKibbin, seconded by Ms. Creason, to adopt Resolution No. 3051, authorizing the use of Government Code Section 4217.10 et seq. for the Exterior LED Lighting Retrofit Project. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

It was moved by Dr. McKibbin, seconded by Mr. Hernandez, to adopt Resolution No. 3052, awarding a contract for the Exterior LED Lighting Retrofit Project to Efficient Lighting Designs Inc. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

District's Initial Bargaining Proposal with San Juan Professional Educators Coalition Proposal for Successor Contract 2021-2022 (I-7)
Assistant Superintendent of Human Resources Paul Oropallo presented the topic. Ms. Villescaz stated there were no requests for public comment. It was moved by Ms. Creason, seconded by Dr. McKibbin, to adopt, pursuant to Government Code section 3540 et seq. and district Board Policy 4243.1, the bargaining interests of the Board of Education for negotiations with the San Juan Professional Educators Coalition for 2021-2022. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

District's Initial Bargaining Proposal with California School Employees Association Initial Proposal for Successor Contract 2021-2022 (I-8)
Mr. Oropallo presented the topic. Ms. Villescaz stated there were no requests for public comment. It was moved by Mr. Hernandez, seconded by Ms. Costa, to adopt, pursuant to Government Code section 3540 et seq. and district Board Policy 4243.1, the bargaining interests of the Board of Education for negotiations with the California School Employees Association, Chapter 127, for 2021-2022. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Presentation of the San Juan Supervisors Association Proposal for Successor Contract 2021-2022 (I-9)
Mr. Oropallo presented the bargaining interests of the San Juan Supervisors Association for discussion, pursuant to Government Code section 3540 et seq. and district board policy 4143.1. There being no questions or comments from the board, public comment was scheduled for June 8.

District's Initial Bargaining Proposal with San Juan Supervisors Association Proposal for Successor Contract 2021-2022 (I-10)
Mr. Oropallo presented the bargaining interests of the governing board for negotiations with the San Juan Supervisors Association for discussion, pursuant to Government Code section 3540 et seq., and district board policy 4243.1. There being no questions from the board, action was scheduled for June 8.

Presentation of the Teamsters Union Local No. 150 Initial Proposal for Successor Contract 2021-2022 (I-11)
Mr. Oropallo presented the bargaining interests of the Teamsters Union Local No. 150 for discussion, pursuant to Government Code section 3540 et seq. and district board policy 4143.1. There being no questions or comments from the board, public comment was scheduled for June 8.

District's Initial Bargaining Proposal with Teamsters Union Local No. 150 for Successor Contract 2021-2022 (I-12)
Mr. Oropallo presented the bargaining interests of the governing board for negotiations with the Teamsters Union Local No. 150 for discussion, pursuant to Government Code section 3540 et seq., and district board policy 4243.1. There being no questions from the board, action was scheduled for June 8.

Implementation of Agreements with CSEA, SJPEC, Supervisors and Teamsters (I-13)
Mr. Oropallo presented the item for discussion, which includes additional paid days during the remainder of the 2020-2021 school year in response to returning to in-person learning four days per week. There being no questions or comments from the board, action was scheduled for June 8.

Implementation of Agreements with SJAA, Cabinet, Confidential, Unrepresented (I-14)
Mr. Oropallo presented the item for discussion, which includes additional paid days during the remainder of the 2020-2021 school year in response to returning to in-person learning four days per week. There being no questions or comments from the board, action was scheduled for June 8.

Board Reports (J)
Ms. Costa reported that she and Dr. McKibbin took part in the recent Delegate Assembly meetings, that she enjoyed the district's retirement celebration, and that she, along with other board members, attended the International Baccalaureate (IB) senior dinner at Mira Loma High School.

Ms. Creason shared information about her recent visit to Mission Avenue Elementary School, she publicly renounced the recent incident at Rio Americano High School and she noted the 1-year anniversary of the death of George Floyd, requesting that the meeting be adjourned in his name.

Dr. McKibbin reported on two of the middle school cross country meets that he recently attended.

Ms. Villescaz spoke about the district's retirement celebration and the IB senior dinner at Mira Loma High School, and she publicly addressed the recent incident at Rio Americano High School.

Future Agenda (K)
There were no items added to the future agenda.

Visitor Comments (L)
There were no visitor comments.

Adjournment (M)
At 8:48 p.m., there being no further business, the regular meeting was adjourned in memory of George Floyd.

_____ _____
Paula Villescaz, President Kent Kern, Executive Secretary

Approved: _____
:sc

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-1
MEETING DATE: 06/08/2021
APPROVED:

HUMAN RESOURCES

The following reports are submitted for board approval

Personnel Pages	Page #
Appointments	
Management	1
Certificated	
Classified	1
Leaves of Absence	
Management	
Certificated	
Classified	1
Separations	
Management	
Certificated	1
Classified	1
Pre-Retirement Reduced Workload	
Reassignments/Change in Work Year	
Errata	
Job Description/Salary Range Change	
Management	2 – 6
Certificated	
Classified	
Unrepresented	
Cabinet Contracts/Extension of Contract	
Recommendation to Extend A District Intern Credential	
Certificated	
Credential Approval Recommendations	
Certificated	
Charter School Personnel Actions	
Choices	7

1. APPOINTMENTS

CERTIFICATED SUPERVISORY

Type	Name	Status	Assignment	Location	Effective Date (s)
Promotion	Callendar, Kim	Prob	Vice Principal	Greer	04/12/21
Promotion	Kelly, Cliff	Prob	Principal	Rio Americano	07/01/21
New Hire	Hartsell, Allison	Prob	Psychologist	Special Education-Kenneth	07/01/21
New Hire	Koch, Crista	Prob	Program Manager, Title I	Teaching and Learning	07/01/21
Rehire	Brandt, Heather	Prob	Program Specialist, K-12 Curriculum	Teaching and Learning	07/01/21

MANAGEMENT

Type	Name	Status	Assignment	Location	Effective Date (s)
New Hire	Cadwallader, Colleen	Prob	Coordinator, Advancement and Development	SJUSD/San Juan Ed Fndtn	07/01/21
Promotion	Cruz Solache, Luis	Prob	Coordinator, Family and Community Engagement	Family and Comm Engmnt	07/01/21
Promotion	Rovai Gregory, Amy	Prob	Dir, Family and Community Engagement	Family and Comm Engmnt	07/01/21

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
New Hire	Alanis, Marissa	Prob	Bus Driver	Transportation	05/17/21
New Hire	Alsoudy, Huda	Prob	Instructional Assistant I	Starr King	05/13/21
New Hire	Borodulin, Serge	Prob	Bus Driver	Transportation	05/17/21
New Hire	Lee Jr., Art	Prob	Bus Driver	Transportation	05/27/21
New Hire	Mejia, Abram	Prob	Instructional Assistant I	Pasadena	05/13/21
New Hire	Patel, Bhairavi	Prob	Instructional Assistant III	Trajan	06/01/21
New Hire	Tolefree, Earl	Prob	School Playground Rec Aide	Sierra Oaks	05/24/21
New Hire	Vasques, Kimberly	Prob	Bus Driver	Transportation	06/07/21
New Hire	West, Ngoc	Prob	Instructional Assistant II	Dyer-Kelly	05/18/21
Rehire	Hogan, Taylor	Prob	Instructional Assistant II	Rio Americano	05/11/21

2. LEAVES OF ABSENCE

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)	
Unpaid	Dehghani, Hamid	Perm	Inst Assist Bilingual-Farsi	Churchill	04/05/21	06/08/21
Unpaid	Dixon, Chanel	Perm	Intermediate Clerk Typist	Pupil Personnel Services	04/28/21	06/20/21
Unpaid	Wheaton, Linda	Perm	School/Comm Interv Spec	Pupil Personnel Services	03/22/21	05/31/21

3. SEPARATIONS

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)
Retirement	Hanna, Lynette	Perm	Teacher Kindergarten	Carriage Drive	04/30/21

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
Deceased	Birisan, Aurora	Perm	Instructional Assistant II	Lichen	04/20/21
Resignation	Clouthier, Christian	Prob	Campus Representative	Whitney Avenue	05/07/21
Resignation	Hutchinson, Aimee	Perm	Instructional Assistant II	Grand Oaks	05/21/21
Resignation	Purcell, Rita Mae	Perm	Nutrition Services Worker I	Arden	06/01/21
Resignation	Sykes, Laurie	Perm	Warehouse/Delivery Wrker	NS Central Dist Warehouse	05/28/21
Resignation	Tji, Nicole	Perm	Instructional Assistant III	Whitney Avenue	05/28/21
Resignation	Torres, Tracy	Prob	Intermediate Clerk Typist	Casa Roble	05/14/21
Resignation	Wanner, Keri	Prob	Nutrition Services Worker II	Nutrition Services	05/13/21
Retirement	Jones, Bradley	Perm	Warehouse/Delivery Wrker	NS Central Dist Warehouse	05/31/21
Termination	Sawyer, Jenie	Perm	IA-Multi/Severe Hndcp	Rio Americano	05/10/21
Termination	Smith, Carol	Perm	Elem School Secretary	Skycrest	05/26/21
Termination	Smith, Jennifer	Perm	Instructional Assistant III	Coyle Avenue	04/16/21

4. JOB DESCRIPTION / SALARY RANGE CHANGE

MANAGEMENT

Class Title	Unit	New/Update	Old Salary Range	New Salary Range	Effective Date (s)
Director, Nutrition Services	SJAA	Update	16	20	06/09/21
Director, Transportation	SJAA	Update	16	20	06/09/21

JOB DESCRIPTION

Position Code: 700
Management Group: SJAA
Salary Range: ***20*** ~~16~~
Work Calendar: 003

POSITION TITLE: Director, Nutrition Services

DEFINITION: Under general direction organizes, plans and directs the operation of the food services program; organizes and implements nutritional services and a nutritional education program; works with administrative and nutrition services personnel and the general public in promoting the school lunch program and provides and maintains efficient and effective food service to all schools in the district.

DIRECTLY RESPONSIBLE TO: Superintendent of Schools

SUPERVISION OVER: Classified staff as assigned

DUTIES AND RESPONSIBILTIES: (Any one position may not include all of the duties listed; the listed examples do not include all duties and responsibilities which may be found in positions within this classification.)

1. Establishes budget amounts and supervises the preparation of the annual nutrition services budget; establishes financial policies that will permit the serving of nutritionally adequate and satisfying meals at minimum cost to the students and taxpayers.
2. Develops specifications and establishes standards of quality for food, equipment and supplies; requisitions amount of food, equipment and supplies to be purchases; reviews bids on all items to be used in nutrition services operations
3. Provides continuous evaluation of all phases of the program, analyzes trends in school lunch sales and costs and in new foods and modern equipment to upgrade the level of food service.
4. Determines the requirements for accurate accounting, recordkeeping and reporting procedures necessary for proper control of food, labor, equipment and supplies.
5. Supervises and assists in the preparation of federal and state reports and in the regulation, distribution and effective use of federal offerings of surplus commodities.
6. Plans new cafeteria facilities; plans and provides for the remodeling of existing cafeteria facilities.
7. Keeps abreast of current and prospective legislation and maintains a working knowledge of local and state health laws and regulations.
8. Prepares handbooks and procedure manuals plans and conducts workshops and training programs for nutrition services personnel, evaluates performance of employees, and recommends promotions and transfers.
9. Interviews and employs skilled nutrition services personnel; cooperates in establishing yearly calendars, job descriptions, salary schedule revisions, etc., for food service employees.
10. Plans and approves all meals to be served including those prepared for special functions in cooperation with student body, faculty, administrative and outside organizations.
11. Plans and approves menus to ensure they meet the nutritional standards of meals served, and utilize the maximum surplus commodities for continued eligibility for financial assistance under state and federal regulations.
12. Supervises the implementation of nutrition education program.
13. Performs other duties as assigned.

QUALIFICATIONS:

Education and Experience:
Any combination equivalent to graduation from a 4-year accredited college plus five years of supervisory experience in a large-scale food serving program.

Knowledge, Skills, and Abilities:
- Knowledge of the principles and methods of large-scale food service management
- Knowledge of modern business and office methods and practices
- Knowledge of laws and regulations relating to surplus commodities and school lunch programs
- Knowledge of financial recordkeeping procedures
- Ability to plan and administer a large scale food program
- Ability to establish and maintain cooperative relations with other public officials, school employees, parents and students

WORKING CONDITIONS:

Typical Physical Characteristics: (with or without use of aids; consideration will be given to reasonable accommodation).
- Sufficient vision to read volumes of printed materials
- Sufficient hearing to conduct in person and telephone conversations
- Sufficient physical mobility to move about the district and drive a car
- Ability to speak in an understandable voice with sufficient volume to be heard in normal conversational distance, on the telephone, and in addressing groups
- Physical, mental and emotional stamina to endure long hours under sometimes stressful conditions

Other Characteristics:
- Possession of a valid California driver's license; willing to work additional hours periodically
- Willing to travel locally. Active status as a registered dietician is desirable

This job description is not a complete statement of essential functions and responsibilities. The district retains the discretion to add or change typical duties of a position at any time.

Board Approved:	5/22/1973
Revised:	8/5/1980
Revised:	6/27/1989
Revised:	TBD

San Juan Unified School District

JOB DESCRIPTION

Position Code: 805
Management Group: SJAA
Salary Range: ***20*** ~~16~~
Work Calendar: 003

POSITION TITLE: Director, Transportation

DEFINITION: Under general direction, assumes responsibility for providing the leadership and administration of the district's transportation services, and other duties as required of management.

DIRECTLY RESPONSIBLE TO: ***Chief Operations Officer*** ~~Senior Director, Business Operations~~

SUPERVISION OVER: ***Classified staff as assigned*** ~~Bus driver supervisors, bus driver trainers, supervisor of vehicle maintenance, accounting staff and clerical personnel as assigned~~

DUTIES AND RESPONSIBILTIES: (Any one position may not include all of the duties listed; the listed examples do not include all duties and responsibilities which may be found in positions within this classification.)

1. Plans, organizes and supervises the pupil transportation program.
2. Administers the establishment of all bus routes, field and extracurricular trips.
3. Directs the operation of computerized bus routing, scheduling and street mapping.
4. Identifies equipment upgrades and required staff training to maintain cost efficient operations.
5. Plans and programs for equipment and vehicle replacement.
6. Develops and maintains the department budget including bus fee program and makes both oral and written presentations to the board of education, staff and community as required.
7. Administers all communications and correspondence by the department for accuracy and correctness.
8. Develops and maintains department policies and procedures.
9. Administers all personnel actions including bus driver records related to transportation; recommendations for employment, evaluation and disciplinary actions.
10. Reviews all bus accident investigations and initiates appropriate administrative action.
11. Plans, organizes and supervises district car pool operations and related vehicle environmental and air quality programs.
12. Supervises the transportation drug and alcohol testing program.
13. Performs other duties as assigned.

QUALIFICATIONS:

Education and Experience:
Any combination equivalent to graduation from a 4-year accredited college with emphasis on personnel management, business or public administration, planning, transportation or related area. Demonstrated progressively responsible experience in management or supervisory positions with responsibility over a large department or section.

Knowledge, Skills, and Abilities:

- Knowledge of modern business methods and techniques and personnel management practices preferably of the transportation industry
- Knowledge of computer routing, scheduling and vehicle maintenance systems

- Knowledge of laws and regulations governing school bus transportation
- Ability to establish and maintain cooperative relationships with other public officials, school employees, parents and students
- Ability to generate and prepare oral and written reports
- Ability to present ideas and proposals
- Ability to organize and direct the activities of a large department
- Ability to effectively lead a large group of employees

WORKING CONDITIONS:

Typical Physical Characteristics: (with or without use of aids; consideration will be given to reasonable accommodation).

- Sufficient vision to read volumes of printed materials
- Sufficient hearing to conduct in person and telephone conversations
- Sufficient physical mobility to move about the district and drive a car
- Ability to speak in an understandable voice with sufficient volume to be heard in normal conversational distance, on the telephone, and in addressing groups
- Physical, mental and emotional stamina to endure long hours under sometimes stressful conditions

Other Characteristics:

- Possession of a valid California driver's license; willing to work additional hours periodically
- Ability to work irregular hours/days including evenings, weekends and holidays on occasion
- Ability to be on-call for emergencies
- Ability to travel as directed or to be reassigned as required

This job description is not a complete statement of essential functions and responsibilities. The district retains the discretion to add or change typical duties of a position at any time.

Board Approved: 6/25/1996
Revised: TBD

AGENDA ITEM FOR THE JUNE 8, 2021 BOARD MEETING

SAN JUAN CHOICES CHARTER SCHOOL

SEPARATIONS

Credentialed

Name	Reason	Effective Date
Sunny Bishop	42- Moving from area	June 14. 2021
Melodie Smith	30-Retirement	June 15, 2021
Lisa Menzmer	43 & 57 Needed at home/Personal	June 15, 2021

APPOINTMENTS

Credentialed

Name	Reason	Effective Date
Scott Fisher	New Hire	August 16, 2021

Tony Oddo, Director
Choices Charter School
4425 Laurelwood Way
Sacramento, CA 95864
916/979-8378

cc: Michele Flagler
Nan Roux
Kirsten Pogue
Deb Cullifer
Gregg Rich

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-2
MEETING DATE: 06/08/2021

APPROVED: KS KK
Kent Stephens

Purchasing Contracts Report

The following reports are submitted for board approval/ratification:

	Inc	Page #
Purchase Orders & Service Agreements	✓	1
Change Orders	✓	2
Construction & Public Works Bids	✓	3
Piggyback Contracts	✓	4
Zero Dollar Contract	NA	
Bids/RFPs	NA	
Other	NA	
ERRATA	NA	

Purchasing Contracts Board Report
Purchase Orders, Service Agreements, and Awards

May 12, 2021 - May 25, 2021

PO#	Date	Vendor Name	Description	Amount $	Site/ Department
TBD	7/1/2021	Lozano Smith	Legal services	$ 190,000.00	205 - Facilities
TBD	7/1/2021	Abe	Custodial supplies	$ 677,500.00	212 - M&O
TBD	7/1/2021	Sac Suburban	Utilities	$582,914.00	212 - M&O
TBD	7/1/2021	Fair Oaks Water	Utilities	$ 146,605.00	212 - M&O
TBD	7/1/2021	Citrus Heights Water	Utilities	$ 221,552.00	212 - M&O
TBD	7/1/2021	Carmichael Water	Utilities	$ 251,703.00	212 - M&O
TBD	7/1/2021	California American Water	Utilities	$ 274,300.00	212 - M&O
TBD	7/1/2021	County of Sacramento	Utilities	$ 575,610.00	212 - M&O
TBD	7/1/2021	Republic Services	Utilities	$ 351,603.00	212 - M&O
TBD	7/1/2021	SMUD	Utilities	$ 4,350,773.00	212 - M&O
TBD	7/1/2021	PG&E	Utilities	$ 883,212.00	212 - M&O
TBD	7/1/2021	Hunt & Sons	Gas	$ 275,000.00	212 - M&O
TBD	7/1/2021	AT&T	Utilities	$ 125,000.00	212 - M&O
TBD	7/1/2021	Western States	Fire alarm testing	$ 175,000.00	212 - M&O
TBD	7/1/2021	Hunt & Sons	Gas	$ 600,000.00	211 - Transportation
TBD	7/1/2021	Michael's Transportation	Home to school transportation	$ 362,500.00	211 - Transportation
TBD	7/1/2021	PAWAR Transportation	Home to school transportation	$ 200,000.00	211 - Transportation
TBD	7/1/2021	All West Coachlines	Transportation for students	$ 400,000.00	211 - Transportation
TBD	7/1/2021	Universal Limo	Transportation for students	$ 100,000.00	211 - Transportation
TBD	7/1/2021	Pitney Bowes	Postage 21/22 school year	$ 230,000.00	231 - Business Support Services
TBD	7/1/2021	Spicers	Paper 21/22 school year	$ 285,000.00	231 - Business Support Services
TBD	07/01/21	Illuminate	Assessment and reporting 3 year contract 7/1/21 - 6/30/2021 Year 1: $262154.58 Year 2: $276.894.04 Year 3: $281.950.75	$ 262,154.58	106 - Assessment, Evaluation and Planning

Purchasing Contracts Board Report
Change Orders/Amendments for Items $95,200

May 12, 2021 - May 25, 2021

Change Orders

PO#	Date	Vendor Name	Description	Original PO Amount $	Previous Approved C/O Totals $	Current C/O for Approval Amount $	New Contract Amount $	Responsibility
105173	5/18/2021	Campbell Keller	C/O 1 furniture for Arden New Construction project 004-9512-P1	$ 1,161,399.59	$ -	$ 474.38	$ 1,161,873.97	216 - Facilities
103896	5/24/2021	Campbell Keller	C/O 3 Whitney full site furniture replacement 152-9306-J1 projects	$ 341,011.78	$ 15,606.63	$ 37,700.89	$ 394,319.30	216 - Facilities
106543	5/25/2021	Amazon	Homeschool purchases	$ 3,000.00		$ 143,026.00	$ 146,026.00	465 - HomeSchool

Service Agreement Change Orders

PO#	Date	Vendor Name	Description	Original PO Amount $	Previous Approved C/O Totals $	Current C/O for Approval Amount $	New Contract Amount $	Responsibility

Contract Consultant Amendments/Change Orders

PO#	Date	Vendor Name	Description	Original PO Amount $	Previous Approved C/O Totals $	Current C/O for Approval Amount $	New Contract Amount $	Responsibility
901538	5/17/2021	Consolidated Engineering Lab	Additional testing Bella Vista Outdoor Learning 206-9513-P1 project	$ 38,999.36	$ 60,541.92	$ 1,463.76	$ 101,005.04	216 - Facilities
6671	5/24/2021	Phoenix Construction	C/O 1 Additional hours for Arden New Construction 002-9512-P1 project	$ 188,000.00	$ -	$ 70,000.00	$ 258,000.00	216 - Facilities
6776	5/24/2021	Construction Testing Services	C/O 1 additional testing Del Campo New Construction 207-9512-N1 project	$ 317,940.00	$ -	$ 32,805.00	$ 350,745.00	216 - Facilities
903998	5/25/2021	Innovative Construction Services, Inc.	C/O 4 extended for oversight for completion and punchlist for Winterstein MOD 153-9495-P1 project	$ 270,331.00	$ 269,157.50	$ 26,033.50	$ 565,522.00	216 - Facilities
3907	5/25/2021	Consolidated Engineering Lab	C/O 2 additional testing for Arden New Construction 002-9512-P1 project	$ 419,977.44	$ 3,285.00	$ 95,751.72	$ 519,014.16	216 - Facilities

General Contract Change Orders

PO#	Date	Vendor Name	Description	Original PO Amount $	Previous Approved C/O Totals $	Current C/O for Approval Amount $	New Contract Amount $	Responsibility
							$ -	
							$ -	

May 12, 2021 - May 25, 2021

Upon evaluation of the bids/contracts staff has awarded the following in accordance with all legal guidelines.

General Contract

Fund	Date	PO#	Bid #	Vendor Name	Description	Amount $	Responsibility

Other Contracts

Fund	Date	PO#	Bid #	Vendor Name	Description	Amount $	Responsibility
23	5/24/2021	TBD	Piggyback	Campbell Keller	Full site furniture replacement Cameron Ranch project 166-9306-J1	$ 528,314.30	216 - Facilities
23	5/24/2021	TBD	N/A	3QC, Inc.	QAQC for Barrett New Construction 004-9512-P1	$ 91,390.00	216 - Facilities
23	5/24/2021	TBD	Piggyback	Campbell Keller	Full site furniture replacement Sierra Oaks project 148-9306-J1	$ 390,827.22	216 - Facilities
23	5/24/2021	TBD	Piggyback	Campbell Keller	Full site furniture replacement Skycrest project 149-9306-J1	$ 487,113.87	216 - Facilities

New Addendum to Master Agreements

Fund	Date	PO#	Bid #	Vendor Name	Description	Amount $	Responsibility

Purchasing Contracts Board Report
Board Pre-Approval
Piggyback Contracts

May 12, 2021 - May 25, 2021

Staff has determined that purchasing through contracts issued by various state agencies within the State of California will save administrative time and expense, provide favorable pricing, and will be in the best interests of the District. District staff is requesting the Board of Education's authorization to piggyback on the approved bids in accordance with Public Contract Code Section 20118.

Fund	Date	PO#	Piggyback #, Title	Vendor Name	Description	Term
01	5/19/2021	TBD	1-18-23-20 D, Department of General Service	Winner Chevrolet	Fleet Vehicles Purchase	05/01/2018 - 04/30/2022
13	7/1/2021	TBD	RFP 19-136 Distribution of Processed Foods	Gold Star	Distribution of foods	7/1/2021 - 6/30/2022
13	7/1/2021	TBD	RFP 20-115 Bread	Bimbo	Bread products	7/1/2021 - 6/30/2022
13	7/1/2021	TBD	RFP 20-120 Fresh Produce	Daylight Foods	Fresh produce	7/1/2021 - 6/30/2022

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-4

MEETING DATE: 06/08/2021

SUBJECT: Surplus Property

CHECK ONE:
For Discussion: ☐
For Action: ☒
Report: ☐
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

DEPARTMENT: Business Support Services

ACTION REQUESTED:
The superintendent is recommending that the board approve the disposal of surplus property pursuant to Board Policy 3270.

RATIONALE/BACKGROUND:
The Governing Board recognizes that the district may own personal property which is unusable, obsolete, or no longer needed by the district. The superintendent or designee shall arrange for the sale or disposal of district personal property in accordance with board policy and the requirements or state law.

The superintendent or designee shall identify to the board all items not needed by the district together with their estimated value and a recommended disposition.

ATTACHMENT(S):
A: List of Surplus Property

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 06/01/2021

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $ N/A
Funding Source: N/A
(unrestricted base, supplemental, other restricted, etc.)
Current Year Only ☐ Ongoing ☐

LCAP/STRATEGIC PLAN:
Goal: N/A Focus: N/A
Action: N/A

Strategic Plan: N/A

PREPARED BY: Susan Kane, Director, Business Support Services
Kent Stephens, Deputy Superintendent KS

APPROVED BY: Kent Kern, Superintendent of Schools KK

Board of Education Agenda Item
Surplus Property June 8th Meeting Date

The following District property is unusable, obsolete, or no longer needed. The items are to be disposed of by sale, recycled, donated, or discarded as required by Board Policy 3270 Education Code 17545 and 17546.

Location/Site	Make	Model	Description	Serial #	Disposition
Albert Schweitzer			8 - Boxes of textbooks		Recycled
Arcade			Folding tables, shelves		Recycled
Cameron Ranch	Apple		iPad	20177188	Ewaste
Cameron Ranch	Apple		iPad	20177349	Ewaste
Cameron Ranch	Apple		iPad	20177178	Ewaste
Cameron Ranch	Apple		iPad	20177040	Ewaste
Cameron Ranch	Apple		iPad	20177302	Ewaste
Cameron Ranch	Apple		iPad	20177460	Ewaste
Cameron Ranch	Apple		iPad	20177172	Ewaste
Cameron Ranch	Apple		iPad	20177212	Ewaste
Cameron Ranch	Apple		iPad	20177206	Ewaste
Cameron Ranch	Apple		iPad	20177084	Ewaste
Cameron Ranch	Apple		iPad	20177294	Ewaste
Cameron Ranch	Apple		iPad	20177291	Ewaste
Cameron Ranch	Apple		iPad	20177040	Ewaste
Cameron Ranch	Apple		4 - iPads		Ewaste
Cameron Ranch	Apple		MacBook	700003486	Ewaste
Carmichael	Amana		Refrigerator		Ewaste
Churchill			10 - Aver carts		Ewaste
Churchill	Apple		1 - Cart of iPods/chargers		Ewaste
Churchill	Apple		1 - Cart of iPads		Ewaste
Churchill	Apple	MacBook	Laptop	08000007995	Ewaste
Churchill	Apple	MacBook	Laptop		Ewaste
Churchill	Apple		5 - Rechargeable mac batteries		Ewaste
Churchill	Apple		Monitor	20176303	Ewaste
Churchill	Apple		Monitor	0600000518	Ewaste
Coyle			9 - Boxes of instructional materials		Recycled
Carnegie			1 - 7 ft long book case		Recycled
Howe			10 - Student bucket tables, 4 - teachers desks		Recycled
Howe			22 -Student desks, 4 - student bucket tables		Recycled
La Vista			4 - Large bookshelves, 1 -nightstand		Recycled
Lichen	Apple		iPad	20172122	Ewaste
Lichen	Apple		iPad	20172123	Ewaste
Lichen	Apple		iPad	20172124	Ewaste
Lichen			Aver cart	20173143	Ewaste
Lichen			Aver cart	20173102	Ewaste
Lichen			Aver cart		Ewaste
Lichen	Anthro		Chromebook cart	20173425	Ewaste
Lichen	Anthro		Chromebook cart		Ewaste
Lichen	Epson	WF3720	Printer	x2tf076636	Ewaste
Lichen	Epson	XP640	Printer	x2dz315527	Ewaste
Lichen	Epson	WF3720	Printer	x2tf196574	Ewaste
Lichen	Epson	XP640	Printer	x2dz288549	Ewaste
Lichen	Elmo		Document camera	20173187	Ewaste
Lichen	Elmo		Document camera	20173419	Ewaste
Lichen	Elmo		Document camera	20173214	Ewaste
Lichen	Elmo		Document camera	20173215	Ewaste
Lichen	Elmo		Document camera		Ewaste
Lichen			Projector	20173219	Ewaste

Board of Education Agenda Item
Surplus Property June 8th Meeting Date

The following District property is unusable, obsolete, or no longer needed. The items are to be disposed of by sale, recycled, donated, or discarded as required by Board Policy 3270 Education Code 17545 and 17546.

Location/Site	Make	Model	Description	Serial #	Disposition
Lichen	Viewsonic		Monitor	tsp1446a2915	Ewaste
Lichen	Viewsonic		Monitor	tsp1446a2892	Ewaste
Lichen	Viewsonic		Monitor	tsp1446a2886	Ewaste
Lichen	HP		Monitor	cnc211q4qh	Ewaste
Lichen	Apple		iMac	20173094	Ewaste
Lichen	HP	Compaq elite 8300	Laptop	10000476	Ewaste
Lichen	Acer		200 - Chromebook chargers		Ewaste
Lichen	BenQ		Projector	pd5ch0025604e	Ewaste
Mariemont	Apple	MacBook	Laptop	459378XB9Gu	Ewaste
Mariemont	Apple	MacBook	Laptop	W88122ZMOPO	Ewaste
Mariemont	Apple	MacBook	Laptop	W88122S7OPO	Ewaste
Mariemont	Apple	MacBook	Laptop	W8726BDZYA5	Ewaste
Mariemont	Apple	MacBook	Laptop	W88122ZGOPO	Ewaste
Mariemont	Apple	MacBook	Laptop	W87110T4WGU	Ewaste
Mariemont	Apple	MacBook	Laptop	W88122ZAOPO	Ewaste
Mariemont	Apple	MacBook	Laptop	W87310Y2YA5	Ewaste
Mariemont	Apple	MacBook	Laptop	W874547PZ62	Ewaste
Mariemont	Apple	MacBook	Laptop	W88122Z70PO	Ewaste
Mariemont	Apple	MacBook	Laptop	W87310XEYA5	Ewaste
Mariemont	Apple	MacBook	Laptop	W8726C62YA5	Ewaste
Mariemont	Apple	MacBook	Laptop	W87310WRYA5	Ewaste
Mariemont	Apple	MacBook	Laptop	W87268o7ya5	Ewaste
Mariemont	Apple	MacBook	Laptop	w8726cnvya5	Ewaste
Mariemont	Apple	MacBook	Laptop	W87310WGYA5	Ewaste
Mariemont	Apple	MacBook	Laptop	W8726CJSYA5	Ewaste
Mariemont	Apple	MacBook	Laptop	4H6143BYSE9	Ewaste
Mariemont	Apple	MacBook	Laptop	4H61434ESE9	Ewaste
Mariemont	Apple	MacBook	Laptop	459378W89GU	Ewaste
Mariemont	Apple	MacBook	Laptop	W880172JZ62	Ewaste
Mariemont	Apple	MacBook	Laptop	W88123080PD	Ewaste
Mariemont	Apple	MacBook	Laptop	W8728CLKYA5	Ewaste
Mariemont	Apple	MacBook	Laptop	459378XZ9GU	Ewaste
Mariemont	Apple	MacBook	Laptop	W88122W30P0	Ewaste
Mariemont	Apple	MacBook	Laptop	W8726CLHYA5	Ewaste
Mariemont	Apple	MacBook	Laptop	W88122ZV0P0	Ewaste
Mariemont	Apple	MacBook	Laptop	W8726CNRYA5	Ewaste
Mariemont	Apple	MacBook	Laptop	W8726C63YA5	Ewaste
Mariemont	Apple	MacBook	Laptop	W8726BGLYA5	Ewaste
Mariemont	Apple	MacBook	Laptop	459378Y89GU	Ewaste
Mariemont	Apple	MacBook	Laptop	W87310X5YA5	Ewaste
Mariemont	Apple	MacBook	Laptop	W88122Z50P0	Ewaste
Mariemont	Apple	MacBook	Laptop	W88122YP0P0	Ewaste
Mariemont	BenQ	MX720	Projector	PDL9E04851000	Ewaste
Mariemont	BenQ	MX720	Projector	PDN3E01346000	Ewaste
Mariemont	BenQ	MX720	Projector	PD88D01589000	Ewaste
Mariemont	BenQ	MX720	Projector	20187565	Ewaste
Mariemont	BenQ	MX662	Projector	PD3CD01356000	Ewaste
Mariemont	ACTIVIEW		Document camera	20187564	Ewaste
Mariemont	ACTIVIEW		Document camera	20187593	Ewaste

Board of Education Agenda Item
Surplus Property June 8th Meeting Date

The following District property is unusable, obsolete, or no longer needed. The items are to be disposed of by sale, recycled, donated, or discarded as required by Board Policy 3270 Education Code 17545 and 17546.

Location/Site	Make	Model	Description	Serial #	Disposition
Mariemont	ACTIVIEW		Document camera	20187410	Ewaste
Mariemont	ACTIVIEW		Document camera	20187585	Ewaste
Mariemont	ELMO		Document camera	20187553	Ewaste
Mariemont	HP	J6480	Printer	20187567	Ewaste
Mesa Verde	Panasonic	PVDM2793	Television	J3AA41494	Ewaste
Mesa Verde	Zenith	C27C35T	Television	2122190695	Ewaste
Mesa Verde	Zenith	C27C35T	Television	2125180782	Ewaste
Mesa Verde	Zenith	C32A26	Television	32142100202	Ewaste
Mesa Verde	Zenith	C27C35T	Television	2125180720	Ewaste
Mesa Verde	Sharp	32C240	Television	A408828493	Ewaste
Mesa Verde	Zenith	SJ2771W	Television	32203210083	Ewaste
Mesa Verde	Sony	KP51WS520	Television	8084226	Ewaste
Mesa Verde	Panasonic	PT60CC14	Television	I4AA10374	Ewaste
Mesa Verde	HP	Photosmart 6520	Printer	CNB0508027	Ewaste
Mesa Verde	HP	LJP3005dn	Printer	CNG1T02130	Ewaste
Mesa Verde	Apple		iMac Desktop	QP8450782PN	Ewaste
Mesa Verde	Apple		iMac Desktop	W8742D4YX85	Ewaste
Mesa Verde	Apple		iMac Desktop	QP84510C2PN	Ewaste
Mesa Verde	Apple		iMac Desktop	QP8451592PN	Ewaste
Mesa Verde	Apple		iMac Desktop	QP84512C2PN	Ewaste
Mesa Verde	Promethean	PRM25	Whiteboard	WPRM250290020	Ewaste
Mesa Verde	Sanyo	PLCXW55A	Projector	67Z11737	Ewaste
Mesa Verde	BenQ	MW824ST	Projector	PDD3G03373000	Ewaste
Mesa Verde	BenQ	MW824ST	Projector	PD42F02943000	Ewaste
Mesa Verde	HP	Compaq 6710b	Laptop	CNN81616YY	Ewaste
Mesa Verde	HP	Compaq 6701b	Laptop	CNN822155J	Ewaste
Mesa Verde	HP	Mini	Laptop	CNN02551F3	Ewaste
Mesa Verde	HP	6520	Laptop	TH4254603T	Ewaste
Mesa Verde	Apple	MacBook Pro	Laptop	W874830YXAH	Ewaste
Mesa Verde	Samsung	Chromebook	Laptop	HY3A91KD413614L	Ewaste
Mesa Verde	Samsung	Chromebook	Laptop	HY3A91MD400573N	Ewaste
Mesa Verde	Samsung	Chromebook	Laptop	HY3A91MD404128D	Ewaste
Mesa Verde	Samsung	Chromebook	Laptop	HY3A91TD312646D	Ewaste
Mesa Verde	HP	HP 1740	Monitor	CND61509M2	Ewaste
Mesa Verde	HP	HP 1740	Monitor	CND61509F9	Ewaste
Mesa Verde	HP	HP 1740	Monitor	CN10731168	Ewaste
Mesa Verde	Dell	1704FPVI	Monitor	CNOK561671618547A705	Ewaste
Mesa Verde	Dell	1704FPVI	Monitor	CNOK551671618547ABTX	Ewaste
Mesa Verde	Dell		Monitor	071205L2300631	Ewaste
Northridge	Apple	iMac A1311	Desktop	20174293	Ewaste
Northridge	Apple	iMac A1311	Desktop	20174292	Ewaste
Northridge	Apple	iMac A1311	Desktop	20174319	Ewaste
Northridge	Apple	iMac A1311	Desktop	20174296	Ewaste
Northridge	Apple	iMac A1311	Desktop	2017429	Ewaste
Northridge	Apple	iMac A1311	Desktop	20174297	Ewaste
Northridge	Apple	iMac A1311	Desktop	20174318	Ewaste
Northridge	Apple	iMac A1311	Desktop	20174294	Ewaste
Northridge	Apple	iMac A1311	Desktop	20174333	Ewaste
Northridge	Apple	iMac A1311	Desktop	20174332	Ewaste

Board of Education Agenda Item
Surplus Property June 8th Meeting Date

The following District property is unusable, obsolete, or no longer needed. The items are to be disposed of by sale, recycled, donated, or discarded as required by Board Policy 3270 Education Code 17545 and 17546.

Location/Site	Make	Model	Description	Serial #	Disposition
Northridge	Apple	iMac A1311	Desktop	20174330	Ewaste
Northridge	Apple	iMac A1311	Desktop	20174315	Ewaste
Northridge	Apple	iMac A1311	Desktop	20174316	Ewaste
Northridge	Apple	iMac A1311	Desktop	20174317	Ewaste
Northridge	Apple	iMac A1311	Desktop	QP1150VGDNM	Ewaste
Northridge	Acer	ZHN	Laptop	10013415	Ewaste
Northridge	HP	C9E49A	Monitor	3CQ4211SSP	Ewaste
Northridge	HP	COMPAQ 8300	Desktop	10002883	Ewaste
Northridge	HP	LA1751g	Monitor	CNC023QFKH	Ewaste
Northridge	HP	LA1751g	Monitor	CND7392MRW	Ewaste
Northridge	Lumens	DC211	Document camera	D21B06159	Ewaste
Northridge	GBC	HEATSEAL ULTIMA	Laminator	X100491G	Ewaste
Northridge	HP	DESIGN JET T790	Poster printer	20174321	Ewaste
Northridge	HP	PSC 750	Printer	MY27UD12BY	Ewaste
Northridge	HP	OFFICEJET PRO 8620	Printer	20173247	Ewaste
Northridge	APC Backups	RS 1500	Powerbank	JB0725005790	Ewaste
Northridge	Apple	Macbook A1181	Laptop	701006571	Ewaste
Northridge	Apple	Macbook A1181	Laptop	701006403	Ewaste
Northridge	Apple	Macbook A1181	Laptop	601002179	Ewaste
Northridge	Apple	Macbook A1181	Laptop	601002185	Ewaste
Northridge	Apple	Macbook A1181	Laptop	601002177	Ewaste
Northridge	Apple	Macbook A1181	Laptop	601002180	Ewaste
Northridge	Apple	Macbook A1181	Laptop	601002165	Ewaste
Northridge	Apple	Macbook A1181	Laptop	701006283	Ewaste
Northridge	Apple	Macbook A1181	Laptop	701006405	Ewaste
Northridge	Apple	Macbook A1181	Laptop	601002176	Ewaste
Northridge	Apple	Macbook A1181	Laptop	701006280	Ewaste
Northridge	Apple	Macbook A1181	Laptop	701006596	Ewaste
Northridge	Apple	Macbook A1181	Laptop	601002174	Ewaste
Starr King			12 - Folding lunch tables		Recycled
Transportation	Thomas	#69	School Bus	1HVBDAABK3WH636336	Scrap- Sale
Transportation	Thomas	#104	School Bus	1HVDABM6XH204360	Scrap- Sale
Transportation	Thomas	#177	School Bus	1T7HT4B23W1162159	Scrap- Sale
Transportation	Thomas	#184	School Bus	1T7HT4B23W1162162	Scrap- Sale
Transportation	Thomas	#195	School Bus	1HVBBAAM7SH209454	Scrap- Sale
Transportation	Thomas	#256	School Bus	1T75U4B27S1129725	Scrap- Sale

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-5

MEETING DATE: 06/08/2021

SUBJECT: High School Athletics

CHECK ONE:
For Discussion: ☐
For Action: ☒
Report: ☐
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

DEPARTMENT: Division of Teaching and Learning

ACTION REQUESTED:
The superintendent is recommending that the board approve the California Interscholastic Federation (CIF) athletic league representatives for the 2021-2022 school year as specified on the attached lists.

RATIONALE/BACKGROUND:
Board Policy 6145.22, adopted by the San Juan Unified School District Board of Education on June 9, 1992, requires that each high school submit a list of three recommended candidates who will have the power to vote on issues that concern athletics at the league, sectional and state levels. It is recommended that the board approve the high school principals and their designees, as listed on the attachment.

ATTACHMENT(S):
A: 2021-2022 List of California Interscholastic Federation Representatives to League

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet 06/01/2021

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $ N/A
Funding Source: N/A
Current Year Only ☒ On-going ☐

LCAP/STRATEGIC PLAN:
Goal: N/A Focus: N/A
Action: N/A
Strategic Plan: N/A

PREPARED BY: Ron Barney, Athletics Program Specialist
Kristan Schnepp, Senior Director, Secondary Schools and Programs KS

APPROVED BY: Melissa Bassanelli, Deputy Superintendent, Schools and Student Support MB
Kent Kern, Superintendent of Schools KK

2021-2022 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 25, 2021.**

San Juan Unified School District/Governing Board at its **June 8, 2021** meeting, appointed the following individual(s) to serve for the 2021-2022 school year as the school's league representatives:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL BELLA VISTA HIGH SCHOOL

NAME OF REPRESENTATIVE Darrin Kitchen POSITION Principal

ADDRESS 8301 Madison Avenue CITY Fair Oaks ZIP 95628

PHONE (916) 971-5052 FAX (916) 971-5011 E-MAIL darrin.kitchen@sanjuan.edu

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NAME OF SCHOOL BELLA VISTA HIGH SCHOOL

NAME OF REPRESENTATIVE Andi Wright POSITION Athletic Director

ADDRESS 8301 Madison Avenue CITY Fair Oaks ZIP 95628

PHONE (916) 971-5052 FAX (916) 971-5011 E-MAIL andi.wright@sanjuan.edu

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NAME OF SCHOOL BELLA VISTA HIGH SCHOOL

NAME OF REPRESENTATIVE Kim Zeltvay POSITION Vice Principal

ADDRESS 8301 Madison Avenue CITY Fair Oaks ZIP 95628

PHONE (916) 971-5052 FAX (916) 971-5011 E-MAIL kzeltvay@sanjuan.edu

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NAME OF SCHOOL CASA ROBLE FUNDAMENTAL HIGH SCHOOL

NAME OF REPRESENTATIVE Tanya Baker POSITION Principal

ADDRESS 9151 Oak Avenue CITY Orangevale ZIP 95662

PHONE (916) 971-5452 FAX (916) 971-5495 E-MAIL tanya.baker@sanjuan.edu

NAME OF SCHOOL CASA ROBLE FUNDAMENTAL HIGH SCHOOL

NAME OF REPRESENTATIVE Aaron Marlette POSITION Athletic Director

ADDRESS 9151 Oak Avenue CITY Orangevale ZIP 95662

PHONE (916) 971-5452 FAX (916) 971-5495 E-MAIL amarlett@sanjuan.edu

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NAME OF SCHOOL CASA ROBLE FUNDAMENTAL HIGH SCHOOL

NAME OF REPRESENTATIVE TBD POSITION Vice Principal

ADDRESS 9151 Oak Avenue CITY Orangevale ZIP 95662

PHONE (916) 971-5452 FAX (916) 971-5495 E-MAIL

NAME OF SCHOOL DEL CAMPO HIGH SCHOOL

NAME OF REPRESENTATIVE Greg Snyder POSITION Principal

ADDRESS 4925 Dewey Drive CITY Fair Oaks ZIP 95628

PHONE (916) 971-5664 FAX (916) 971-5640 E-MAIL gsnyder@sanjuan.edu

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NAME OF SCHOOL DEL CAMPO HIGH SCHOOL

NAME OF REPRESENTATIVE Geoff Gill POSITION Athletic Director

ADDRESS 4925 Dewey Drive CITY Fair Oaks ZIP 95628

PHONE (916) 971-5604 FAX (916) 971-5640 E-MAIL ggill@sanjuan.edu

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NAME OF SCHOOL DEL CAMPO HIGH SCHOOL

NAME OF REPRESENTATIVE Mark Uhler POSITION Vice Principal

ADDRESS 4925 Dewey Drive CITY Fair Oaks ZIP 95628

PHONE (916) 971-5664 FAX (916) 971-5640 E-MAIL muhler@sanjuan.edu

NAME OF SCHOOL EL CAMINO FUNDAMENTAL HIGH SCHOOL

NAME OF REPRESENTATIVE Randy Holcomb POSITION Principal

ADDRESS 4300 El Camino Avenue CITY Sacramento ZIP 95821

PHONE (916) 971-7816 FAX (916) 971-7429 E-MAIL randy.holcomb@sanjuan.edu

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NAME OF SCHOOL EL CAMINO FUNDAMENTAL HIGH SCHOOL

NAME OF REPRESENTATIVE Ron Concklin POSITION Athletic Director

ADDRESS 4300 El Camino Avenue CITY Sacramento ZIP 95821

PHONE (916) 971-7816 FAX (916) 971-7429 E-MAIL rconcklin@sanjuan.edu

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NAME OF SCHOOL EL CAMINO FUNDAMENTAL HIGH SCHOOL

NAME OF REPRESENTATIVE Jennifer Peterson POSITION Vice Principal

ADDRESS 4300 El Camino Avenue CITY Sacramento ZIP 95821

PHONE (916) 971-7816 FAX (916) 971-7429 E-MAIL

NAME OF SCHOOL ENCINA PREPARATORY HIGH SCHOOL

NAME OF REPRESENTATIVE Greta Scholtes POSITION Principal

ADDRESS 1400 Bell Street CITY Sacramento ZIP 95825

PHONE (916) 971-7538 FAX (916) 971-7555 E-MAIL greta.scholtes@sanjuan.edu

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NAME OF SCHOOL ENCINA PREPARATORY HIGH SCHOOL

NAME OF REPRESENTATIVE Yassar Salmanr POSITION Athletic Director

ADDRESS 1400 Bell Street CITY Sacramento ZIP 95825

PHONE (916) 971-7538 FAX (916) 971-7555 E-MAIL Yassar.salman@sanjuan.edu

NAME OF SCHOOL ENCINA PREPARATORY HIGH SCHOOL

NAME OF REPRESENTATIVE Michele Speed POSITION Vice Principal

ADDRESS 1400 Bell Street CITY Sacramento ZIP 95825

PHONE (916) 971-7538 FAX (916) 971-5408 E-MAIL michele.speed@sanjuan.edu

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NAME OF SCHOOL MESA VERDE HIGH SCHOOL

NAME OF REPRESENTATIVE Colin Bross POSITION Principal

ADDRESS 7501 Carriage Drive CITY Citrus Heights ZIP 95621

PHONE (916) 971-5288 FAX (916) 971-5215 E-MAIL cbross@sanjuan.edu

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NAME OF SCHOOL MESA VERDE HIGH SCHOOL

NAME OF REPRESENTATIVE TBD POSITION Athletic Director

ADDRESS 7501 Carriage Drive CITY Citrus Heights ZIP 95621

PHONE (916) 971-5288 FAX (916) 971-5215 E-MAIL

NAME OF SCHOOL MESA VERDE HIGH SCHOOL

NAME OF REPRESENTATIVE Brett Tujague POSITION Vice Principal

ADDRESS 7501 Carriage Drive CITY Citrus Heights ZIP 95621

PHONE (916) 971-5288 FAX (916) 971-5215 E-MAIL btujague@sanjuan.edu

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NAME OF SCHOOL MIRA LOMA HIGH SCHOOL

NAME OF REPRESENTATIVE Clete Purinton POSITION Principal

ADDRESS 4000 Edison Avenue CITY Sacramento ZIP 95825

PHONE (916) 971-7465 FAX (916) 971-7483 E-MAIL cpurinton@sanjuan.edu

NAME OF SCHOOL MIRA LOMA HIGH SCHOOL

NAME OF REPRESENTATIVE Lauren Hay POSITION Athletic Director

ADDRESS 4000 Edison Avenue CITY Sacramento ZIP 95825

PHONE (916) 971-7465 FAX (916) 971-7483 E-MAIL Lauren.hay@sanjuan.edu

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NAME OF SCHOOL MIRA LOMA HIGH SCHOOL

NAME OF REPRESENTATIVE TBD POSITION Vice Principal

ADDRESS 4000 Edison Avenue CITY Sacramento ZIP 95825

PHONE (916) 971-7465 FAX (916) 971-7483 E-MAIL

NAME OF SCHOOL RIO AMERICANO HIGH SCHOOL

NAME OF REPRESENTATIVE Cliff Kelly POSITION Principal

ADDRESS 4540 American River Drive CITY Sacramento ZIP 95864

PHONE (916) 971-7494 FAX (916) 971-7513 E-MAIL Cliff.Kelly@sanjuan.edu

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NAME OF SCHOOL RIO AMERICANO HIGH SCHOOL

NAME OF REPRESENTATIVE Malaya Cabrera POSITION Athletic Director

ADDRESS 4540 American River Drive CITY Sacramento ZIP 95864

PHONE (916) 971-7494 FAX (916) 971-7513 E-MAIL malaya.cabrera@sanjuan.edu

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NAME OF SCHOOL RIO AMERICANO HIGH SCHOOL

NAME OF REPRESENTATIVE Rob Kerr POSITION Vice Principal

ADDRESS 4540 American River Drive CITY Sacramento ZIP 95864

PHONE (916) 971-6426 FAX (916) 971-7513 E-MAIL rkerr@sanjuan.edu

NAME OF SCHOOL SAN JUAN HIGH SCHOOL

NAME OF REPRESENTATIVE Dennis Foster POSITION Principal

ADDRESS 7551 Greenback Lane CITY Citrus Heights ZIP 95610

PHONE (916) 971-5112 FAX (916) 971-5111 E-MAIL dennis.foster@sanjuan.edu

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NAME OF SCHOOL SAN JUAN HIGH SCHOOL

NAME OF REPRESENTATIVE Fred Bryant POSITION Athletic Director

ADDRESS 7551 Greenback Lane CITY Citrus Heights ZIP 95610

PHONE (916) 971-5112 FAX (916) 971-5111 E-MAIL freddie.bryant@sanjuan.edu

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NAME OF SCHOOL SAN JUAN HIGH SCHOOL

NAME OF REPRESENTATIVE Jennifer Hill POSITION Vice Principal

ADDRESS 7551 Greenback Lane CITY Citrus Heights ZIP 95610

PHONE (916) 971-5113 FAX (916) 971-5111 E-MAIL jennifer.hill@sanjuan.edu

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. NOTE: League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's Name Kent Kern Signature

Address 3738 Walnut Avenue City Carmichael Zip 95608

Phone (916) 971-7104 Fax (916) 971-7070

PLEASE MAIL, E-MAIL OR FAX THIS FORM DIRECTLY TO THE

CIF SECTION OFFICE.

SEE REVERSE SIDE FOR CIF SECTION OFFICE ADDRESSES.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-6

MEETING DATE: 06/08/2021

SUBJECT: 2021 Memorandums of Understanding with Charter Schools

DEPARTMENT: Admissions and Family Services

CHECK ONE:
For Discussion: ☐
For Action: ☒
Report: ☐
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

ACTION REQUESTED:
The superintendent is recommending that the board approve the Memorandums of Understanding (MOUs) between San Juan Unified School District (hereinafter "district") and the following charter schools for 2021-2024:

a. Aspire Alexander Twilight College Preparatory Academy
b. Aspire Alexander Twilight Secondary Academy
c. California Montessori Project
d. Gateway International School

Approve the MOU between the district and the following charter school for 2021-2023:

e. Visions In Education

RATIONALE/BACKGROUND:
The MOUs define the specific financial and operational relationship between the charter schools and the district and resolve other matters of mutual interest not otherwise resolved within the terms of each charter. It is the intent of these MOUs that charter schools not be a fiscal burden to the district. These MOUs cover the period of July 1, 2021, through June 30, 2023 and/or July 1, 2021, through June 30, 2024.

A copy of each Charter School MOU is available for review in the superintendent's office.

ATTACHMENT(S):
A: Charter Schools Information and Summary

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 06/01/2021

FISCAL IMPACT:
Current Budget: $ No direct costs
Additional Budget: $ N/A
Funding Source: N/A

LCAP/STRATEGIC PLAN:
Goal: N/A Focus: N/A
Action: N/A
Strategic Plan: N/A

PREPARED BY: Michele Flagler, Director, Admissions and Family Services

APPROVED BY: Debra Calvin, Ed.D., Assistant Superintendent, Educational Services DC
Melissa Bassanelli, Deputy Superintendent, Schools and Student Support MB
Kent Kern, Superintendent of Schools KK

2021 Memorandums of Understanding with Charter Schools
Information and Summary

In order to prepare the Memorandums of Understanding documents for board review and approval, district staff members reviewed each of the documents for compliance with district Board Policy 0420.4 (Charter Schools) and found them to be in compliance.

A brief summary of each charter school is as follows:

a. Aspire Alexander Twilight College Preparatory Academy

Aspire Alexander Twilight College Preparatory Academy (ATCPA) has been in operation since 2009. ATCPA serves students in grades TK-5. The charter school has been reauthorized for a term of five years beginning on July 1, 2021 through June 30, 2026.

b. Aspire Alexander Twilight Secondary Academy

Aspire Alexander Twilight Secondary Academy (ATSA) has been in operation since 2009. ATSA serves students in grades 6-12. The charter school has been reauthorized for a term of five years beginning on July 1, 2021 through June 30, 2026.

c. California Montessori Project

California Montessori Project - San Juan Campuses (CMP) has been in operation since 2007. CMP serves students in grades TK-8. The charter school has been reauthorized for a term of five years beginning on July 1, 2021 through June 30, 2026.

d. Gateway International School

Gateway International School (GIS) has been in operation since 2013. GIS serves students in grades TK-8. The charter school has been reauthorized for a term of five years beginning on July 1, 2021 through June 30, 2026.

e. Visions In Education

Visions In Education (VIE) has been in operation since 1999. VIE serves students in grades TK-12. The charter school has been reauthorized for a term of five years beginning on July 1, 2018 through June 30, 2023.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-7

MEETING DATE: 06/08/2021

SUBJECT: Official Designation of Members for the Capital Adult Education Regional Consortium (CAERC) 2021-2022

DEPARTMENT: Division of Teaching and Learning

CHECK ONE:
For Discussion: ☐
For Action: ☒
Report: ☐
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

ACTION REQUESTED:
The superintendent is recommending that the board approve the official designation of new member, Kristan Schnepp, and the removal of Rick Messer to the CAERC board.

RATIONALE/BACKGROUND:
The Consortium shall keep track of the date its members were officially designated by their local board and keep copies of the local board minutes as evidence, which will be archived. If an official designation is a consent item a copy of the board agenda that shows the designation as a consent item, as well as the minutes, will be provided and kept on file by CAERC. Each member must have a minimum of one official-designated member. Members have the option of having more than one official-designated member approved by their governing board to serve as alternate representatives.

ATTACHMENT(S):
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 06/01/2021

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $ N/A
Funding Source: $ N/A
Current Year Only ☐ Ongoing ☒

LCAP/STRATEGIC PLAN:
Goal: N/A Focus: N/A
Action: N/A
Strategic Plan: N/A

PREPARED BY: Brett Wolfe, Director CTE, K-12 Counseling and College/Career Readiness
Kristan Schnepp, Senior Director, Secondary Schools and Programs KS

APPROVED BY: Melissa Bassanelli, Deputy Superintendent, Schools and Student Support MB
Kent Kern, Superintendent of Schools KK

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-8

MEETING DATE: 06/08/2021

SUBJECT: Site Lease Amendment No. 1 Barrett Middle School New Construction and Modernization Projects

DEPARTMENT: Facilities

CHECK ONE:
For Discussion: ☐
For Action: ☒
Report: ☐
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

ACTION REQUESTED:
The superintendent is recommending that the board adopt Resolution No. 3056 approving the first amendment to the site lease agreement for the Barrett Middle School new construction project no. 004-9512-P1 and modernization project no. 004-9495-P1, between San Juan Unified School District and Landmark Modernization Contractors dba Landmark Construction.

RATIONALE/BACKGROUND:
Exhibit A Site Description is amended to include the Site Lease Boundary Map established by construction phasing.

ATTACHMENT(S):
A: Resolution No. 3056
B: Site Lease Amendment No. 1

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 06/01/2021

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $ N/A
Funding Source: N/A
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☐ On-going ☐

LCAP/STRATEGIC PLAN:
Goal: N/A Focus: N/A
Action: N/A

Strategic Plan: N/A

PREPARED BY: Nicholas Arps, Director, Facilities, Construction & Modernization

APPROVED BY: Frank Camarda, Assistant Superintendent, Operations, Facilities and Transportation
Kent Kern, Superintendent of Schools KK

RESOLUTION NO.3056

RESOLUTION BY THE SAN JUAN UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION APPROVING SITE LEASE AMENDMENT #1 BARRETT MIDDLE SCHOOL – NEW CONSTRUCTION & MODERNIZATION SJUSD PROJECT #004-9512-P1 & 004-9495-P1

WHEREAS, section 17406 of the Education Code authorize school districts, including the San Juan Unified School District ("District"), to use the lease-leaseback procurement process;

WHEREAS, the District Board of Education ("Board") previously approved the award of the Site Lease and Facilities Lease to Landmark Modernization Contractors dba Landmark Construction for this Project Resolution No. 2977 and 2978; and

WHEREAS, Exhibit A Site Description is amended to include the Site Lease Boundary Map established by construction phasing

NOW, THEREFORE, the San Juan Unified School District Board of Education does hereby resolve as follows:

Section 1. The foregoing recitals are hereby adopted as true and correct.

Section 2. The Board approves the revised Exhibit A Site Description as outlined in Amendment #1.

The foregoing Resolution was adopted by the San Juan Unified School District Board of Education at a meeting of the Board on June 8, 2021, by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

_____
Paula Villescaz, President
San Juan Unified School District
Board of Education

Attest:

_____
Zima Creason, Clerk
San Juan Unified School District
Board of Education

San Juan Unified School District
3738 Walnut Avenue, Carmichael, CA 95608
Telephone (916) 971-7700 Main number
Construction Dept: (916) 971-5780/Office (916) 971-5707 Fax

Kent Kern, Superintendent of Schools
Frank Camarda, Assistant Superintendent of Operations, Facilities, and Transportation

Site Lease Amendment #01
For
Barrett MS New Construction
DSA App. 02-118610/Site Lease Agreement#006460
SJUSD Project #004-9512-P1
And for
Barrett MS Modernization
DSA App. 02-118610/Site Lease Agreement#006461
SJUSD Project #004-9495-P1

Effective **June 8, 2021,** the Site Lease Agreement dated **February 25, 2020** between the San Juan Unified School District and **Landmark Modernization Contractors dba Landmark Construction** for the **Barrett MS New Construction and Modernization** is amended as follows:

1. Exhibit A Site Description is amended to include the **Site Lease Boundary Map established by construction phasing – 10 pages attached**.

In all other respects, the terms and conditions of said Site Lease, including the exhibits thereto, remain in full force and effect.

San Juan Unified School District,
A school district organized and existing under the laws of the State of California

By:_____
Nicholas Arps
Title: Director of Facilities, Construction & Modernization

By:_____
Frank Camarda
Title: Assistant Superintendent, Operations, Facilities and Transportation

Landmark Modernization Contractors dba Landmark Construction
A California Corporation

By:_____
Ryan Anderson
Title: Project Manager

Federal Tax Identification Number:
68-0485893

JOHN BARRETT MIDDLE SCHOOL
MODERNIZATION & NEW CONSTRUCTION

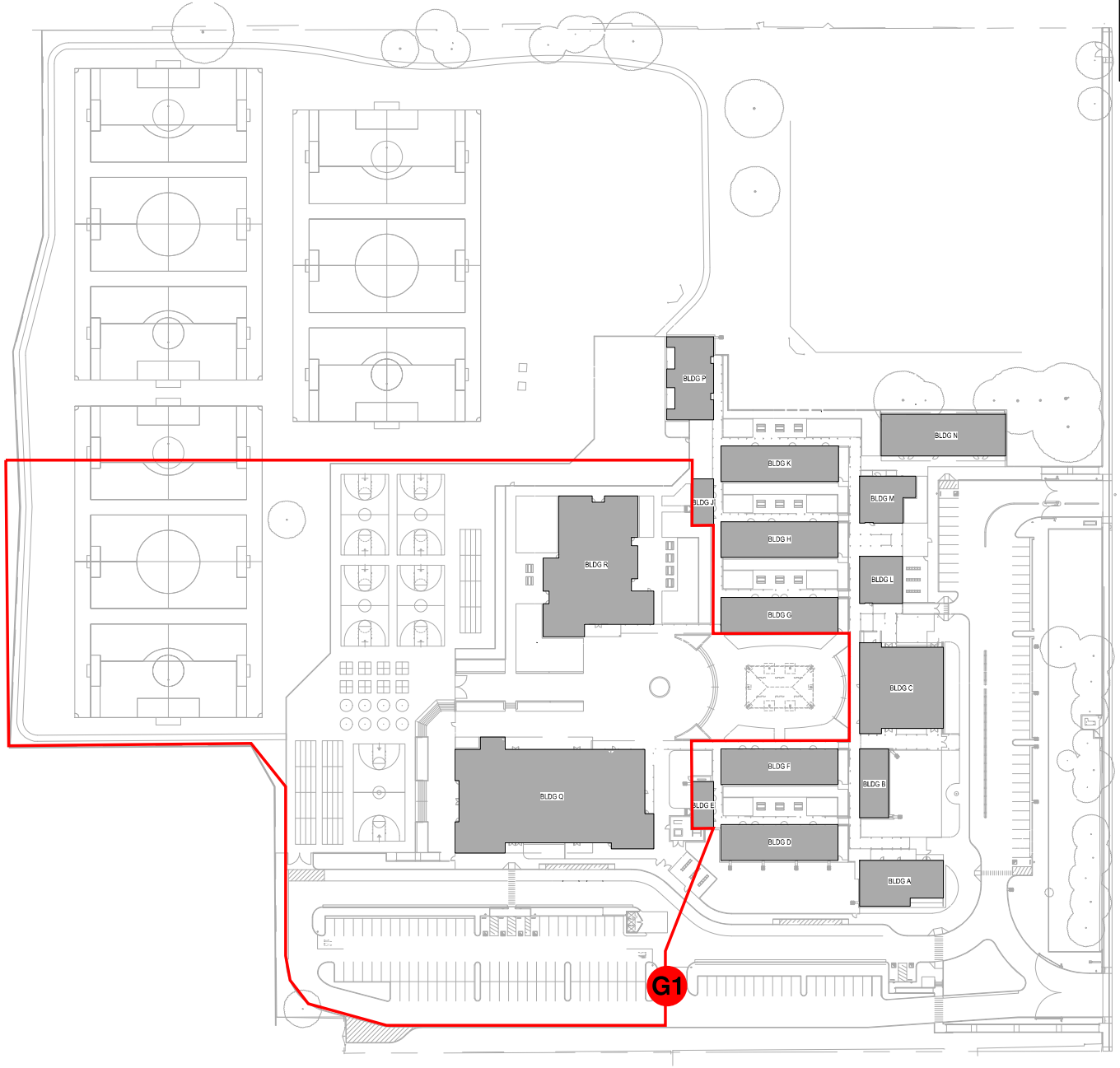
4243 BARRETT RD, CARMICHAEL, CA 95608

SAN JUAN UNIFIED SCHOOL DISTRICT

Site Lease Amendment #01- Exhibit A
Site Boundary Map
Page 1

(6/7/21 - 8/5/22)

G1 CONSTRUCTION ENTRANCE



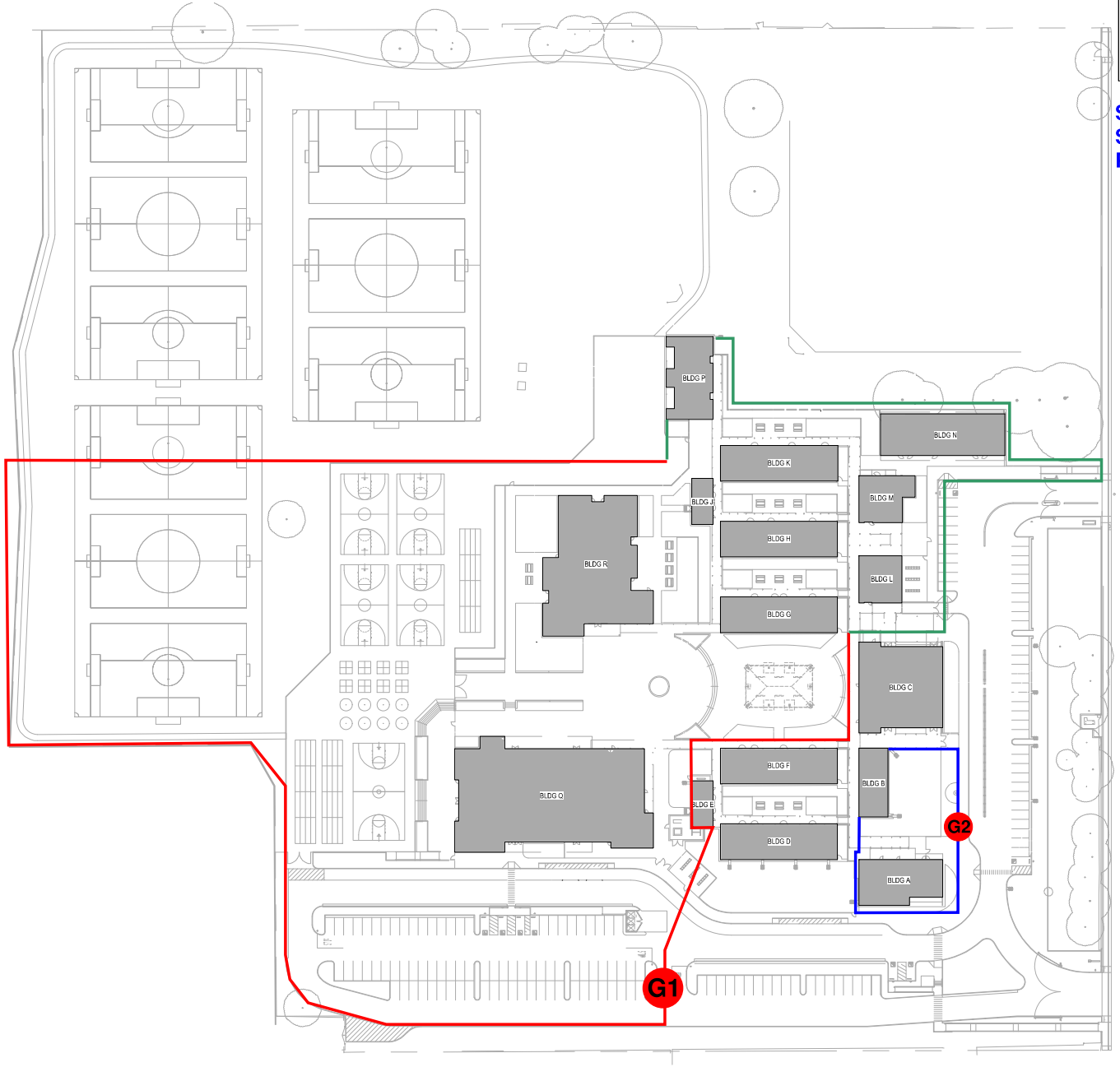
DRAWING NUMBER:

JOHN BARRETT MIDDLE SCHOOL
MODERNIZATION & NEW CONSTRUCTION

4243 BARRETT RD, CARMICHAEL, CA 95608

SAN JUAN UNIFIED SCHOOL DISTRICT

Site Lease Amendment #01- Exhibit A
Site Boundary Map
Page 2



(6/7/21 to 8/5/22)

(6/9/21 to 8/6/21)

(6/9/21 to 4/8/22)

G1 CONSTRUCTION ENTRANCE

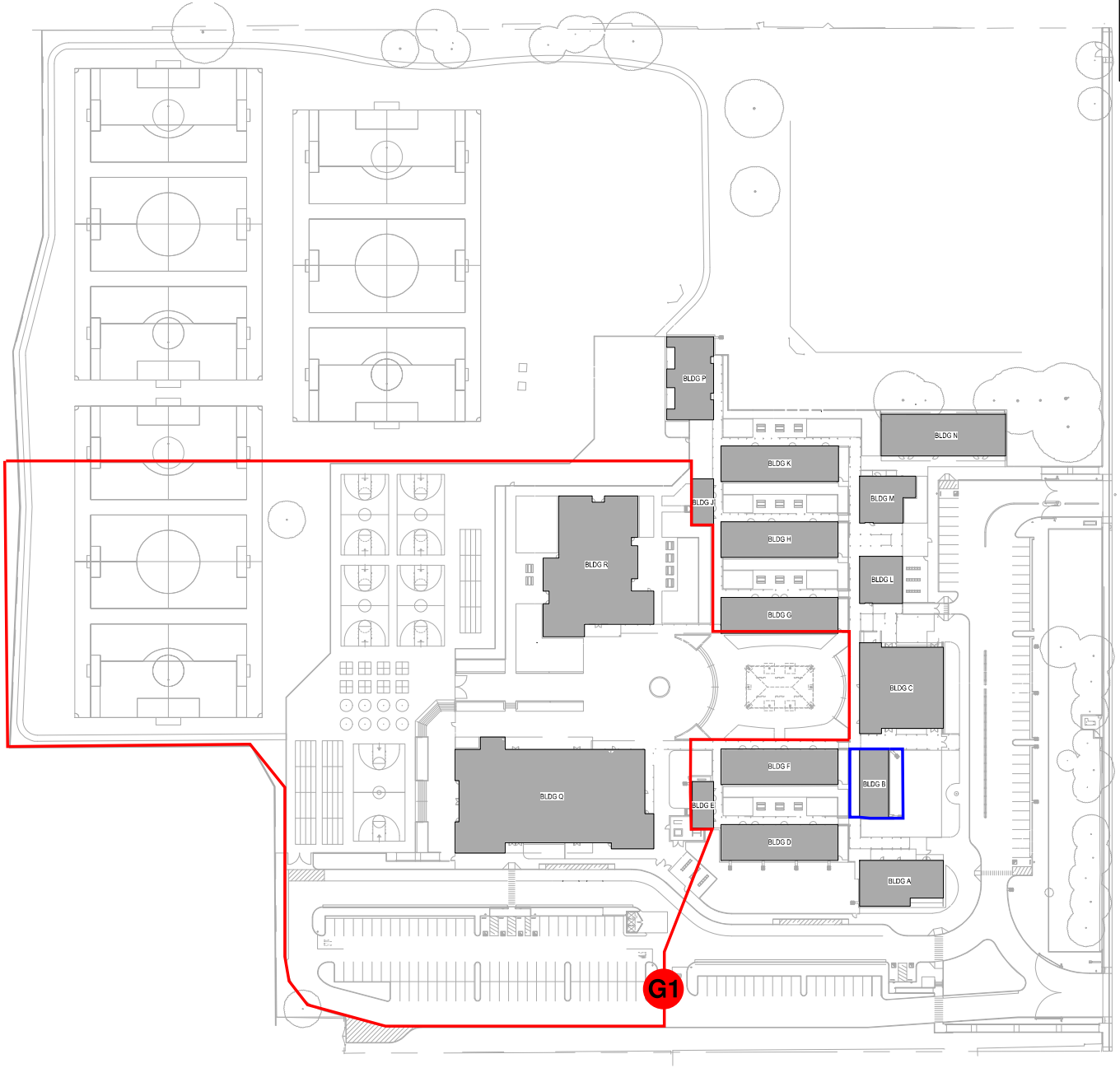
DRAWING NUMBER:

JOHN BARRETT MIDDLE SCHOOL
MODERNIZATION & NEW CONSTRUCTION

4243 BARRETT RD, CARMICHAEL, CA 95608

SAN JUAN UNIFIED SCHOOL DISTRICT

Site Lease Amendment #01- Exhibit A
Site Boundary Map
Page 3



(6/7/21 to 8/5/22)

(4/18/22 to 7/19/22)

G1 CONSTRUCTION ENTRANCE

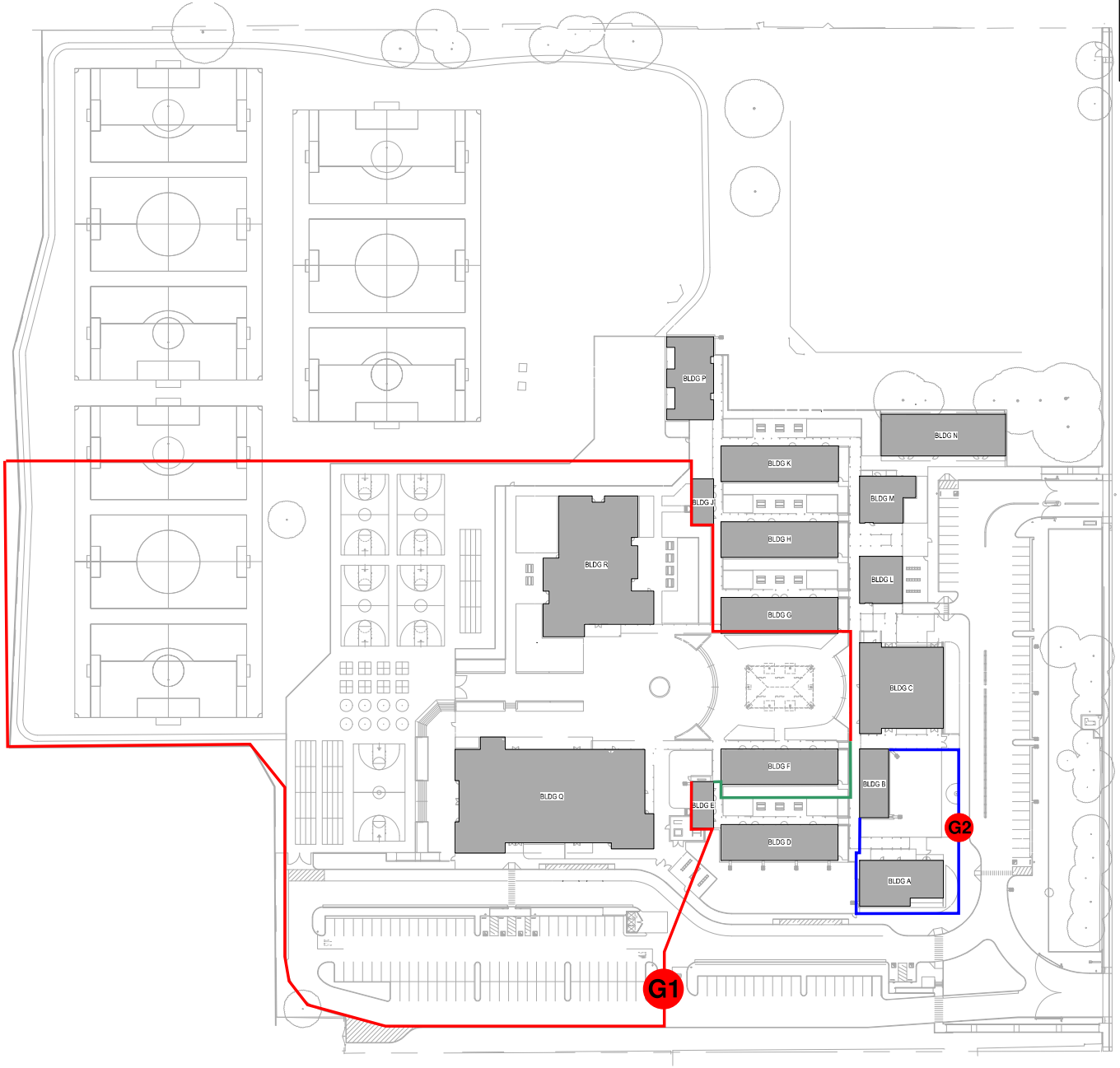
DRAWING NUMBER:

JOHN BARRETT MIDDLE SCHOOL
MODERNIZATION & NEW CONSTRUCTION

4243 BARRETT RD, CARMICHAEL, CA 95608

SAN JUAN UNIFIED SCHOOL DISTRICT

Site Lease Amendment #01- Exhibit A
Site Boundary Map
Page 4



(6/7/21 to 8/6/22)

(8/19/21 - 10/21/21)

(6/9/21 to 4/8/22)

G1 CONSTRUCTION ENTRANCE

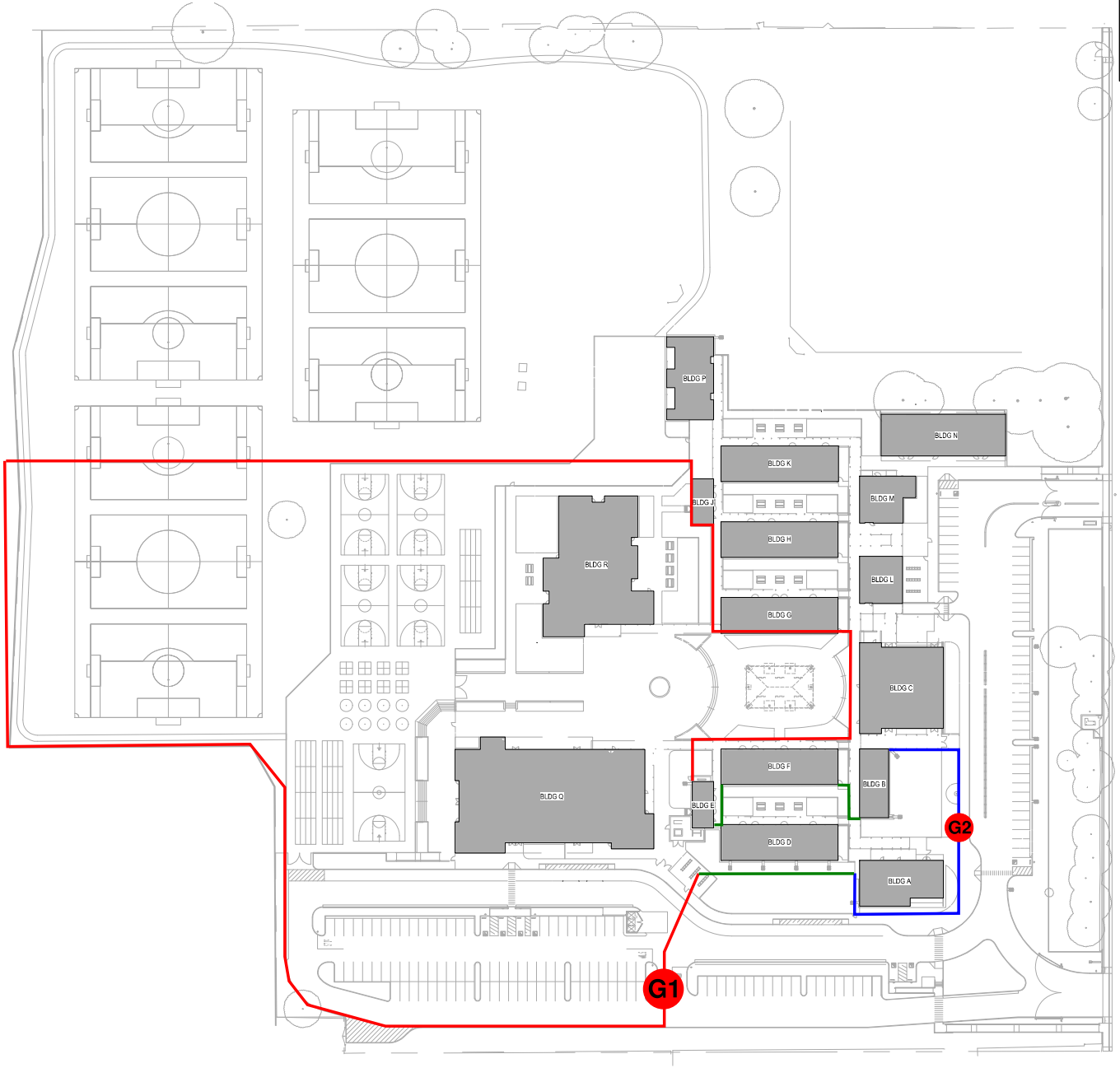
DRAWING NUMBER:

JOHN BARRETT MIDDLE SCHOOL
MODERNIZATION & NEW CONSTRUCTION

4243 BARRETT RD, CARMICHAEL, CA 95608

SAN JUAN UNIFIED SCHOOL DISTRICT

Site Lease Amendment #01- Exhibit A
Site Boundary Map
Page 5



(6/7/21 - 8/5/22)

(10/28/21 - 12/30/21)

(6/9/21 - 4/8/22)

G1 CONSTRUCTION ENTRANCE

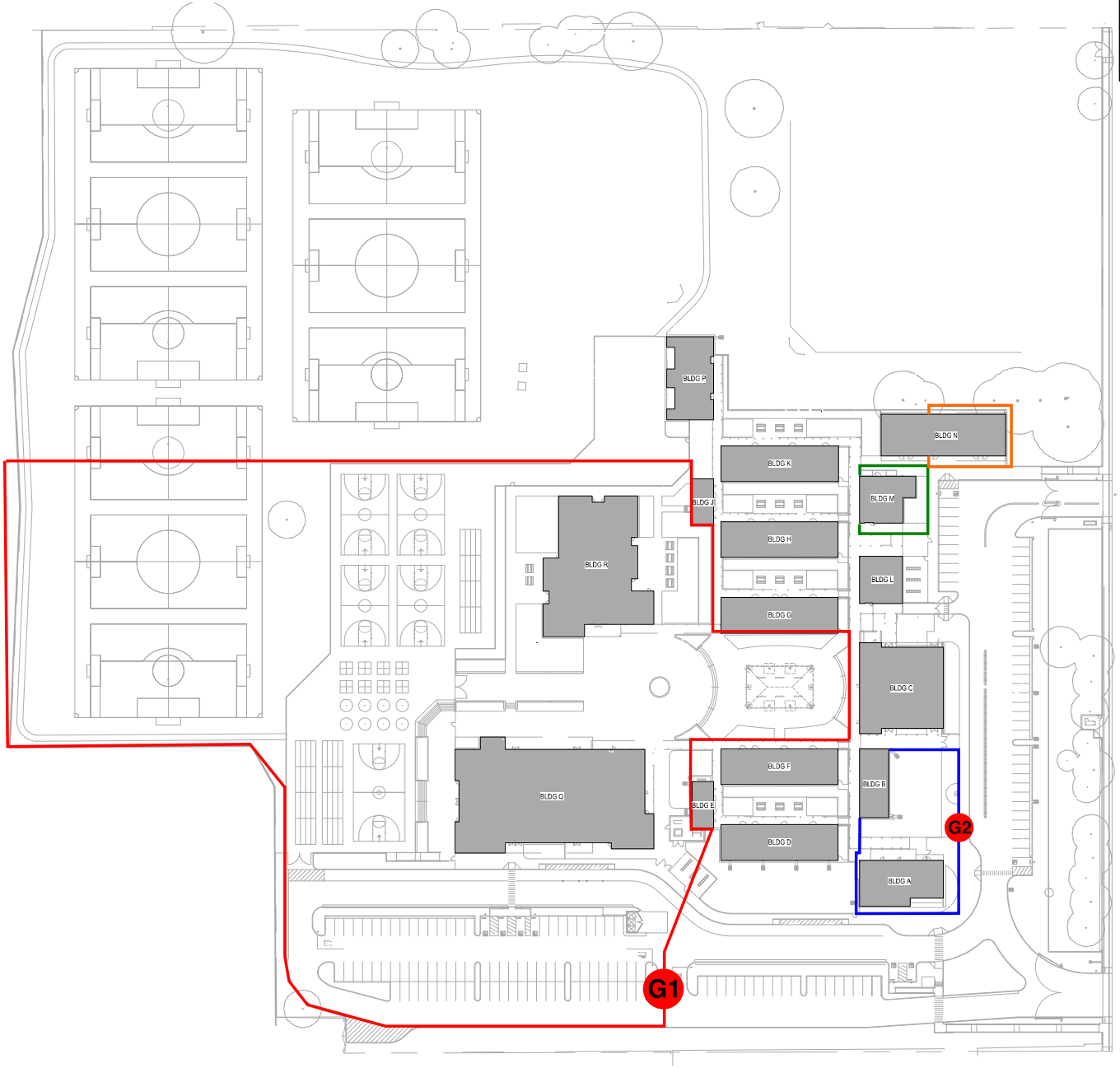
DRAWING NUMBER:

JOHN BARRETT MIDDLE SCHOOL
MODERNIZATION & NEW CONSTRUCTION

4243 BARRETT RD, CARMICHAEL, CA 95608

SAN JUAN UNIFIED SCHOOL DISTRICT

Site Lease Amendment #01- Exhibit A
Site Boundary Map
Page 6



(6/7/21 to 8/5/22)

(6/9/21 to 4/8/22)

(1/10/22 - 4/8/22)

(1/10/22 - 3/4/22)

G1 CONSTRUCTION ENTRANCE

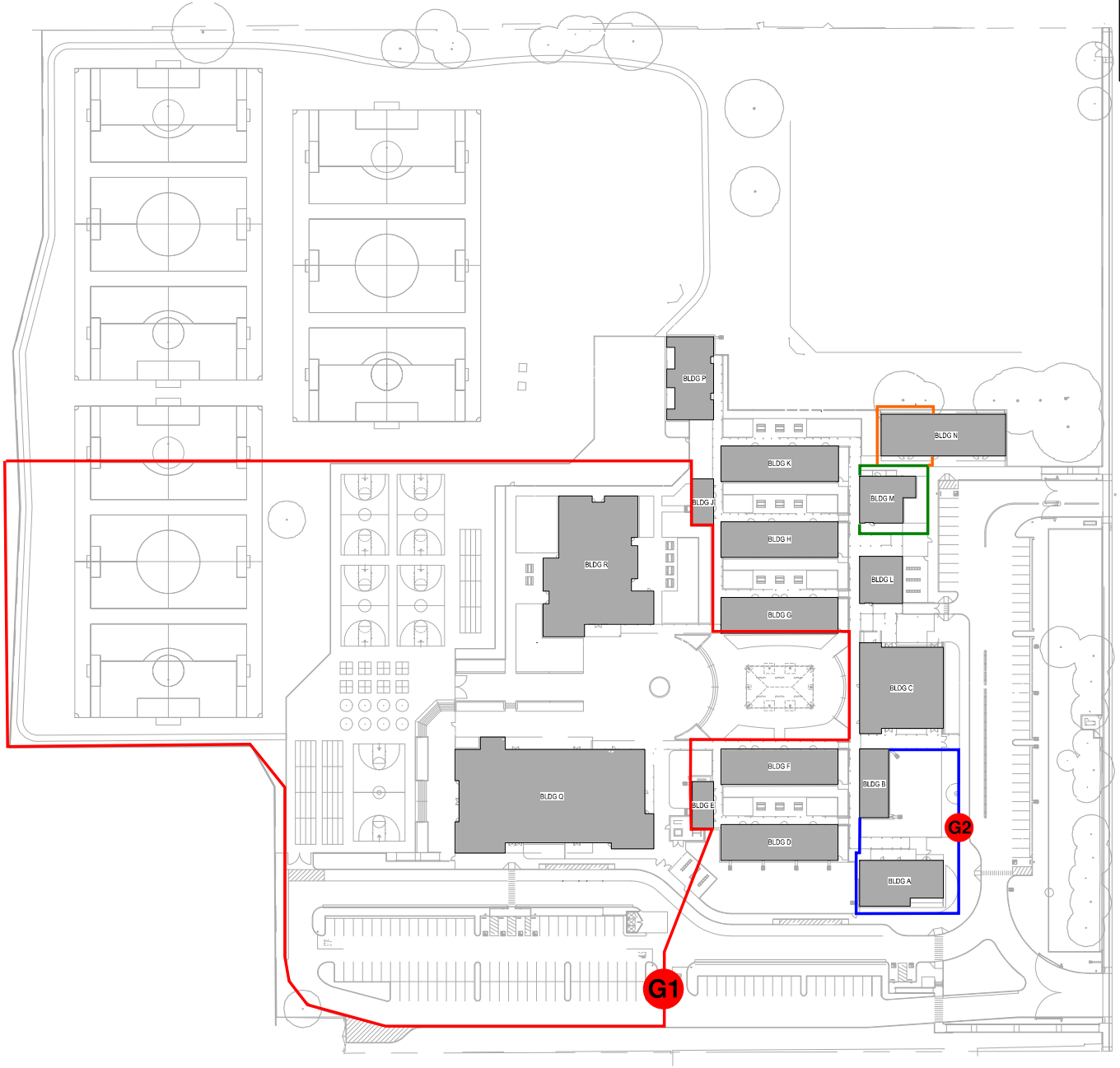
DRAWING NUMBER:

JOHN BARRETT MIDDLE SCHOOL
MODERNIZATION & NEW CONSTRUCTION

4243 BARRETT RD, CARMICHAEL, CA 95608

SAN JUAN UNIFIED SCHOOL DISTRICT

Site Lease Amendment #01- Exhibit A
Site Boundary Map
Page 7



(6/7/21 to 8/5/22)

(6/9/21 to 4/8/22)

(1/10/22 - 4/8/22)

(3/7/22 - 4/8/22)

G1 CONSTRUCTION ENTRANCE

DRAWING NUMBER:

JOHN BARRETT MIDDLE SCHOOL
MODERNIZATION & NEW CONSTRUCTION

4243 BARRETT RD, CARMICHAEL, CA 95608

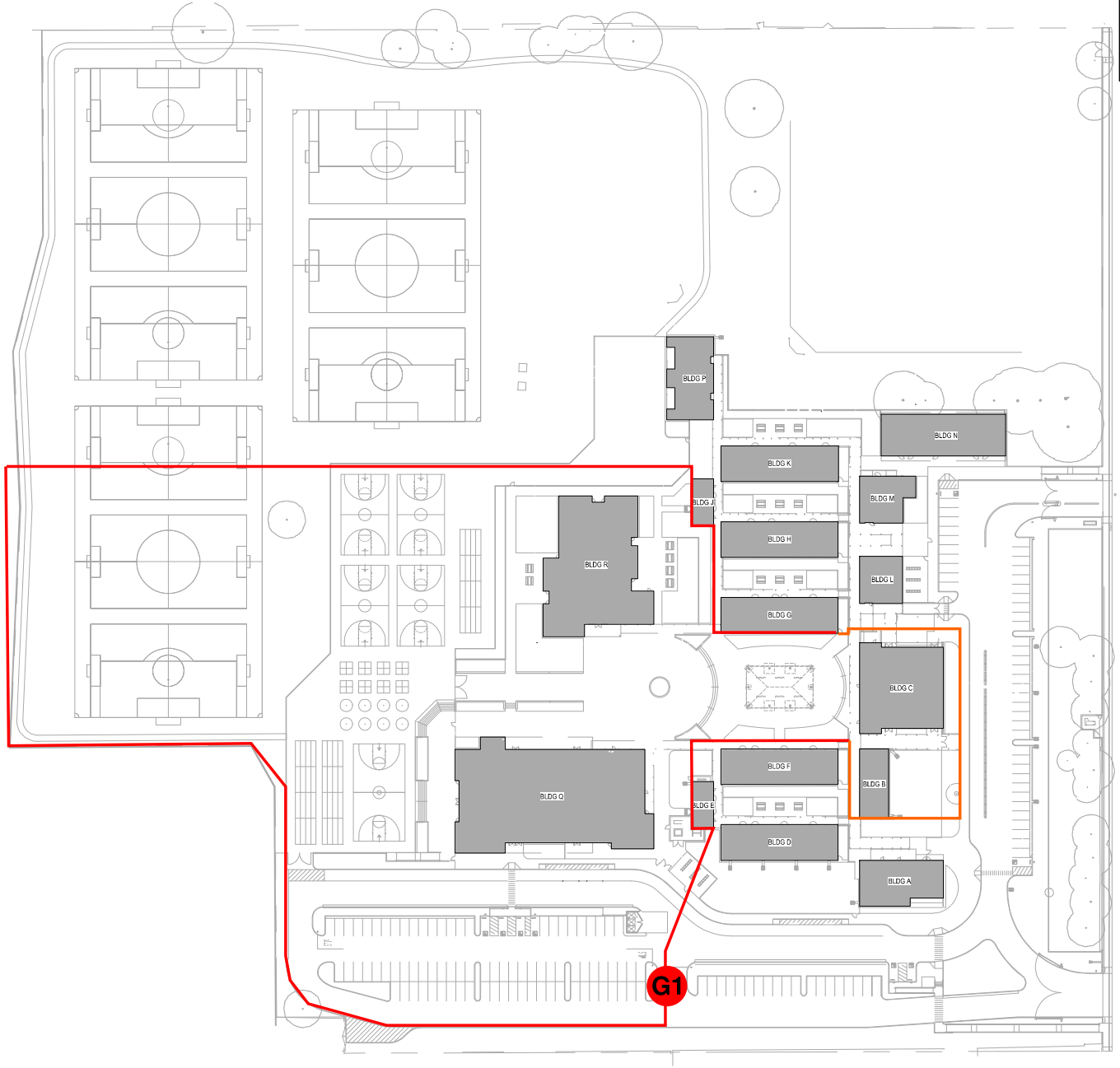
SAN JUAN UNIFIED SCHOOL DISTRICT

Site Lease Amendment #01- Exhibit A
Site Boundary Map
Page 8

(6/7/21 - 8/5/22)

(5/2/22 - 8/5/22)

G1 CONSTRUCTION ENTRANCE



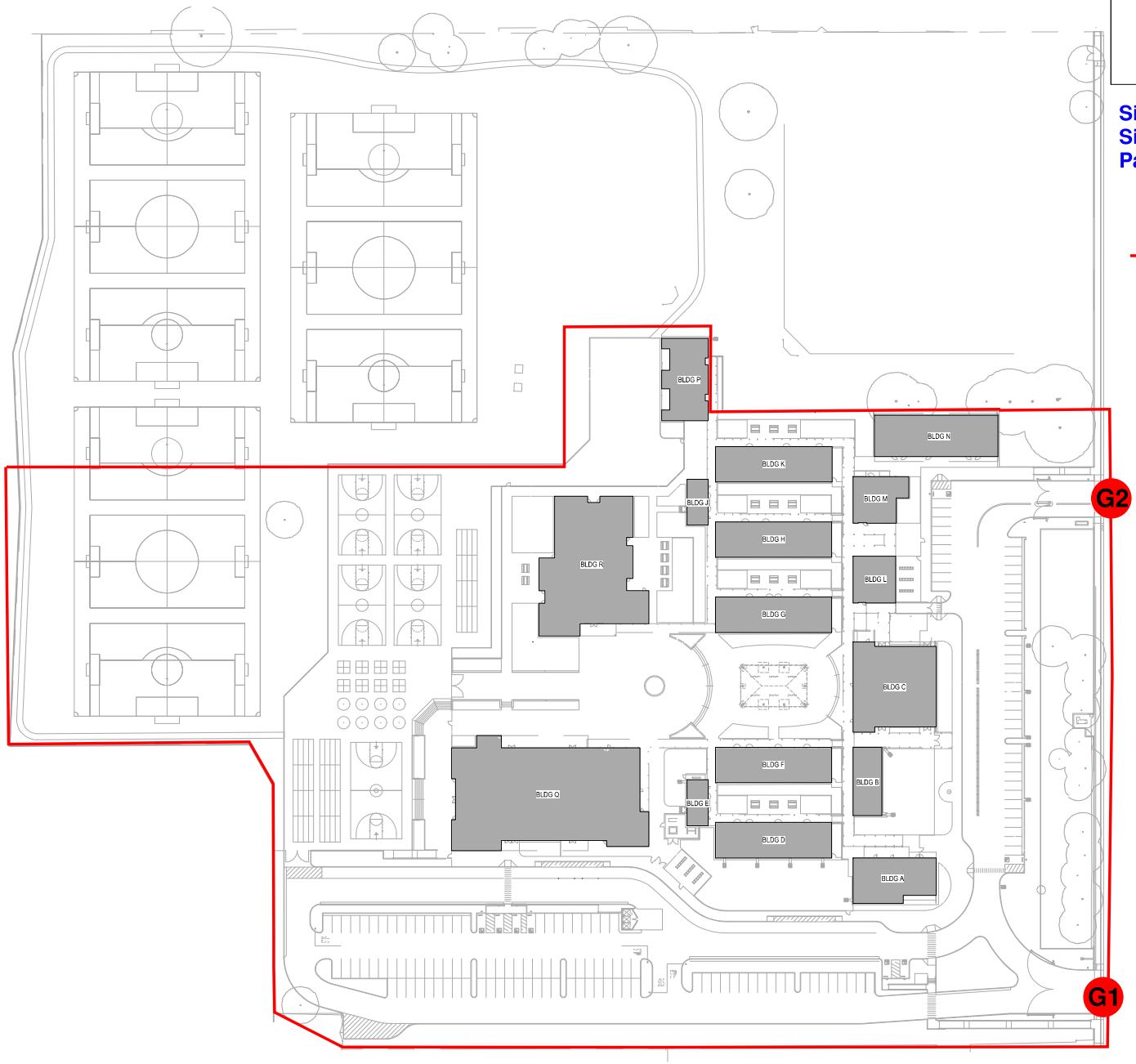
DRAWING NUMBER:

JOHN BARRETT MIDDLE SCHOOL
MODERNIZATION & NEW CONSTRUCTION

4243 BARRETT RD, CARMICHAEL, CA 95608

SAN JUAN UNIFIED SCHOOL DISTRICT

Site Lease Amendment #01- Exhibit A
Site Boundary Map
Page 9



(6/8/22 - 8/5/22)

G1 CONSTRUCTION ENTRANCE

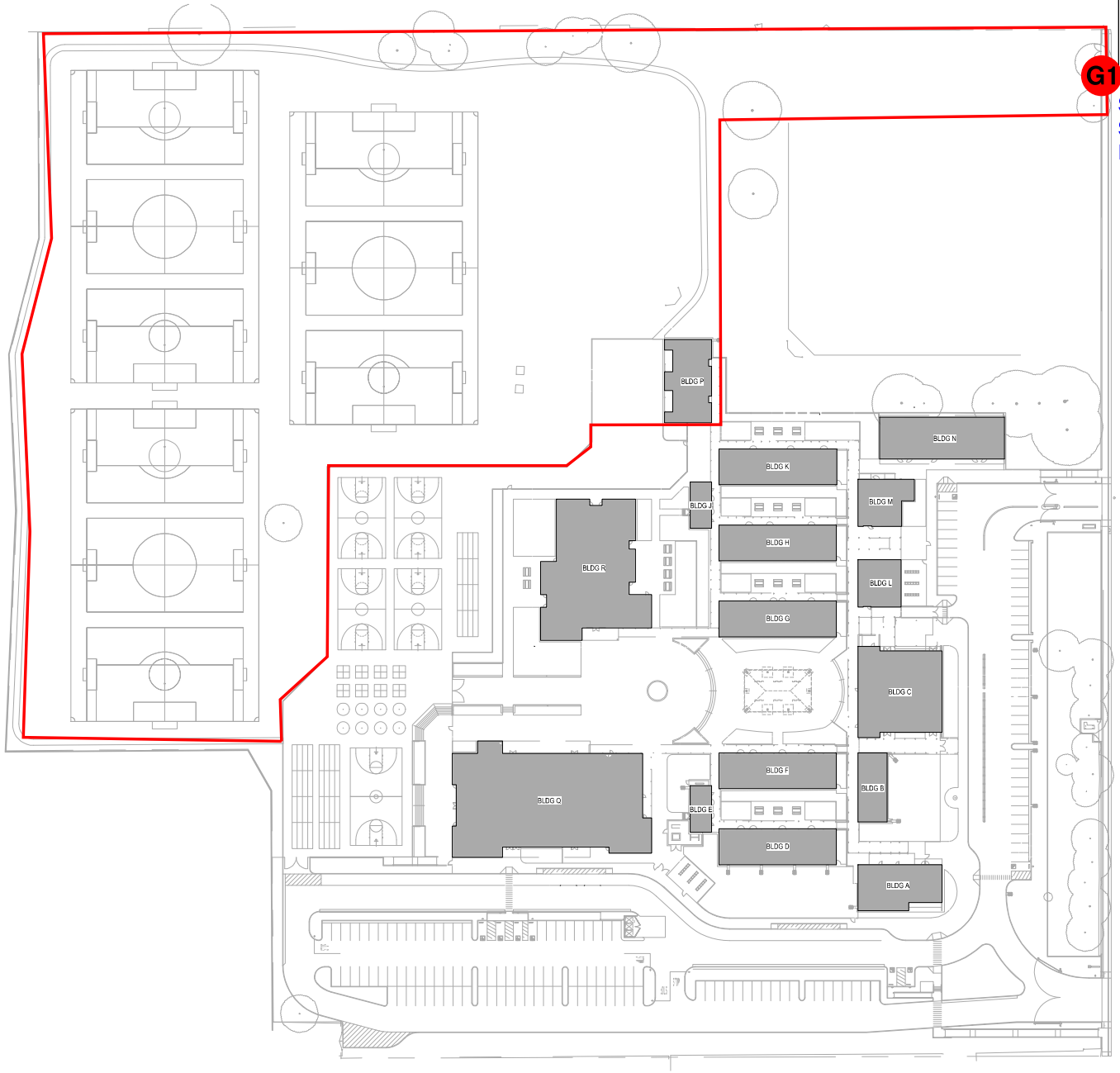
DRAWING NUMBER:

JOHN BARRETT MIDDLE SCHOOL
MODERNIZATION & NEW CONSTRUCTION

4243 BARRETT RD, CARMICHAEL, CA 95608

SAN JUAN UNIFIED SCHOOL DISTRICT

Site Lease Amendment #01- Exhibit A
Site Boundary Map
Page 10



(8/17/22 - 12/31/22)

G1 CONSTRUCTION ENTRANCE

DRAWING NUMBER:

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-9

MEETING DATE: 06/08/2021

SUBJECT: Lease Amendment No. 2 Barrett Middle School New Construction Project

DEPARTMENT: Facilities

CHECK ONE:
For Discussion: ☐
For Action: ☒
Report: ☐
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

ACTION REQUESTED:
The superintendent is recommending that the board adopt Resolution No. 3057 approving the second amendment to the lease agreement for the Barrett Middle School new construction project no. 004-9512-P1 between San Juan Unified School District and Landmark Modernization Contractors dba Landmark Construction.

RATIONALE/BACKGROUND:
The board approves the total base rent in the amount of $27,796,165.00, authorizes the issuance of lease amendment no. 2 to the facilities lease and authorizes district staff to issue a notice to proceed with construction.

ATTACHMENT(S):
A: Resolution No. 3057
B: Lease Amendment No. 2

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 06/01/2021

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $ N/A
Funding Source: N/A
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☐ On-going ☐

LCAP/STRATEGIC PLAN:
Goal: N/A Focus: N/A
Action: N/A

Strategic Plan: N/A

PREPARED BY: Nicholas Arps, Director, Facilities, Construction & Modernization

APPROVED BY: Frank Camarda, Assistant Superintendent, Operations, Facilities and Transportation
Kent Kern, Superintendent of Schools KK

RESOLUTION NO. 3057

RESOLUTION BY THE SAN JUAN UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION APPROVING LEASE AMENDMENT #2 BARRETT MIDDLE SCHOOL – NEW CONSTRUCTION SJUSD PROJECT #004-9512-P1

WHEREAS, section 17406 of the Education Code authorize school districts, including the San Juan Unified School District ("District"), to use the lease-leaseback procurement process;

WHEREAS, the District Board of Education ("Board") previously approved the award of the Site Lease and Facilities Lease to Landmark Modernization Contractors dba Landmark Construction for this Project Resolution No. 2978, and approved the Facilities Lease Site Mobilization Services, Amendment #1, was in the amount of $398,991.00; per Resolution No. 3050, this amount was incorrectly transcribed and the corrected amount is $398,331.00, as listed in Amendment #2; and

WHEREAS, Section 1.1.13 is amended to change WLC Architects to PBK-WLC, as well as throughout the Lease Agreement, and includes the Division of State Architect (DSA) Application number 02-118610; and

WHEREAS, Section 3.2.3 Time of Completion is amended to state the total weather days to be thirty (30); and

WHEREAS, Section 4.2 the Term of the Facilities Lease is amended to forty (40) months total which includes fifteen (15) months of Preconstruction, thirteen (13) months of construction, and twelve (12) months of post-construction period; and

WHEREAS, Landmark Modernization Contractors dba Landmark Construction has finished the preconstruction services for the Project, completed the development of the Total Base Rent for the Modernization Project, and has provided the District with objectively verifiable information and a written rationale for this Total Base Rent, together with supporting documents;

WHEREAS, the District has carefully considered the information supporting the Total Base Rent for the Modernization Project; and

WHEREAS, the Division of the State Architect ("DSA") has provided the required approvals for the Modernization Project; and

WHEREAS, Section 4.4.2 Total Base Rent is amended to Twenty-seven million Seven hundred Ninety-six thousand One hundred Sixty-five dollars and no/cents ($27,796,165.00), including amending Section 4.4.2.4.1 Construction Contingency to Six hundred Eighty-eight thousand Nine hundred Twenty nine dollars and no/100 ($688,929.00), and Section 4.4.2.4.3 District Contingency to One million Two hundred Forty-four thousand Seven hundred Sixty-nine dollars and no/100 ($1,244,769.00); and

WHEREAS, Section 4.4.2.4.2 Specific Allowances is amended to be deleted in its entirety; and

WHEREAS, Exhibit B Description of the Site is amended to include the Lease Boundary Map established by construction phasing; and

WHEREAS, Exhibit C is amended to include the Lease Payment Schedule, TBR Calculation, Qualifications & Assumptions, Exclusions and Work not included, and List of Plans, Specifications, and Other documents; and

WHEREAS, Section 01 31 00 Project Management Internet Communication Requirements is amended to TBD and delete all references to Constructware throughout document; and

WHEREAS, Section 01 91 13 General Commissioning Requirements is amended to delete section in its' entirety – Refer to DSA approved specifications dated April 16, 2021; and

WHEREAS, Exhibit E Insurance Requirements is hereby amended to modify Section IV. Liability Insurance. Item 5 Pollution liability to $1,000,000 per occurrence and $2,000,000 aggregate per pollution event, and the Builder Risk/Installation Floater Insurance is reduced from 150% to 100% as outlined in Amendment #2; and

WHEREAS, Exhibit F General Conditions Costs is amended to include the General Conditions Costs Breakdown; and

WHEREAS, Exhibit G Construction Schedule is amended to include the Approved Baseline Schedule; and

WHEREAS, Authorized signer list is hereby updated per attached email dated 03/05/2021 from Kevin Brennan from Landmark Construction to add Ryan Anderson as an authorized signer.

NOW, THEREFORE, the San Juan Unified School District Board of Education does hereby resolve as follows:

Section 1. The foregoing recitals are hereby adopted as true and correct.

Section 2. The Board approves the revised final Total Base Rent in the amount of $27,796,165.00 for the project which includes previously approved amendment, authorizes the issuance of Lease Amendment #2 to the Facilities Lease, and authorizes District staff to issue a notice to proceed with construction of the New Construction Project.

Total Base Rent - Preconstruction	$101,632.00
Changes by Prior Amendment #1	$398,331.00
Net Changes by Amendment #2	**$27,296,202.00**
Final Total Base Rent	**$27,796,165.00**

Section 3. The Board approves the revised items to the Facilities Lease Agreement as outline in Amendment #2.

The foregoing Resolution was adopted by the San Juan Unified School District Board of Education at a meeting of the Board on June 8, 2021, by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

_____
Paula Villescaz, President
San Juan Unified School District
Board of Education

Attest:

_____
Zima Creason, Clerk
San Juan Unified School District Board of Education

San Juan Unified School District
3738 Walnut Avenue, Carmichael, CA 95608
Telephone (916) 971-7700 Main number
Construction Dept: (916) 971-5780/Office (916) 971-5707 Fax

Kent Kern, Superintendent of Schools
Frank Camarda, Assistant Superintendent of Operations, Facilities, and Transportation

Facilities Lease Amendment #02
Barrett MS New Construction
DSA App. 02-118610/Facilities Lease Agreement#006460
SJUSD Project #004-9512-P1

Effective **June 8, 2021,** the Facilities Lease Agreement dated **February 25, 2020** between the San Juan Unified School District and **Landmark Modernization Contractors dba Landmark Construction** for the **Barrett MS New Construction** is amended as follows:

1. Section 1.1.13 is amended to change WLC Architects to **PBK-WLC**.
2. Section 1.1.13 is amended to include the DSA App No. **02-118610**.
3. Section 3.2.3 Time of Completion is amended to state the **total weather days to be thirty (30**).
4. Section 4.2 The Term of this Facilities Lease shall be amended to **forty (40) months**, consisting of the total of the time a) to perform Phase I, Preconstruction Services, estimated to require **fifteen (15) months**, b) to construct the project estimated to be **thirteen (13) months construction including punchlist**, and c) to perform a post-construction period of **twelve (12) consecutive months**, subject to the right of the District not to implement Phase II or to terminate earlier in accordance with this Facilities Lease.
5. Section 4.4.2 Total Base Rent for the Project is amended to be **Twenty-seven million Seven hundred Ninety-six thousand One hundred Sixty-five dollars and no/cents ($27,796,165.00).**
6. Section 4.4.2.4.1 Construction Contingency is amended to be **Six hundred Eighty-eight thousand Nine hundred Twenty nine dollars and no/100 ($688,929.00).**
7. ~~Section 4.4.2.4.2 Specific Allowances is amended to be deleted in its' entirety.~~
8. Section 4.4.2.4.3 District Contingency is amended to be **One million Two hundred Forty-four thousand Seven hundred Sixty-nine dollars and no/100 ($1,244,769.00).**
9. Signature page updates the Contract amount to **$27,796,165.00.**
10. Exhibit A is amended to change WLC Architects to **PBK-WLC**.
11. Exhibit B Description of the Site is amended to include the **Lease Boundary Map established by construction phasing**.
12. Exhibit C is amended to include the **Lease Payment Schedule, TBR Calculation, Qualifications & Assumptions, Exclusions and Work not included, and List of Plans, Specifications, and Other documents**.
13. Section 01 31 00 Project Management Internet Communication Requirements is amended to **TBD and delete all references to Constructware throughout document**.
14. Section 01 91 13 General Commissioning Requirements is amended to **delete section in its' entirety – Refer to DSA approved specifications dated April 16, 2021**.
15. Exhibit E Insurance Requirements is hereby amended to modify Section IV. Liability Insurance. Item 5 Pollution liability to **$1,000,000 per occurrence and $2,000,000 aggregate per pollution event.**
16. Exhibit E Insurance Requirements is hereby amended to modify Section VI Builders Risk/Installation Floater Insurance to remove **"~~In addition there shall be coverage in the amount of twenty percent (20%) of the replacement cost for Extra Expense and Loss of Use and thirty percent (30%) of the replacement cost for Soft Costs coverage.~~"**
17. Exhibit F General Conditions Costs is amended to include the **General Conditions Costs Breakdown**.
18. Exhibit G Construction Schedule is amended to include the **Approved Baseline Schedule – 15 pages attached at the end of the document**.

19. Authorized signer list is hereby updated per attached email dated 03/05/2021 from Kevin Brennan from Landmark Construction to add Ryan Anderson as an authorized signer.

Original Total Base Rent	$101,632.00
Changes by Prior Amendments #01	398,331.00
Net Change by this Amendment #02	$27,296,202.00
Revised Total Base Rent	$27,796,165.00

In all other respects, the terms and conditions of said Facilities Lease, including the exhibits thereto, remain in full force and effect.

San Juan Unified School District,
A school district organized and existing under the laws of the State of California

By:_____
Nicholas Arps
Title: Director of Facilities, Construction & Modernization

By:_____
Frank Camarda
Title: Assistant Superintendent, Operations, Facilities and Transportation

Landmark Modernization Contractors dba Landmark Construction
A California Corporation

By:_____
Ryan Anderson
Title: Project Manager

Federal Tax Identification Number:
68-0485893

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: **G-10**

MEETING DATE: **06/08/2021**

SUBJECT: Lease Amendment No. 2 Barrett Middle School Modernization Project

DEPARTMENT: Facilities

CHECK ONE:
For Discussion: ☐
For Action: ☒
Report: ☐
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

ACTION REQUESTED:
The superintendent is recommending that the board adopt Resolution No. 3058 approving the second amendment to the lease agreement for the Barrett Middle School modernization project no. 004-9495-P1 between San Juan Unified School District and Landmark Modernization Contractors dba Landmark Construction.

RATIONALE/BACKGROUND:
The board approves the total base rent in the amount of $27,739,907.00, authorizes the issuance of lease amendment no. 2 to the facilities lease and authorizes district staff to issue a notice to proceed with construction.

ATTACHMENT(S):
A: Resolution No. 3058
B: Lease Amendment No. 2

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 06/01/2021

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $ N/A
Funding Source: N/A
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☐ On-going ☐

LCAP/STRATEGIC PLAN:
Goal: N/A Focus: N/A
Action: N/A

Strategic Plan: N/A

PREPARED BY: Nicholas Arps, Director, Facilities, Construction & Modernization

APPROVED BY: Frank Camarda, Assistant Superintendent, Operations, Facilities and Transportation
Kent Kern, Superintendent of Schools

RESOLUTION NO. 3058

RESOLUTION BY THE SAN JUAN UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION APPROVING LEASE AMENDMENT #2 BARRETT MIDDLE SCHOOL – MODERNIZATION SJUSD PROJECT #004-9495-P1

WHEREAS, section 17406 of the Education Code authorize school districts, including the San Juan Unified School District ("District"), to use the lease-leaseback procurement process;

WHEREAS, the District Board of Education ("Board") previously approved the award of the Site Lease and Facilities Lease to Landmark Modernization Contractors dba Landmark Construction for this Project Resolution No. 2977, and approved the Facilities Lease Preconstruction Services was in the amount of $183,294.00 per Resolution No. 3037; and

WHEREAS, Section 1.1.13 is amended to change WLC Architects to PBK-WLC, as well as throughout the Lease Agreement, and includes the Division of State Architect (DSA) Application number 02-118610; and

WHEREAS, Section 3.2.3 Time of Completion is amended to state the total weather days to be twenty-four (24); and

WHEREAS, Section 4.2 the Term of the Facilities Lease is amended to forty-six (46) months total which includes fifteen (15) months of Preconstruction, nineteen (19) months of construction, and twelve (12) months of post-construction period; and

WHEREAS, Landmark Modernization Contractors dba Landmark Construction has finished the preconstruction services for the Project, completed the development of the Total Base Rent for the Modernization Project, and has provided the District with objectively verifiable information and a written rationale for this Total Base Rent, together with supporting documents;

WHEREAS, the District has carefully considered the information supporting the Total Base Rent for the Modernization Project; and

WHEREAS, the Division of the State Architect ("DSA") has provided the required approvals for the Modernization Project; and

WHEREAS, Section 4.4.2 Total Base Rent is amended to Twenty-seven million Seven hundred Thirty-nine thousand Nine hundred Seven dollars and no/cents ($27,739,907.00), including amending Section 4.4.2.4.1 Construction Contingency to One million Forty-two thousand Five hundred Ten dollars and no cents ($1,042,510.00), and Section 4.4.2.4.3 District Contingency to Two million Three hundred nine thousand Four hundred Eighty-one dollars and no cents ($2,309,481.00); and

WHEREAS, Section 4.4.2.4.2 Specific Allowances is amended to be deleted in its entirety; and

WHEREAS, Exhibit B Description of the Site is amended to include the Lease Boundary Map established by construction phasing; and

WHEREAS, Exhibit C is amended to include the Lease Payment Schedule, TBR Calculation, Qualifications & Assumptions, Exclusions and Work not included, and List of Plans, Specifications, and Other documents; and

WHEREAS, Section 01 31 00 Project Management Internet Communication Requirements is amended to TBD and delete all references to Constructware throughout document; and

WHEREAS, Section 01 91 13 General Commissioning Requirements is amended to delete section in its' entirety – Refer to DSA approved specifications dated April 16, 2021; and

WHEREAS, Exhibit E Insurance Requirements is hereby amended to modify Section IV. Liability Insurance. Item 5 Pollution liability to $1,000,000 per occurrence and $2,000,000 aggregate per pollution event, and the Builder Risk/Installation Floater Insurance is reduced from 150% to 100% as outlined in Amendment #2; and

WHEREAS, Exhibit F General Conditions Costs is amended to include the General Conditions Costs Breakdown; and

WHEREAS, Exhibit G Construction Schedule is amended to include the Approved Baseline Schedule – 37 pages attached at the end of the document; and

WHEREAS, Exhibit H Preconstruction Services, Section D. Compensation is amended to include execution of Amendment #01 for the increase for submittals and procurement of glazing; and

WHEREAS, Authorized signer list is hereby updated per attached email dated 03/05/2021 from Kevin Brennan from Landmark Construction to add Ryan Anderson as an authorized signer.

NOW, THEREFORE, the San Juan Unified School District Board of Education does hereby resolve as follows:

Section 1. The foregoing recitals are hereby adopted as true and correct.

Section 2. The Board approves the revised final Total Base Rent in the amount of $27,739,907.00 for the project which includes previously approved amendment, authorizes the issuance of Lease Amendment #2 to the Facilities Lease, and authorizes District staff to issue a notice to proceed with construction of the Modernization Project.

Total Base Rent - Preconstruction	$133,294.00
Changes by Prior Amendment #1	$50,000.00
Net Changes by Amendment #2	**$27,556,613.00**
Final Total Base Rent	**$27,739,907.00**

Section 3. The Board approves the revised items to the Facilities Lease Agreement as outlined in Amendment #2.

The foregoing Resolution was adopted by the San Juan Unified School District Board of Education at a meeting of the Board on June 8, 2021, by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

_____
Paula Villescaz, President
San Juan Unified School District
Board of Education

Attest:

_____
Zima Creason, Clerk
San Juan Unified School District
Board of Education

San Juan Unified School District
3738 Walnut Avenue, Carmichael, CA 95608
Telephone (916) 971-7700 Main number
Construction Dept: (916) 971-5780/Office (916) 971-5707 Fax

Kent Kern, Superintendent of Schools
Frank Camarda, Assistant Superintendent of Operations, Facilities, and Transportation

Facilities Lease Amendment #02
Barrett MS Modernization
DSA App. 02-118610/Facilities Lease Agreement#006461
SJUSD Project #004-9495-P1

Effective **June 8, 2021,** the Facilities Lease Agreement dated **February 25, 2020** between the San Juan Unified School District and **Landmark Modernization Contractors dba Landmark Construction** for the **Barrett MS Modernization** is amended as follows:

1. Section 1.1.13 is amended to change WLC Architects to **PBK-WLC**.
2. Section 1.1.13 is amended to include the DSA App No. **02-118610**.
3. Section 3.2.3 Time of Completion is amended to state the **total weather days to be twenty-four (24**).
4. Section 4.2 The Term of this Facilities Lease shall be amended to **forty-six (46) months**, consisting of the total of the time a) to perform Phase I, Preconstruction Services, estimated to require **fifteen (15) months**, b) to construct the project estimated to be **nineteen (19) months construction including punchlist**, and c) to perform a post-construction period of **twelve (12) consecutive months**, subject to the right of the District not to implement Phase II or to terminate earlier in accordance with this Facilities Lease.
5. Section 4.4.2 Total Base Rent for the Project is amended to be **Twenty-seven million Seven hundred Thirty-nine thousand Nine hundred seven dollars and no/cents ($27,739,907.00).**
6. Section 4.4.2.4.1 Construction Contingency is amended to be **One million Forty-two thousand Five hundred Ten dollars nd no/100 ($1,042,510.00).**
7. ~~Section 4.4.2.4.2 Specific Allowances is amended to be deleted in its' entirety.~~
8. Section 4.4.2.4.3 District Contingency is amended to be **Two million Three hundred nine thousand Four hundred Eighty-one dollars and no/100 ($2,309,481.00).**
9. Signature page updates the Contract amount to **$27,739,907.00.**
10. Exhibit A is amended to change WLC Architects to **PBK-WLC**.
11. Exhibit B Description of the Site is amended to include the **Lease Boundary Map established by construction phasing**.
12. Exhibit C is amended to include the **Lease Payment Schedule, TBR Calculation, Qualifications & Assumptions, Exclusions and Work not included, and List of Plans, Specifications, and Other documents**.
13. Section 01 31 00 Project Management Internet Communication Requirements is amended to **TBD and delete all references to Constructware throughout document**.
14. Section 01 91 13 General Commissioning Requirements is amended to **delete section in its' entirety – Refer to DSA approved specifications dated April 16, 2021**.
15. Exhibit E Insurance Requirements is hereby amended to modify Section IV. Liability Insurance. Item 5 Pollution liability to **$1,000,000 per occurrence and $2,000,000 aggregate per pollution event.**
16. Exhibit E Insurance Requirements is hereby amended to modify Section VI Builders Risk/Installation Floater Insurance to remove **"~~In addition there shall be coverage in the amount of twenty percent (20%) of the replacement cost for Extra Expense and Loss of Use and thirty percent (30%) of the replacement cost for Soft Costs coverage.~~"**
17. Exhibit F General Conditions Costs is amended to include the **General Conditions Costs Breakdown**.
18. Exhibit G Construction Schedule is amended to include the **Approved Baseline Schedule – 37 pages attached at the end of the document**.

19. Exhibit H Preconstruction Services, Section D. Compensation is amended to include execution of Amendment #01 for the increase for submittals and procurement of glazing.
20. Authorized signer list is hereby updated per attached email dated 03/05/2021 from Kevin Brennan from Landmark Construction to add Ryan Anderson as an authorized signer.

Original Total Base Rent	$133,294.00
Changes by Prior Amendments #01	$50,000.00
Net Change by this Amendment #02	$27,556,613.00
Revised Total Base Rent	$27,739,907.00

In all other respects, the terms and conditions of said Facilities Lease, including the exhibits thereto, remain in full force and effect.

San Juan Unified School District,
A school district organized and existing under the laws of the State of California

By:_____
Nicholas Arps
Title: Director of Facilities, Construction & Modernization

By:_____
Frank Camarda
Title: Assistant Superintendent, Operations, Facilities and Transportation

Landmark Modernization Contractors dba Landmark Construction
A California Corporation

By:_____
Ryan Anderson
Title: Project Manager

Federal Tax Identification Number:
68-0485893

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-1

MEETING DATE: 06/08/2021

SUBJECT: Local Control and Accountability Plan (LCAP)

CHECK ONE:
For Discussion: ☒
For Action: ☐
Report: ☐
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

DEPARTMENT: Division of Teaching and Learning

ACTION REQUESTED:
The superintendent is recommending that the board hold a public hearing regarding revisions to the San Juan Unified School District 2021-2024 LCAP.

Action anticipated: June 22, 2021

RATIONALE/BACKGROUND:
The LCAP includes eight state priority areas: Implementation of Common Core State Standards (CCSS) and English Language Standards (EL), Student Achievement, Student Engagement, School Climate, Parental Involvement, Course Access, Basic Services, and Other Student Outcomes. The State of California requires extensive community and stakeholder input in the creation of the plan prior to bringing it forward to the Board of Education for action. Additionally, the state requires that a review of the State Accountability Dashboard be included as one source of data that informs the revised plan. This year's 2021-2024 LCAP includes the 2019-2020 LCAP Annual Update and the 2020-2021 Learning Continuity and Attendance Plan Annual Update. The three-year LCAP must be board approved prior to the adoption of next year's budget.

ATTACHMENT(S):
A: Presentation
B: 2021-2024 Local Control and Accountability Plan

BOARD COMMITTEE ACTION/COMMENT:
LCAP Parent Advisory Committee (LCAP PAC): 08/13/2020, 08/27/2020, 09/10/2020, 10/01/2020, 11/12/2020, 12/03/2020, 02/11/2021, 03/11/2021, 04/08/2021, 05/06/2021, 06/03/2021
Curriculum and Standards Committee (C&S): 05/19/2021
Community Advisory Committee (CAC Special Education): 03/2/2021, 03/22/2021, 03/25/2021
Superintendent's Parent Advisory Committee (SPAC): 01/21/2021, 01/22/2021, 04/22/2021
District English Learner Advisory Committee (DELAC): 08/27/2020, 02/11/2021, 05/20/2021

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 06/01/2021

FISCAL IMPACT:
Estimated cost for current budget year: $311,474,600
Base, Supplemental, and Categorical Funds (General, Adult Ed, etc.)
Year 1 (FY 2021-2022) = $311,474,600
Total = $311,474,600
Current Year Only ☐ On-going ■

LCAP/STRATEGIC PLAN:
Goal: _N/A_ Focus: _N/A_
Action: _N/A_
Strategic Plan: _N/A_

PREPARED BY: Gianfranco Tornatore, Ed.D., Director, Continuous Improvement and LCAP
Kristan Schnepp, Senior Director, Secondary Schools and Programs KS

APPROVED BY: Melissa Bassanelli, Deputy Superintendent, Schools and Student Services MB
Kent Kern, Superintendent of Schools KK

Local Control and Accountability Plan (LCAP) 2021-2024

Presented to Board of Education

June 8, 2021

Kristan Schnepp, Senior Director, Secondary Schools and Programs

Gianfranco Tornatore, Ed.D., Director, Continuous Improvement and LCAP



Local Control and Accountability Plan

1

San Juan Unified School District

Continuous Improvement Journey

- LCAP overview and timeline
- 2021-2024 LCAP and development
- Budget overview

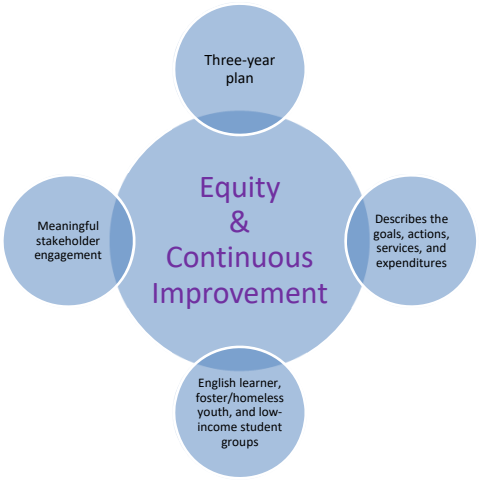


Local Control and Accountability Plan

2

San Juan Unified School District

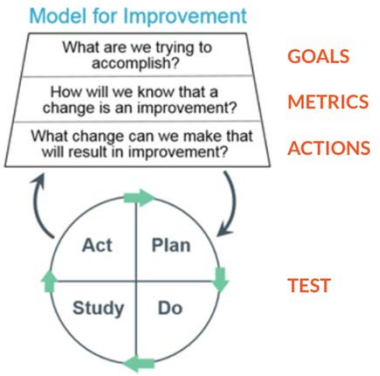
What is the Local Control and Accountability Plan (LCAP)?

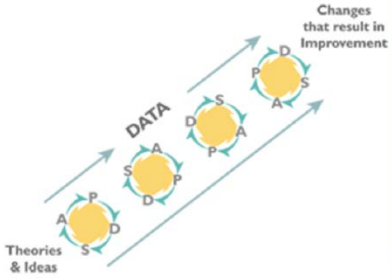


Equity Strategy

Reflect	Understand and learn about what our students need
Act	Bring that understanding into action with coherence and in partnership with stakeholders
Impact	Measure and hold ourselves responsible for the impact of our work

Model for Continuous Improvement





Local Control and Accountability Plan

5

San Juan Unified School District

Cohesion and Alignment

LCAP & SPSA



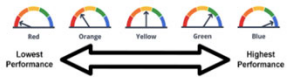
Differentiated Assistance



Continuous Improvement



Dashboard



System of Support



Local Control and Accountability Plan

6

San Juan Unified School District

LCAP Timeline

September-December 2019
- Strategic planning task force
- Regional school community forums
- Cultural broker network

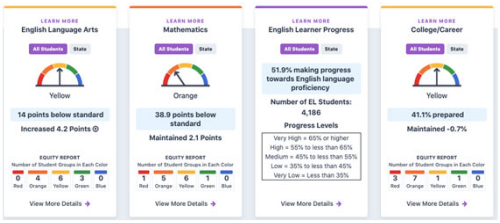
January-March 2020
- Design and development of LCAP
- LCAP PAC review data and provide considerations
- COVID-19

April-December 2020
- Senate Bill No. 98:
  - Suspension of 2020-2021 LCAP
  - Implementation of Learning Continuity and Attendance Plan

San Juan Unified School District

Data Reviewed

- California School Dashboard
- Attendance
- Grades
- Text Level
- Survey
- Stakeholder Input



SJUSD 2020-2021 Attendance Report (TK-8) August-December 2020

	Attendance Rate									Chronically Absent (>10% of Days Enrolled)							
	All	AA	Hisp	White	ELL	RFEP	FY	SPED	LI	HM	All	AA	Hisp	White	ELL	RFEP	FY	SPED	LI	HM
District	96.2%	91.1%	95.5%	97.2%	96.1%	98.3%	91.8%	93.9%	94.5%	88.3%	10.5%	26.5%	12.3%	7.1%	10.8%	3.9%	27.3%	17.4%	15.6%	33.1%
Elementary																				
Albert Schweitzer	94.4%	77.6%	96.3%	96.5%	96.6%			91.7%	91.3%	79.0%	13.1%	48.6%	7.1%	8.7%	10.1%			22.2%	20.5%	40.9%
Arlington Heights	95.5%	86.7%	95.9%	95.3%	97.6%			94.5%	94.7%	82.9%	11.6%	30.8%	11.3%	12.5%	9.1%			15.2%	14.6%	28.6%
Cambridge Heights	98.9%	94.2%	98.4%	99.1%	99.5%	99.5%		99.6%	97.6%		2.6%	0.0%	3.9%	2.1%	0.0%	0.0%		0.0%	4.8%	
Cameron Ranch	95.8%	93.0%	96.6%	95.6%	97.9%	99.8%		95.9%	95.1%	89.5%	13.1%	24.0%	11.5%	12.1%	4.2%	0.0%		11.4%	14.8%	41.4%
Carmichael	93.6%	88.7%	94.5%	94.5%	95.5%			92.9%	93.6%	86.0%	17.5%	32.5%	13.3%	15.5%	12.2%			19.2%	17.6%	38.1%
Carriage Drive	97.0%	92.5%	97.5%	97.3%	97.9%	99.5%		95.4%	96.0%	90.1%	7.7%	23.8%	6.6%	5.4%	2.8%	0.0%		7.2%	10.5%	20.8%
Charles Peck	93.4%	91.3%	91.9%	94.4%	95.3%			90.5%	93.6%	84.5%	19.9%	31.4%	23.3%	16.1%	13.9%			31.3%	19.9%	48.1%
Cottage	96.7%	92.0%	94.1%	96.8%	97.4%	96.6%		93.4%	96.7%	87.5%	7.1%	25.9%	12.7%	7.6%	5.5%	7.1%		14.3%	7.2%	35.7%
Coyle Avenue	94.6%	94.0%	94.1%	94.9%	96.6%			92.6%	93.6%	89.3%	16.1%	12.0%	20.9%	16.0%	12.8%			19.0%	18.6%	34.6%
Del Dayo	98.9%	96.9%	98.7%	98.9%	99.2%			97.8%	96.5%		2.6%	9.1%	5.6%	5.9%	0.0%			3.5%	8.5%	
Del Paso Manor	96.5%	92.0%	96.9%	97.2%	95.9%	99.6%		93.2%	95.1%	85.8%	11.2%	22.9%	9.9%	8.6%	13.4%	0.0%		25.8%	15.9%	54.2%
Dyer-Kelly	95.7%	91.8%	94.0%	95.3%	97.5%	97.6%		90.5%	95.7%	88.1%	12.9%	27.7%	18.6%	13.6%	7.5%	13.6%		27.3%	12.8%	33.3%
Earl Le Gette	97.6%	88.0%	96.8%	98.2%	96.9%			94.8%	95.6%		6.1%	32.1%	7.4%	3.9%	12.5%			10.0%	16.5%	
Grand Oaks	95.6%	89.6%	95.3%	95.9%	96.7%	97.7%		93.2%	94.8%	84.5%	13.8%	32.7%	14.5%	13.3%	7.9%	2.0%		25.5%	16.2%	42.9%
Green Oaks	99.4%		99.4%	99.4%	99.4%			99.5%	99.2%		0.6%		0.0%	0.7%	0.0%			0.0%	0.0%	
Greer	92.0%	87.1%	92.5%	95.2%	94.9%	99.1%		90.6%	92.0%	85.7%	24.8%	44.5%	17.9%	15.6%	14.5%	0.0%		25.0%	23.9%	48.1%

San Juan Unified School District

2021-2024 LCAP Development



Build on the work we did last year



Reflect on what we have learned this year



Refine our actions for 2021-2024 LCAP

San Juan Unified School District

Establishing a Partnership

Students	Families	Staff/Employee Groups
• Elementary, middle and high school students • Black Student Union • Foster youth/homeless • Latinx • LGBTQ+ • Long-term English language learners • Refugee/Newcomer • San Juan Youth Voice Advocates (SJYVA) • Social Justice Youth Voice • Students with disabilities • Students with a Voice (SWAV)	• African American • American Indian Parent Advisory Committee • District English Learner Advisory Committee (DELAC) • Family Leadership Academy • Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC) • Refugee/Newcomer • Spanish speaking families • Special Education Community Advisory Committee (CAC) • Superintendent's Parent Advisory Committee (SPAC)	• California School Employees Association (CSEA) • Division of Teaching and Learning (DTL) • San Juan Professional Educators Coalition (SJPEC) • San Juan Teachers Association (SJTA)

San Juan Unified School District

Finding Our Collective Voice

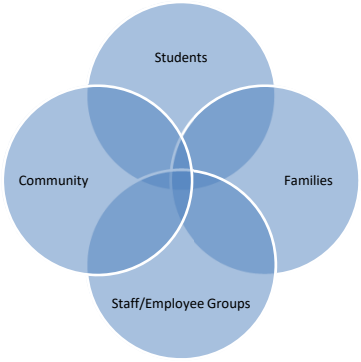


Listening and Learning

LCAP 2021-2022
Stakeholder Engagement: Theme Summary

Stakeholder Group	Session Date	Question 1 Key Themes *Describe what school staff, programs, and resources helped you learn best. What else do you need to help you learn better?*	Question 2 Key Themes *What are some things that made you feel connected to school and your classmates during distance learning? What would help you feel more connected, safe, and supported at school as we transition to in-person learning?*	Question 3 Key Themes *We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that you would be interested in and enjoy doing that would support your learning?*
Students				
San Juan Youth Voice Advocates (SJYVA) - Feedback from 10 high schools with diverse student populations	02/21-03/21	• Flexibility/convenience/work at my own pace have helped • Teachers work hard and are available for students • Need access to tools/resources needed in life to be successful (life skills- finances, time management, college applications, career exploration) • Need school supplies accessible to everyone • Mental health supports - "A problem I see during distance learning would be, students going through things. Depression, anxiety, etc. They feel that way because of how they are in the same space everyday doing school work. 9-3 school hours 5-days of the week." • More staff-initiated outreach to students • More effective distance learning teachers	• Peer interaction - community building activities • Creating safe, trusting, and comfortable spaces for all student populations • Address diversity issues and social awareness - there is a lack of diversity within students and student groups • Need mental health supports - perhaps daily or weekly group mental health meetings	• Credit recovery/more understanding of material previously learned i.e. learning loss • Real world skills/internship/job/community service/scholarship opportunities • Community building/peer interactions • Safety should be considered

Key Themes



- Stakeholder voice and engagement
- Mental health supports
- Differentiated academic and social emotional supports
- Inclusive environments and relationship building
- College, career, and life skills

San Juan Unified School District

LCAP Focus Areas and Goals

Connected Schools	Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our schools have to offer.
Healthy Environments	All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.
Engaging Academics	All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.
Clear Pathways	Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity.

San Juan Unified School District

Connected School Communities

- Family and Community Engagement
- Foster Youth Staffing and Services
- Attendance Support for Homeless and Foster Youth
- Accessible, Assets-Oriented, and Needs Responsive Schools for English Learners
- Post-Arrival Transition
- Access to Public Meetings
- Workforce Diversity

San Juan Unified School District

Healthy Environments for Social and Emotional Growth

- Multi-Tiered System of Support for Social Emotional Health
- Prevention Services
- Inclusive School Climate and Equity
- School Climate Assessment and Continuous Improvement
- School Site Supports for Safe Environments

San Juan Unified School District

Engaging Academic Programs

- Core Math
- Core Literacy
- Intervention
- Middle and High School Integrated Math Support
- Integrated and Designated English Language Development (ELD)
- Science
- Arts and Physical Education
- Academic Supports
- School Site Innovation
- Professional Growth
- Effective Classroom Instruction

San Juan Unified School District

Clear Pathways to Bright Futures

- School Counseling
- Alignment of Resources for English Learner Programs and Services
- Post-Secondary Opportunities and Exposure
- Alternative Education and Credit Recovery
- Summer Opportunities and Enrichment
- Early Childhood Education
- AVID
- Career Technical Education (CTE) Pathway Articulation and CTE Advancement
- K-8 College and Career Strength Finding/Career Planning & Support

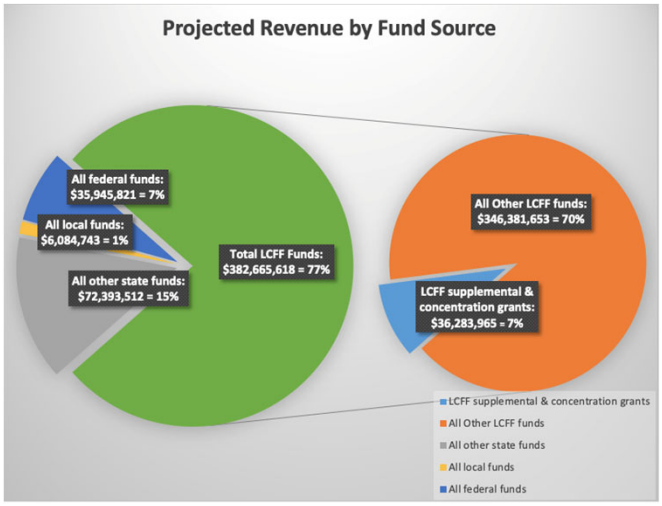
San Juan Unified School District

ELO Actions and LCAP Connections

Connected Schools	Healthy Environments	Engaging Academics	Clear Pathways
School and community partnerships	Social emotional and mental health supports	Instructional supports within the classroom	High school credit recovery options
West end support and technology services	Transitional supports	Before, during and after school support	College eligibility support
	Mentoring opportunities	Assessment instructional tools	
	Student voice	Summer programs	
		Employee training opportunities	

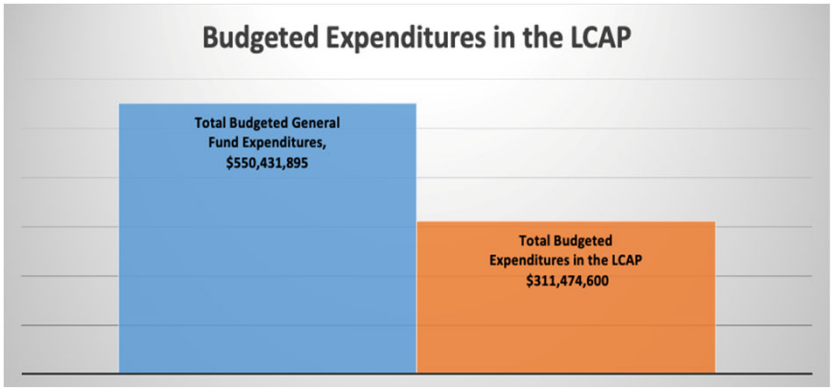
San Juan Unified School District

2021-2022 Budget Overview: Revenue



San Juan Unified School District

2021-2022 Budget Overview: Expenditures



Questions

2021-2022



San Juan
Unified School District

Draft 2021-2024 Local Control Accountability Plan (Attachment B)

To be presented to the Board of Education for a Public Hearing
June 8, 2021

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DRAFT LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Juan Unified School District

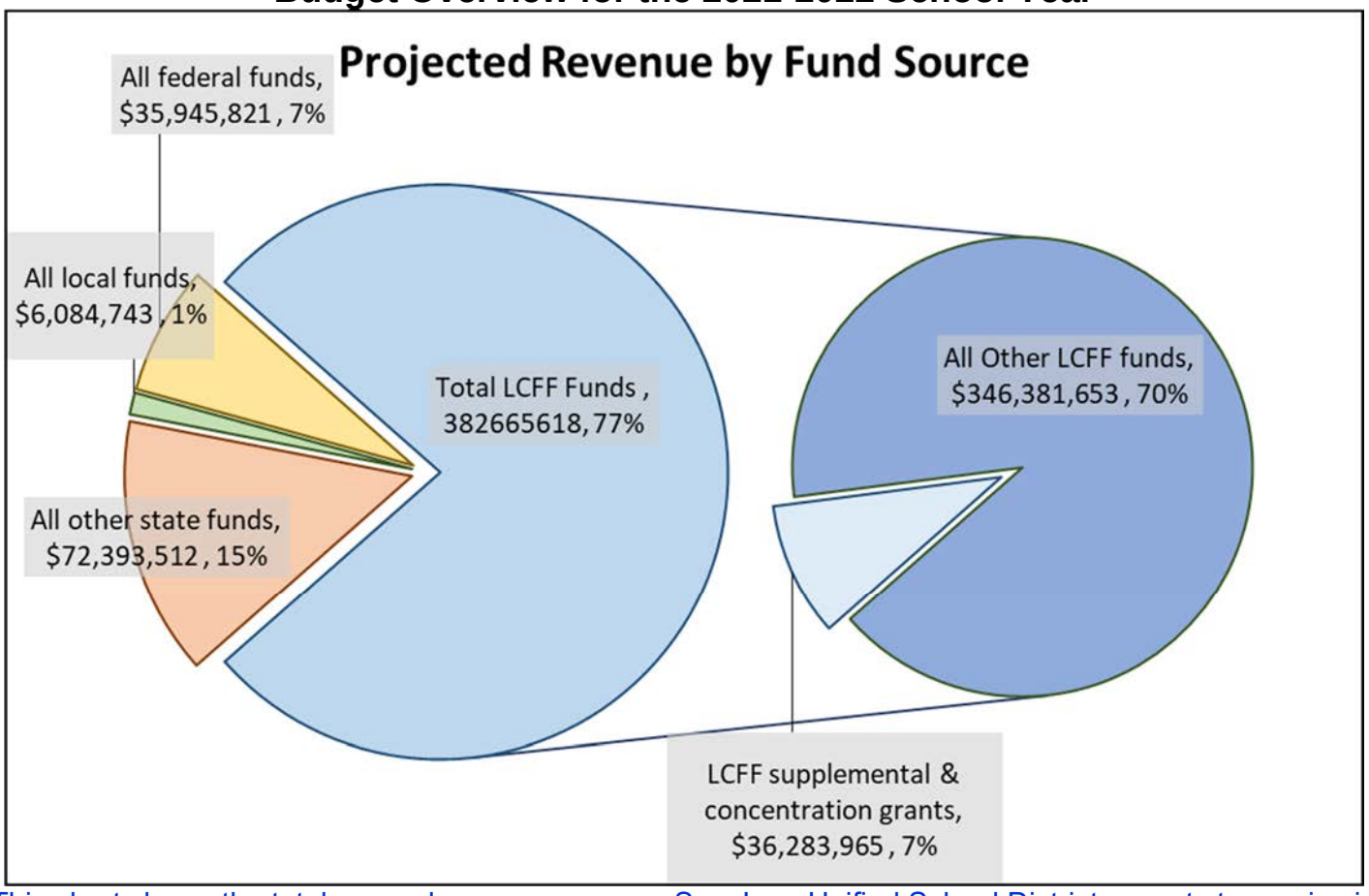
CDS Code: 34674470000000

School Year: 2021-2022

LEA contact information: Gianfranco Tornatore / Director, Continuous Improvement and LCAP
gianfranco.tornatore@sanjuan.edu / 916-971-7931

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster/homeless youth, English learners, and low-income students).

Budget Overview for the 2021-2022 School Year

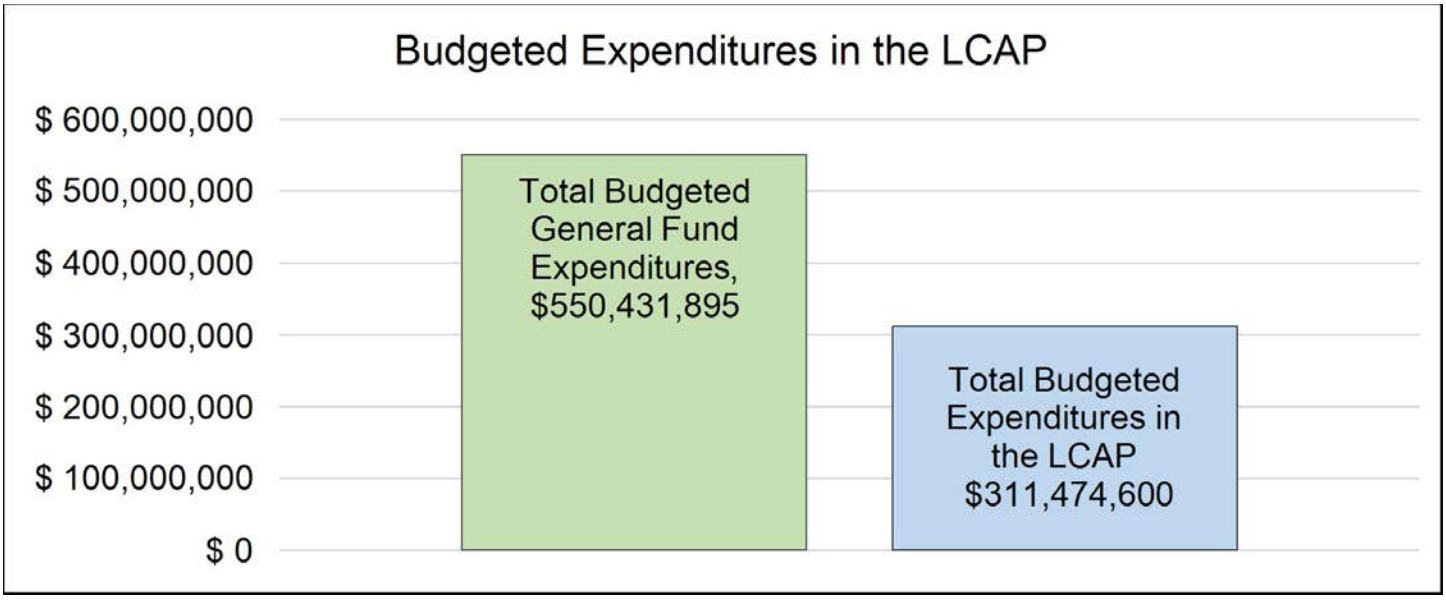


This chart shows the total general purpose revenue San Juan Unified School District expects to receive in the coming year from all sources.

The total revenue projected for San Juan Unified School District is $497,089,694, of which $382,665,618 is Local Control Funding Formula (LCFF), $72,393,512 is other state funds, $6,084,743 is local funds, and $35,945,821 is federal funds. Of the $382,665,618 in LCFF Funds, $36,283,965 is generated based on the enrollment of high needs students (foster/homeless youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much San Juan Unified School District plans to spend for 2021-2022. It shows how much of the total is tied to planned actions and services in the LCAP.

San Juan Unified School District plans to spend $550,431,895 for the 2021-2022 school year. Of that amount, $311,474,600 is tied to actions/services in the LCAP and $238,957,295 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

- Other certificated and classified employee salaries and benefits
- Instructional materials and resources
- General operating budgets of school sites
- Transportation
- COVID-19 related expenditures
- Special Education
- Professional and consulting services
- Insurance
- District operating and housekeeping expenses
- Routine repair and maintenance

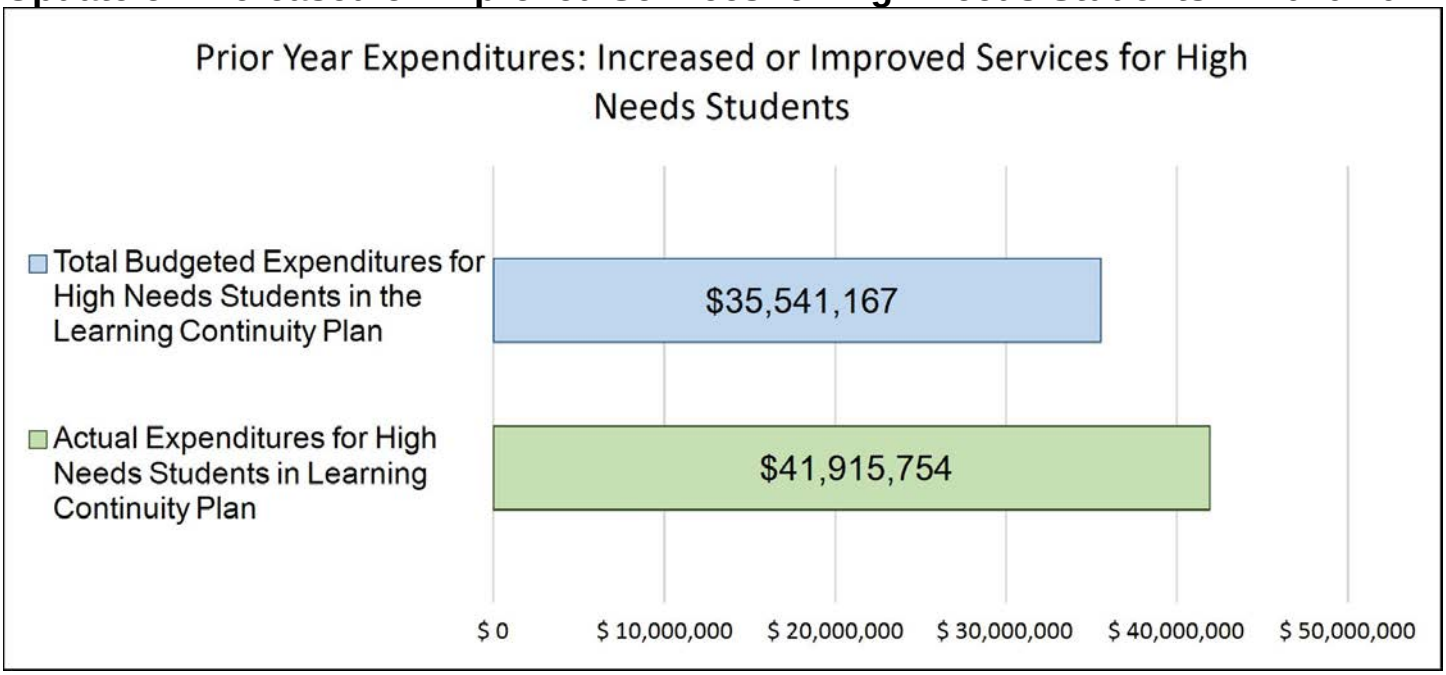
These expenditures, while not included in the Local Control and Accountability Plan, are integral to the district's ability to serve students and families.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-2022 School Year

In 2021-2022, San Juan Unified School District is projecting it will receive $36,283,965 based on the enrollment of foster/homelss youth, English learner, and low-income students. San Juan Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Juan Unified School District plans to spend $37,474,901 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-2021



This chart compares what San Juan Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what San Juan Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-2021, San Juan Unified School District's Learning Continuity Plan budgeted $35,541,167 for planned actions to increase or improve services for high needs students. San Juan Unified School District actually spent $41,915,754 for actions to increase or improve services for high needs students in 2020-2021.

Attachment B

DRAFT Annual Update for Developing the 2021-2022 Local Control and Accountability Plan

Annual Update for the 2019–2020 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-2020 Local Control and Accountability Plan (LCAP).

Goal 1

Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.
Focus 1: Ensure a high level of literacy skills for all students through effective prevention, instruction, and early intervention practices.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Reading level K-2

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1.1a Reading: Increase the percent of students reading at/above grade level (K-2) (to 95%). **19-20** All: 64.7% AA: 53.8% LI: 63.3% Hisp: 55.2% FY: 56.3% White: 70.5% EL: 53.4% RF: 95.0% HM: 54.2% SD: 49.3% **Baseline** All: 44.7% AA: 33.8% LI: 33.3% Hisp: 35.2% FY: 26.3% White: 50.5% EL: 23.4% RF: 85.3% HM: 34.2% SD: 19.3%	At the end of the second trimester, the percent of students reading at/above grade levels in grades K-2 are as follows: All: 51.7% AA: 43.1% LI: 41.4% Hisp: 44.6% FY:37.5% White: 59.0% EL: 31.4% RF: 98.5% HM: 36.5% SD: 14.4% The district overall and all of the groups except for reclassified fluent English learners did not meet the targets for this year.
Metric/Indicator 1.1b Reading: All schools and the low-income group at all schools meet the minimum percent reading at or above grade level (K-2). **19-20** Minimum Percent - 50% at or above reading level All: 100% LI: 100%	At the end of the second trimester, 53.7% of the schools' overall and 36.6% of the schools' low-income groups are meeting the target of 50% or more of their students' reading at/above grade level. The district did not meet the targets for this year.

Expected	Actual
Baseline Minimum Percent - 25% at or above reading level All: 95.1% LI: 90.5% **Metric/Indicator** 1.1e ELA CAASPP: Increase the percent of students at/above grade level (Grades 3-8 and 11) (to 85%). **19-20** Grades 3-5 All: 61.0% AA: 52.0% LI: 56.0% Hisp: 56.0% FY: 48.0% White: 70.0% EL: 39.0% RF: 82.0% HM: 40.0% SD: 48.0% Grades 6-8 All: 65.0% AA: 53.0% LI: 58.0% Hisp: 59.0% FY: 36.0% White: 72.0% EL: 32.0% RF: 65.0% HM: 46.0% SD: 40.0% Grade 11 All :77.0% AA: 64.0% LI: 60.0% Hisp: 65.0% FY: 44.0% White: 83.0% EL: 33.0% RF: 72.0% HM: 58.0% SD: 4 4.0% **Baseline** Grades 3-5 All: 41.0% AA: 22.0% LI: 26.0% Hisp: 26.0% FY: 28.0% White: 50.0% EL: 9.0% RF: 62.0% HM: 10.0% SD: 18.0%	The state suspended CAASPP testing for the Spring 2020. The district did administer the NWEA Measures of Academic Progress (MAP) Reading assessment in the Winter of 2020 in grades 3-8. On the 2019-2020 Winter NWEA MAP Reading Assessment, the percent of students in grades 3-8 who are at/above grade level in English language arts for students is as follows: All: 40.8% AA: 22.9% LI: 26.4% Hisp: 30.8% FY: 17.2% White: 48.6% EL: 4.0% RF: 50.5% HM: 15.8% SD: 26.4% No comparison can be made between these results and the goals for the CAASPP ELA assessment. All: All students — AA: African American students LI: Low income students — Hisp: Hispanic/Latino students FY: Foster youth students — White: White students EL: English learner students — RF: Reclassified fluent EL students HM: Homeless students — SD: Students with disabilities

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Expected	Actual
Grades 6-8 All: 45.0% AA: 23.0% LI: 28.0% Hisp: 29.0% FY: 6.0% White: 52.0% EL: 2.0% RF: 45.0% HM: 16.0% SD: 10.0% Grade 11 All: 57.0% AA: 34.0% LI: 40.0% Hisp: 45.0% FY: 14.0% White: 63.0% EL: 28.0% RF: 52.0% HM: 16.0% SD: 14.0%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1.5 Increase effectiveness of TK-2 reading instruction by: • Providing professional development (PD) that includes fluency, phonics, word recognition, phonological awareness, print concepts, and a range of reading/text complexity. • Providing a sufficient variety of leveled and culturally relevant texts in English and in students' primary languages aligned with state standards to address readers of all abilities. • Explore and pilot strategies to address the summer slide in reading proficiency between kindergarten and grade 1.	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $ Contracts: $300,000 Supplemental C/O $300,000	Cert Salary/Subs: $33,278 Class Salary: $ Benefits: $6,643 Materials: $13,719 Contracts: $129,161 Supplemental C/O $182,801
1.1.11 Deepen the implementation of standards-aligned English Language Arts (ELA) materials, TK-8.	Cert Salary/Subs: $67,444 Class Salary: $ Benefits: $13,063 Materials: $50,000 Contracts: $ Base $80,507	Cert Salary/Subs: $24,769 Class Salary: $ Benefits: $4,162 Materials: $9,087 Contracts: $2,275 Base $40,293

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Instructional Materials Funds $50,000	Instructional Materials Funds $93,555
1.1.15 Continue to support literacy instruction in the secondary grades, including literacy in the content areas.	Cert Salary/Subs: $22,603 Class Salary: $ Benefits: $3,897 Materials: $8,183 Contracts: $6,474 Supplemental C/O $41,157	Cert Salary/Subs: $18,952 Class Salary: $ Benefits: $ 3,235 Materials: $1,954 Contracts: $ Supplemental C/O $24,141
1.1.20 Support the development of reading and writing of informational text in social science and English classrooms.	Cert Salary/Subs: $8,367 Class Salary: $ Benefits: $1,612 Materials: $4,715 Contracts: $1,140 Base $3,834 1x money $12,000	Cert Salary/Subs: $4,304 Class Salary: $76 Benefits: $730 Materials: $723 Contracts: $70 Base $314 Professional Development Supp $5,589
1.1.25 Expand Reading Recovery intervention as a pre-referral (tier 3) action at selected schools for students in primary grades at selected high density schools by including small group instruction along with 1-1 intervention.	Cert Salary/Subs: $94,014 Class Salary: $ Benefits: $39,969 Materials: $ Contracts: $ Title I: Part A $133,983	Cert Salary/Subs: $95,894 Class Salary: $ Benefits: $37,987 Materials: $ Contracts: $ Title I: Part A $133,881
1.1.35 Expand reading interventions shown to be effective as pre-referral (tier 2 and 3) actions across elementary and middle schools.	Cert Salary/Subs: $81,280 Class Salary: $ Benefits: $18,720 Materials: $	Cert Salary/Subs: $ 25,893 Class Salary: $ Benefits: $5,955 Materials: $2,638

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Contracts: $75,000 Supplemental $175,000	Contracts: $26,448 Supplemental $60,934

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services that were not implemented were expended on other actions and services through the end of the school year. Specifically, budgeted actions, and services were adjusted, adapted, abandoned or created based on what was needed to support students, (including low-income, English learner and foster/homeless students) families, teachers and staff during COVID-19. Additional funds that were not allocated in the LCAP for this action were spent as follows:

- Providing students and families with access to digital resources and platforms
- Professional learning focused on developing literacy skills for all students during distance learning

Remaining funds allocated for this action were not spent due to the impact of COVID-19

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Teachers participated in professional learning communities and attended professional development to support students in literacy instruction and lesson design using the essential standards.

Identified successes include:

- Professional learning communities emerged around best practices for literacy instruction in distance learning as well as lesson design using essential standards
- School sites engaging in book studies around the science of reading and applying concepts to hybrid learning

Identified challenges include:

- Decreased number of teachers attending professional learning sessions due to the challenges and quality of sessions provided virtually
- Teachers struggled with providing students access to literacy materials
- iReady or text level data do not appear to be reliable in terms of the results as compared to previous years
- Lack of attendance and engagement by teachers in Expository and Writing Courses (ERWC)
- Suspension of California Assessment of Student Performance and Progress (CAASPP) to measure student progress

Actions/Services not implemented due to COVID-19:

- Remaining release days for practitioners to attend professional learning

Actions/Services not implemented for other reasons:

- Expository Reading and Writing Course discontinued due to lack of teacher attendance and engagement

Overall effectiveness:
When comparing our baseline data to our 2019-2020 actual data, results show an increase in the percentage of K-2 students reading at/above grade level across all student groups with the exception of students with disabilities. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district did not meet its intended targets to increase the percentage of K-2 students reading at/above grade level with the exception of reclassified fluent English learners.
When comparing our baseline data to our 2019-2020 actual data, results show an increase in the percentage of all schools and low-income groups reading at/above grade level. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district did not meet its intended targets. The state suspended CAASPP testing in the spring, 2020. The district administered the NWEA Measures of Academic Progress (MAP) Reading Assessment to grades 3-8 however no comparison can be made between these results and the goals for the CAASPP English language arts (ELA) assessment.

Goal 2

Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.
Focus 2: Ensure a high level of mathematics skills for all students through effective prevention, instruction, and early intervention practices.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	IM 1 Completion

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1.2a Math: Increase the percent of students at/above grade level on K-2 math assessment (to 85%). **19-20** 10% growth for the district and for all groups. **Baseline** Test will be administered for the first time in 2017-18	This assessment was not given in the Spring of 2020 due to the COVID-19 situation since it required students to be in person for the assessment.
Metric/Indicator 1.2d Math CAASPP: Increase the percent of students at/above grade level (Grades 3-8 and 11) (to 85%). **19-20** Grades 3-5 All: 55.0% AA: 45.0% LI: 51.0% Hisp: 51.0% FY: 40.2% White: 63.0% EL: 41.0% RF: 69.0% HM: 38.7% SD: 41.0% Grades 6-8 All: 54.0% AA: 43.0% LI: 49.0% Hisp: 51.0% FY: 32.9% White: 64.1% EL: 33.9% RF: 55.1% HM: 43.8% SD: 36.9%	The state suspended CAASPP testing for the Spring 2020. The district did administer the NWEA Measures of Academic Progress (MAP) mathematics assessment in the Winter of 2020 in grades 3-8. On the 2019-2020 Winter NWEA MAP mathematics assessment, the percent of students in grades 3-8 who are at/above grade level in English language arts for students is as follows: All: 31.9% AA: 13.1% LI: 18.4% Hisp: 20.9% FY: 4.9% White: 39.3% EL: 5.3% RF: 37.3% HM: 15.4% SD: 9.6% No comparison can be made between these results and the goals for the CAASPP mathematics assessment.

Expected	Actual
Grade 11 All: 51.0% AA: 39.0% LI: 45.2% Hisp: 47.1% FY: 37.1% White: 55.3% EL: 32.0% RF: 44.3% HM: 39.0% SD: 33.1% **Baseline** Grades 3-5 All: 35.0% AA: 15.0% LI: 21.0% Hisp: 21.0% FY: 10.2% White: 43.0% EL: 11.0% RF: 49.0% HM: 8.7% SD: 11.0% Grades 6-8 All:34.0% AA:13.0% LI:19.0% Hisp:21.0% FY:2.9% White:44.1% EL:3.9% RF:35.1% HM:13.8% SD:6.9% Grade 11 All: 31.0% AA: 9.0% LI: 15.2% Hisp: 17.1% FY: 7.1% White: 35.3% EL: 2.0% RF: 24.3% HM: 9.0% SD: 3.1%	
Metric/Indicator 1.2e Integrated Math 1: Increase the percent of grade 9 students who have successfully completed IM 1 (with a C or better) by the end of grade 9 (to 85%). **19-20** All: 73.1% AA: 54.1% LI: 53.8% Hisp: 62.6% FY: 48.0% White: 77.8%	At the end of 2019-2020 school year, the percent of 9th grade students expected to successfully complete Integrated Math 1 (IM 1) with a "C" or better or received "Credit" is as follows: All: 69.4% AA: 50.9% LI: 59.2% Hisp: 59.2% FY: 35.7% White: 75.5% EL: 43.5% RF: 76.5% HM: 37.0% SD: 47.6%

Expected	Actual
EL: 57.1% RF: 79.2% HM: 52.8% SD: 44.0% **Baseline** All: 61.1% AA: 36.1% LI: 46.8 % Hisp: 50.6% FY: 30.0 % White: 65.8% EL: 39.1% RF: 67.2% HM: 34.8% SD: 26.0%	The district overall did not meet the targets for this year. Students with disabilities and low-income student groups did meet their targets. All: All students — AA: African American students LI: Low income students — Hisp: Hispanic/Latino students FY: Foster youth students — White: White students EL: English learner students — RF: Reclassified fluent EL students HM: Homeless students — SD: Students with disabilities

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.2.5 Expand and refine implementation of standards-aligned mathematics curriculum (TK-12) with appropriate professional learning support and collaborate with sites around how to support parents. Continue 3-year pilot of SWUN math at 4 elementary schools and study effectiveness.	Cert Salary/Subs: $302,570 Class Salary: $8,400 Benefits: $61,974 Materials: $691,375 Contracts: $135,681 Supplemental C/O $250,000 1x money $650,000	Cert Salary/Subs: $85,818 Class Salary: $406 Benefits: $17,370 Materials: $21,704 Contracts: $219.954 Supplemental C/O $228,972 Professional Development Supp $116,280
1.2.25 Expand grade level math interventions (tier 2) at middle schools to reduce barriers for struggling students as they prepare for increased high school graduation requirements.	Cert Salary/Subs: $380,625 Class Salary: $ Benefits: $176,856 Materials: $ Contracts: $	Cert Salary/Subs: $376,105 Class Salary: $ Benefits: $146,689 Materials: $ Contracts: $

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Base $121,553 Supplemental $435,928	Base $144,023 Supplemental $378,771
1.2.30 Pilot and evaluate different support models that create a tiered instructional system for 9th grade IM 1 in order to reduce barriers to students meeting new graduation requirements. Models may include scheduled support classes, intensive math workshop, supplemental math support, etc.	Cert Salary/Subs: $664,030 Class Salary: $ Benefits: $316,221 Materials: $ Contracts: $ Base $343,211 Supplemental $637,040	Cert Salary/Subs: $652,689 Class Salary: $ Benefits: $275,798 Materials: $ Contracts: $ Base $342,275 Supplemental $586,212
1.2.35 Pilot/implement math interventions shown to be effective as pre-referral (tier 2 and 3) actions across elementary and middle schools. Pilot short, high interest intersessions focused on key skills for elementary students at high need sites (sites TBD).	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $ Contracts: $348,000 Supplemental $160,000 Title I: Part A $188,000	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $86 Contracts: $335,779 Supplemental $110,047 Title I: Part A $225,818
1.2.40 Expand elementary, middle and high school Math Camp summer programs focused on students who are close to meeting standards and can benefit from a short pre-learning experience.	Cert Salary/Subs: $43,667 Class Salary: $ Benefits: $10,055 Materials: $45,723 Contracts: $ Base $59,445 Supplemental C/O $40,000	Cert Salary/Subs: $73,636 Class Salary: $ Benefits: $16,930 Materials: $4,376 Contracts: $5,612 Base $59,445 Supplemental C/O $41,109
1.2.45 Increase math intervention and acceleration during the school day for middle grade students attending TK-8 sites. Provide support for teachers to implement new models of support.	Cert Salary/Subs: $107,518 Class Salary: $	Cert Salary/Subs: $93,264 Class Salary: $

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Benefits: $44,128 Materials: $ Contracts: $ Supplemental C/O $151,646	Benefits: $23,368 Materials: $ Contracts: $ Supplemental C/O $116,632
1.2.50 Provide remote tutoring option for IM 1 to students enrolled in a support class, English learners (EL) and other struggling students.	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $ Contracts: $25,000 Supplemental C/O $25,000	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $ Contracts: $25,000 Supplemental C/O $25,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services that were not implemented were expended on other actions and services through the end of the school year. Specifically, budgeted actions, and services were adjusted, adapted, abandoned or created based on what was needed to support students, (including low-income, English learner and foster/homeless students) families, teachers and staff during COVID-19. Additional funds that were not allocated in the LCAP for this action were spent as follows:

- iReady math intervention program was expanded to include all students in grades K-8 due to COVID-19

Remaining funds allocated for this action were not spent due to the impact of COVID-19

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Identified successes include:

- Students who received targeted intervention math services benefited from increased time with teachers
- Creation of asynchronous learning modules for teachers allowing more teachers to participate in Professional Development at their own pace; these modules will carry forward to future trainings
- Access for middle school students to iReady math diagnostics and lessons for math interventions
- Modifications to math interventions for distance learning resulted in 51% of enrolled students actively engaged in the personalized learning mathematics part of the program
- Facilitation of after-school professional learning sessions for TK-12 practitioners including best practices to engage students in distance learning, lesson design including Universal Design for Learning (UDL), formative assessment practices, use of

manipulatives and digital resources of adopted curriculum
- Integration of more students at school sites in IM 1 courses by reducing class size and providing more structured supplemental materials
- Implementation of Summer Math Institute focused on best practices for engagement and math instruction in Distance learning

Identified challenges include:
- Access to students outside of CORE instruction via distance learning to students who needed the most support
- Decreased number of K-8 students (85% actual verse 95% goal) taking at least one diagnostic mathematics iReady assessment this year due to the remote administration of the assessment
- Inconsistent usage and a lack of effectiveness necessitating evaluation for remote IM1 tutoring
- Decreased teacher professional learning participation, especially at the secondary level, due to COVID-19 and teacher uncertainty to invest additional time in a learning model with unknown sustainment
- Suspension of California Assessment of Student Performance and Progress (CAASPP) to measure student progress

Actions/Services not implemented due to COVID-19:
- Summer Math Camp
- SWUN Math 3rd-year pilot program
- Tier 2 middle school math intervention sections decreased from 3 to 1 due to the pandemic and budget decrease

Actions/Services not implemented for other reasons:
- Tier 2 middle school math intervention sections decreased from 3 to 1 due to pandemic and budget decrease

Overall effectiveness:
K-2 math assessments were not given in spring, 2020, due to the pandemic since it required students to be in person for the assessment. The state suspended CAASPP testing for math for grades 3-8 and 11. The district administered the NWEA Measures of Academic Progress (MAP) mathematics assessment in winter, 2020, for grades 3-8 but no comparison can be made between these results and the goals for the CAASPP. When comparing our baseline data to our 2019-2020 actual data, results show an increase in the percentage of 9th grade students who have completed IM 1 with a “C” grade or better. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district did not meet its intended targets for 9th grade students who have completed IM 1 with a “C” grade or better except for its low-income students and students with disabilities.

Goal 3

Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.
Focus 3: Ensure the timely development of English language proficiency among English learners.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	English Language Development (ELD) walkthroughs

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1.3.a ELD: Increase percent of English learner's growing 1+ level. **2019-2020** Use 2 years of ELPAC results to set new baseline and targets **Baseline** 49.2% (from CELDT)	On the 2018-2019 summative ELPAC assessment, 51.9% of English learners increased one ELPI level. The state did not calculate the percent of English learner students who increased one ELPI level for the 19-20 school year.
Metric/Indicator 1.3.b Increase rate of students scoring fluent on the English development assessment. **2019-2020** EL Students <5 Years: 23.9% EL Students 5 or more Years: 22.3% **Baseline** EL Students <5 Years: 18.9% (from ELPAC) EL Students 5+ Years:17.3% (from ELPAC)	Due to the COVID-19 pandemic, the district was only able to assess 61% of our English learners on the summative ELPAC. Of the students tested, 6.3% of the students scored fluent on the English development assessment. The district did not meet the target for the year.
Metric/Indicator 1.3.c EL Reclassification: Increase percent of ELs who are reclassified. **19-20** All EL Students: 26.8%	During the 2019-2020 school year, the district reclassified 3.7% of all English learner students. The district did not meet the target for this year.

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Expected	Actual
Baseline All EL Students: 14.8%	
Metric/Indicator 1.3.d ELD: Conduct walk throughs of ELD classes at all schools. **19-20** All Schools: 100% **Baseline** Baseline from 2016-2017 All Schools: 96%	As of mid-March, the district has conducted walk-throughs in the English Language Development (ELD) classes at 84% of the schools in the district. The district did not meet the target for this year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.3.5 Ensure all English learners (EL) are receiving designated and integrated English Language Development (ELD) teachers: • Professional learning and support for administrators to support and strengthen ELD • Use best practices research to strengthen designated and integrated ELD instruction	Cert Salary/Subs: $4,318,927 Class Salary: $ Benefits: $1,970,134 Materials: $434 Contracts: $4,500 Supplemental $6,293,995	Cert Salary/Subs: $4,617,234 Class Salary: $ Benefits: $1,846,721 Materials: $22 Contracts: $588 Supplemental $6,464,565
1.3.10 Provide Bilingual Instructional Assistants (BIA) to support English learners in classrooms, including providing appropriate training, and expand assistants' direct services to students based on identified need and student enrollment trends.	Cert Salary/Subs: $ Class Salary: $949,807 Benefits: $800,204 Materials: $ Contracts: $ Supplemental $1,750,011	Cert Salary/Subs: $ Class Salary: $892,707 Benefits: $697,086 Materials: $ Contracts: $ Supplemental $1,589,793

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.3.15 Continuing training and support for teachers/staff on Guided Language Acquisition Design (GLAD) and providing follow-up throughout the year.	Cert Salary/Subs: $44,850 Class Salary: $ Benefits: $9,443 Materials: $25,105 Contracts: $16,000 Supplemental $95,398	Cert Salary/Subs: $20,452 Class Salary: $ Benefits: $3,885 Materials: $15,606 Contracts: $12,359 Supplemental $52,302
1.3.20 Continuing professional learning for teachers, administrators, instructional-based classified staff, and extended day staff on the English Language Arts/English Language Development (ELA/ELD) framework, ELD standards, and effective instructional strategies that support language acquisition.	Cert Salary/Subs: $76,756 Class Salary: $ Benefits: $15,801 Materials: $35,000 Contracts: $35,000 Supplemental $162,557	Cert Salary/Subs: $17,192 Class Salary: $3,653 Benefits: $11,919 Materials: $10,985 Contracts: $3,049 Supplemental $34,879
1.3.25 Central support for implementation of English Language Development (ELD) standards (in conjunction with English Language Arts) and development of high-quality instructional materials: • Onsite professional support to K-12 teachers around designated and integrated ELD using teachers on special assignments (TOSAs) • Support for administrators in understanding and supporting designated and integrated ELD at the site	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $ Contracts: $ Supplemental $1,834,003 Title III: English Learner $127,581	Cert Salary/Subs: $1,044,010 Class Salary: $136,224 Benefits: $415,106 Materials: $5,983 Contracts: $5,108 Supplemental $1,465,199 Title III: English Learner $141,232
1.3.35 Provide additional support to Long-term English learners (LTEL) around goal setting, academic planning, and college-career readiness, including working with parents.	Cert Salary/Subs: $82,513 Class Salary: $ Benefits: $20,670 Materials: $ Contracts: $1,000	Cert Salary/Subs: $84,211 Class Salary: $ Benefits: $20,702 Materials: $ Contracts: $116

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.3.40 Ensure supplemental materials are available to address the instructional needs of students in designated English Language Development (ELD) classes.	Supplemental $104,183 Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $50,000 Contracts: $ Supplemental $50,000	Supplemental $105,029 Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $32.491 Contracts: $ Supplemental $32,491

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services that were not implemented were expended on other actions and services through the end of the school year. Specifically, budgeted actions and services were adjusted, adapted, abandoned or created based on what was needed to support students, (including low-income, English learner and foster/homeless students) families, teachers, and staff during COVID-19. Additional funds that were not allocated in the LCAP for this action were spent as follows:

- Increased teachers on special assignment (TOSAs) hours for additional support for English language development (ELD) teachers and classrooms

Remaining funds allocated for this action were not spent due to the impact of COVID-19

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Identified successes include:

- Bilingual Instructional Assistants (BIA's) were critical in providing a link between home and school during distance learning.
- Teachers from 40+ sites and support departments received training on the implementation of English language development (ELD) standards in conjunction with English language arts (ELA) to ensure all English learners receive designated and integrated English language development teachers
- Teachers on special assignments (TOSAs) supported Google classrooms and created resources for distance learning
- Purchase of supplemental materials to address instructional needs of students in designated English language development classes

Identified challenges include:

- Incomplete English learner testing on the English Learner Proficiency Assessment for California (ELPAC) due to COVID-19
- Access to District Initiated Absences early in the year
- English learner professional learning was minimal once remote learning began due to the greater need to focus on technology

and learning support in managing a Google classroom, helping students attend remote classes, keeping families connected, providing materials and resources to teachers and maintaining connectedness to the professional learning community
- Decreased Long-term English learners (LTELs) participation in the virtual summer academy (50% capacity) due to the virtual platform format
- Unclear system to record teacher attendance for online distance learning training and support

Overall effectiveness:
For the 2019-2020 school year, the state did not calculate the percent of English learner students who increased 1 English Learner Progress Indicator (ELPI) level. On the 2018-2019 summative English Learner Proficiency Assessment for California (ELPAC), 54.9% of English learners increased one ELPI level.
For the 2019-2020 school year, due to COVID-19, the district was only able to assess 61% of English learners on the summative ELPAC. Of these students tested, 6.5% scored fluent on the English development assessment; the district did not meet its intended targets this year.
For the 2019-2020 school year, 3.7% of English learners were reclassified and did not meet its baseline target of 14.8% established in the 2018-2019 school year, nor did it meet its intended target of 26.8% for the 2019-2020 school year.

Goal 4

Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.
Focus 4: Ensure evidence-based, high-quality services and supports for foster youth.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Enrollment time, records completion, educational advisement

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1.4.a Basic Services: Maintain a 2-day average for enrollment and scheduling of foster youth. **2019-2020** Maintain average 2.0 days or less **Baseline** Average 1.6 days	As of March 1, 2020, the average time for enrollment of foster youth students is 2 days. The district met the goal for the year.
Metric/Indicator 1.4.b Basic Services: Reduce average days to complete academic history of foster youth (Goal of 2-day average). **2019-2020** Average of 2.0 days or less **Baseline** Average 2.48 days	As of March 1, 2020, the average time for updating records of foster youth, including transcripts is 2 days. The district met the goal for the year.
Metric/Indicator 1.4.c Advisement: Increase percent of secondary foster youth students enrolled for 9 weeks or more receiving educational advisement (to 80%). **2019-2020** 190 students **Baseline** 2016-2017 Baseline: 165 students	As of March 1, 2020, 144 secondary foster youth students who have been enrolled for 9 weeks or more have received educational advisement. The district did not meet the goal for this year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.4.5 Provide sufficient staff and resources to: • Maintain rapid enrollment, credit review, and 90% of Foster Youth (FY) receiving education advisement • Increase staff to ensure regular and timely tutoring support and credit recovery, ensuring a higher graduation rate of FY • Increase staff to aid in credit review, AB167 eligibility, and social-emotional supports needed by FY	Cert Salary/Subs: $429,293 Class Salary: $249,814 Benefits: $320,717 Materials: $87,680 Contracts: $20,013 Supplemental $755,684 Title I: Part A $351,833	Cert Salary/Subs: $481,676 Class Salary: $260,502 Benefits: $331,108 Materials: $10,955 Contracts: $20,995 Indirects: $ Supplemental $700,984 Title I: Part A $404,252
1.4.15 Improve collaboration with key staff in local agencies and other entities providing care and services to Foster Youth (FY) within the Local Education Agency (LEA), as well as local community colleges, Regional Occupational Programs (ROP), and/or other College Technical Education (CTE) providers, to facilitate high school age FY participation in CTE programs.	Cert Salary/Subs: $76,770 Class Salary: $1,122 Benefits: $18,520 Materials: $ Contracts: $8,700 Indirects: $3,587 Supplemental $8,652 Independent Living Program $99,999	Cert Salary/Subs: $77,683 Class Salary: $ Benefits: $ 18,729 Materials: $ Contracts: $ Indirects: $12,239 Supplemental $8,652 Independent Living Program $99,999
1.4.20 Improve collaboration with key staff within the Local Education Agency (LEA) by: • Work closely with the Attendance Improvement Program (AIP) staff to support chronic absenteeism of Foster Youth (FY), which is currently 32% • Collaborate with staff of the McKinney-Vento (MKV) families in transition program to ensure additional support as many FY alternate between MKV and FY • Collaborate with alternative education programs within SJUSD that can support transition to the larger comprehensive high school	Cert Salary/Subs: $86,341 Class Salary: $ Benefits: $36,070 Materials: $ Contracts: $ Supplemental $122,411	Cert Salary/Subs: $88,068 Class Salary: $ Benefits: $43,560 Materials: $ Contracts: $ Supplemental $131,628

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services were implemented through the end of the school year as planned. Remaining funds allocated for this action were not spent due to the impact of COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Identified successes include:

- Annual college tours (career technical programs), college application workshops, FAFSA and Chafee Grant applications instruction, and scholarship information provision were supported and provided by Foster Youth Services
- Social Emotional support was provided to 452 students in TK-12th grade
- Academic support, particularly with transitions from alternative programs to larger comprehensive sites, provided by foster youth counselors in conjunction with teachers and school community workers
- Goal achievement met to enroll foster youth in school within 2 days and to update foster youth records and transcripts within 2 days
- 112 foster youth received tutoring services and 21 received credit recovery support

Identified challenges include:

- Foster youth chronic absenteeism rate increased slightly in 2019-2020

Overall effectiveness:
When comparing our baseline data to our 2019-2020 data, support for foster youth continues to meet its intended targets of 2 days for rapid enrollment and scheduling. When comparing our baseline data to our 2019-2020 actual data, the district did not meet its intended targets for the number of foster youth enrolled for 9 weeks or more receiving academic advisement. When comparing the 2019-2020 actual data to 2018-2019 actual data, the number of foster youth enrolled for 9 weeks or more receiving academic advisement decreased slightly. Foster youth chronic absenteeism rate increased slightly in 2019-2020, potentially due to the pandemic.

Goal 5

Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.
Focus 5: Increase the rate of all students meeting rigorous graduation requirements.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	TK-6 grades

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1.5.a Access (Elementary): Maintain 95% or more of elementary students receiving a full course of study. **2019-2020** Maintain 95% **Baseline** 95% or higher districtwide and for all groups.	The percent of students receiving a full course of study is as follows: All: 90.1% LI: 86.8% FY: 84.5% EL: 79.5% HM: 84.5% AA: 84.8% Hisp: 89.3% White: 93.1% RF: 91.9% SD: 81.6% The district overall or all of the groups are not meeting the 95% target for this year.
Metric/Indicator 1.5.b Access (Secondary): Maintain 95% or more students' enrollment in the core subject areas in grades 6-8. **2019-2020** Maintain 95% **Baseline** Enrollment: Middle School ELA: 99.8% Mathematics: 99.6% Science: 98.2% Social Studies: 96.6%	The district met the 95% enrollment in the core student areas in grades 6-8. ELA: 99.4% Mathematics: 99.9% Science: 98.8% Social Studies: 98.0%
Metric/Indicator 1.5.c Access (Secondary): Maintain the percent of students enrolled based on the graduation requirements in grades 9-12.	The district met all of the targets for this year based on graduation requirements in grades 9-12 except for social studies.

Expected	Actual
2019-2020 Goals: Based on graduation requirements ELA: 95% Mathematics: 50% Science: 50% Social Studies: 87.5% Foreign Language: 12.5% VAPA: 25% PE: 50% **Baseline** Enrollment Grades 9-12 ELA: 97.2% Mathematics: 86.9% Science: 76.5% Social Studies: 74.1% Foreign Language: 47.1% VAPA: 50.6% PE: 56.1%	ELA: 98.8% Mathematics: 88.8% Science: 80.0% Social Studies: 81.0% Foreign Language:56.1% VAPA: 46.2% PE: 62.1%
Metric/Indicator 1.5.e Graduation Rates: Increase 4-year cohort graduation rates (to 90.0%). **2019-2020** All: 90.0% AA: 87.4% LI: 90.0% Hisp: 87.5% FY: 70.1 % White: 90.0% EL: 81.0% RF: NA HM: NA SD: 80.6% **Baseline** All: 86.5% AA: 75.4% LI: 80.5% Hisp: 75.5% FY: 58.1% White: 87.6% EL :69.0% RF: NA HM: NA SD: 68.6%	The four-year cohort graduation rates for 2019-2020 grade 12 students was: All: 87.8% LI: 82.3% FY: 51.9% EL: 77.1% HM: 69.3% AA: 78.0% Hisp: 85.9% White: 89.1% RF: NA SD: 67.5% The district overall did not meet the target for the year. English learners, students with disabilities, and homeless students did increase their cohort graduation rates but the groups did not meet their targets for the year.

Expected	Actual
Metric/Indicator 1.5.f Dropout Rates: Decrease high school dropout rates for all students (to less than 3%). **2019-2020** All: 3.1% AA: 7.4% LI: 6.4 % Hisp: 7.9% FY: 16.3% White: 3.0% EL: 10.6% RF: NA HM: NA SD: 6.7% **Baseline** All: 7.1% AA: 11.4% LI: 10.4 % Hisp: 14.9% FY: 23.3% White: 6.4% EL: 17.6% RF: NA HM: NA SD: 13.7%	The four-year cohort drop rates for 2019-2020 grade 12 students was: All: 4.8% LI: 7.0% FY: 29.6% EL: 7.6% HM: 12.0% AA: 9.0% Hisp: 4.6% White: 4.8% RF: NA SD: 7.5% Although the district and all groups improved this year, the district overall did not meet the target this year and the only groups that met their targets are Hispanic students and English learners.
Metric/Indicator 1.5.g Engagement: Maintain dropout numbers of middle school students to fewer than 20 overall. **2019-2020** Maintain <20 students **Baseline** All: 18 students	For the 2019-2020 school year the district had 20 middle school drop outs. The district did not meet the target of less than 20 students.
Metric/Indicator 1.5.h Student Performance (Elementary): Decrease the percentage of K-6 students receiving a ‘1’ in ELA or math as measured on the report card. **2019-2020** All: 16.9% AA: 26.9% LI: 23.9% Hisp: 20.7% FY: 24.8% White: 12.0% EL: 34.9% RF: 1.2% HM: 30.5% SD: 46.8% **Baseline** All: 20.9% AA: 32.9%	At the end of the second trimester, the percent of students in grades K-6 receiving one or more "1" in ELA or mathematics on their trimester 2 report card is as follows: All: 22.9% LI: 31.9% FY: 36.3% EL: 45.7% HM: 38.8% AA: 31.4% Hisp: 26.7% White: 17.4% RF: 7.8% SD: 20.2% The district overall or all of the groups, except students with disabilities, did not meet their targets for the year.

Expected	Actual
LI: 29.9 % Hisp: 26.7% FY: 30.8% White:16.0% EL:40.9% RF: 5.2% HM: 36.5% SD: 52.8% **Metric/Indicator** 1.5.i Student Performance (Middle School): Decrease the percentage of students receiving 25% or more D/F's as measured on the report card. **2019-2020** All: 18.1% AA: 29.5% LI: 24.5 % Hisp: 23.0% FY: 40.3% White: 14.3% EL: 26.0% RF: 13.7% HM: 32.9% SD: 24.7% **Baseline** All: 26.1% AA: 41.5% LI: 36.5 % Hisp: 35.0% FY: 52.3% White: 22.3% EL: 38.0% RF: 21.7% HM: 44.9% SD: 32.7%	At the end of the first semester, the percent of students in middle school receiving 25% or more D/F's on their quarter 2 report card is as follows: All: 28.4% LI: 40.4% FY: 47.2% EL: 48.5% HM: 58.9% AA: 47.6% Hisp: 37.3% White: 22.6% RF: 20.6% SD: 41.0% The district overall or all of the groups did not meet their targets for the year.
Metric/Indicator 1.5.j Student Performance (High School): Decrease the percentage of students receiving 25% or more D/F's as measured on the report card. **2019-2020** All: 16.2% AA: 30.7% LI: 23.4% Hisp: 24.9% FY: 31.0% White: 12.7% EL: 24.6% RF: 17.2% HM: 34.4% SD: 22.7% **Baseline** All: 24.2% AA: 42.7% LI: 35.4% Hisp: 32.9% FY: 43.0% White: 20.7%	At the end of the first semester, the percent of students in high school receiving 25% or more D/F's on their semester 1 report card is as follows: All: 29.3% LI: 40.5% FY: 52.5% EL: 50.3% HM: 54.5% AA: 44.7% Hisp: 38.3% White: 25.0% RF: 27.0% SD: 42.9% The district overall or all of the groups did not meet their targets for this year.

Expected	Actual
EL: 36.6% RF: 25.2% HM: 46.4% SD: 34.7%	All: All students AA: African American students LI: Low income students Hisp: Hispanic/Latino students FY: Foster youth students White: White students EL: English learner students RF: Reclassified fluent EL students HM: Homeless students SD: Students with disabilities

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.5.5 Expand implementation of a coordinated system of highly effective academic interventions for students delivered to targeted students at middle and high density elementary, TK-8 and middle schools through regional support centers Multi-Tiered System of Supports (MTSS).	Cert Salary/Subs: $971,408 Class Salary: $ Benefits: $430,249 Materials: $ Contracts: $15,900 Supplemental $1,417,557	Cert Salary/Subs: $1,038,538 Class Salary: $ Benefits: $444,215 Materials: $ Contracts: $ Supplemental $1,482,753
Prepare for new increased graduation requirements (A-G default) for all students (in 2019-2020) by: • 1.5.10 Implementing the Comprehensive School Counseling Program as a guide to ensure that all students receive equitable counseling support in order to progress toward graduating high school, college-career ready. Provide additional training and support to improve services for targeted students (including English learner high school students, undocumented and mixed status families, and students with disabilities). Plan and annually review benchmark activities K-12, create and revise College-Career Readiness Plan tracked in Naviance for every student beginning in 6th grade and ensure ongoing training for counselors.	Cert Salary/Subs: $93,484 Class Salary: $ Benefits: $44,429 Materials: $ Contracts: $ 1.5.12 No additional cost Base $137,913	Cert Salary/Subs: $95,354 Class Salary: $ Benefits: $45,244 Materials: $ Contracts: $ Base $140,598

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• 1.5.12 (a) Communicating with parents, students and staff, (b) providing training and experience with Naviance and (c) ensuring annual counseling support for all high school students. This will be in conjunction with college-career counselor in 1.6.35.		
1.5.15 Expand/refine embedded credit recovery and acceleration opportunities to all 9 high schools through a blended learning model in order to decrease student attrition.	Cert Salary/Subs: $431,687 Class Salary: $ Benefits: $191,902 Materials: $ Contracts: $121,792 Supplemental $745,381	Cert Salary/Subs: $357,405 Class Salary: $ Benefits: $163,751 Materials: $ Contracts: $121,792 Supplemental $642,948
1.5.25 Expand students served through continuation model by opening a second location on Encina High School campus. Integrate former academy students (1.5.20) into one of the 2 campuses or back into comprehensive high schools as needed to best support student plans.	Cert Salary/Subs: $765,961 Class Salary: $239,237 Benefits: $462,279 Materials: $23,270 Contracts: $68,498 Base $529,044 Supplemental $815,833 Supplemental C/O $214,368	Cert Salary/Subs: $707,628 Class Salary: $137,021 Benefits: $330,347 Materials: $6,650 Contracts: $57,216 Base $421,370 Supplemental $554,706 Supplemental C/O $262,786
1.5.30 Expand availability of academic supports before, during and after school to support all students through the use of state grant funds.	Cert Salary/Subs: $121,921 Class Salary: $ Benefits: $28,079 Materials: $100,000 Contracts: $ Supplemental $150,000	Cert Salary/Subs: $141,411 Class Salary: $3,259 Benefits: $32,267 Materials: $490,662 Contracts: $248,321 Indirects: $27,814 Supplemental $79,251

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Low Performing Student Block Grant $100,000	Low Performing Student Block Grant $864,483
1.5.40 Provide services to the infants/toddlers of pregnant and parenting high school students to ensure students remain enrolled in high school and receive parenting education.	Cert Salary/Subs: $227,376 Class Salary: $13,500 Benefits: $130,714 Materials: $ Contracts: $ Supplemental $371,590	Cert Salary/Subs: $250,239 Class Salary: $ Benefits: $132,815 Materials: $ Contracts: $ Supplemental $383,054
1.5.45 Continue prior counseling allocations and adjust as needed to meet needs of targeted populations.	Cert Salary/Subs: $1,543,965 Class Salary: $ Benefits: $708,074 Materials: $ Contracts: $ Supplemental $1,589,150 Title I: Part A $662,889	Cert Salary/Subs: $1,459,458 Class Salary: $ Benefits: $597,371 Materials: $ Contracts: $ Supplemental $1,515,141 Title I: Part A $541,688
Expand and refine summer learning for low income (LI) and English learners (EL) through: • 1.5.50 Summer school program for Title I elementary students focused on literacy, science, and technology. • 1.5.52 To assure learning English continues throughout the summer and students earn credit towards graduation.	Cert Salary/Subs: $175,544 Class Salary: $6,327 Benefits: $41,239 Materials: $19,284 Contracts: $187,352 Supplemental $106,358 Title I: Part A $323,388	Cert Salary/Subs: $88,607 Class Salary: $25,374 Benefits: $24,041 Materials: $110,630 Contracts: $10,480 Title I: Part A $259,132
1.5.55 Ensure learning continues through the summer in high-interest, relevant educational and engaging summer learning opportunities (was 1.7.25).	Cert Salary/Subs: $55,000 Class Salary: $25,240 Benefits: $21,543 Materials: $18,474	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Contracts: $40,000 Supplemental $160,257	
1.5.60 Expand support for early learners and transition to kindergarten to be ongoing throughout the year. Focus on students with no pre-school experience.	Cert Salary/Subs: $139,554 Class Salary: $ Benefits: $50,544 Materials: $13,485 Contracts: $ Supplemental $75,000 Title IV $128,583	Cert Salary/Subs: $124,589 Class Salary: $ Benefits: $46,198 Materials: $1,636 Contracts: $ Supplemental $45,788 Title IV $126,635
1.5.65 Provide instructional assistants in Kindergarten classrooms at Title 1 schools in order to increase the adult-student instructional time for high need students.	Cert Salary/Subs: $ Class Salary: $635,388 Benefits: $517,329 Materials: $ Contracts: $ Title I: Part A $1,152,717	Cert Salary/Subs: $ Class Salary: $578,841 Benefits: $472,167 Materials: $ Contracts: $ Title I: Part A $1,051,008
1.5.70 Pilot a process for articulation from preschool in order to strengthen the transition of low-income (LI) and students with disabilities into kindergarten.	Cert Salary/Subs: $19,927 Class Salary: $ Benefits: $4,590 Materials: $ Contracts: $ Supplemental C/O $24,517	Cert Salary/Subs: $3,346 Class Salary: $25 Benefits: $776 Materials: $6,872 Contracts: $(18) Supplemental C/O $11,001
1.5.75 Support general and special education teams through professional learning and collaboration time in order to increase support for students with disabilities in full inclusion programs; examine and refine district policies and practices related to inclusion programs.	Cert Salary/Subs: $15,296 Class Salary: $15,000 Benefits: $4,612 Materials: $3,520	Cert Salary/Subs: $ Class Salary: $ Materials: $ Contracts: $

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Contracts: $17,572 Supplemental C/O $56,000	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services that were not implemented were expended on other actions and services through the end of the school year. Specifically, budgeted actions and services were adjusted, adapted, abandoned or created based on what was needed to support students, (including low-income, English learner and foster/homeless students) families, teachers, and staff during COVID-19. Additional funds that were not allocated in the LCAP for this action were spent as follows:

- Purchase of an online calendar platform that allow students to make online appointments to meet with counselors
- Purchase of a district license for unlimited access to Apex for all school sites, including middle and K-8 grades
- Purchase of literacy kits for English learners and low-income Pre-K and elementary students for distance learning

Remaining funds allocated for this action were not spent due to the impact of COVID-19

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Identified successes include:

- Naviance professional development training provided via Zoom for counselors at school sites in K-8, middle school, and high schools to enable students to enter high school with 4-year plans and to navigate college/career curriculum
- Naviance training provided to the English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Parent Ambassadors, and American Indian Education PAC (AIEP) to improve services for targeted students
- Credit recovery at all 9 comprehensive high schools with at least 2 periods funded from additional staffing through the district entitlement during the school day and outside
- Increased number of students served in the continuation model by opening a second location on the Encina High School campus; staff housed at both campuses collaborated on best practices and future plans for this model
- Ability of academic intervention team to pivot to an online intervention model in order to support students
- A total of 38 school sites were served with more than 778 students receiving targeted intervention support. 594 students received English language arts (ELA) intervention with 93% making one year of growth or more. 184 students received Math intervention with 64% making one year of growth or more
- Camp Invention summer school for low-income and English learner elementary students was modified for distance learning resulting in funds being used to send literacy kits to 800 Title 1 and English learner students
- A cohort of preschool, transitional kindergarten, and kindergarten teachers collaborated on a pilot program to strengthen the transition of low-income students and students with disabilities from preschool to kindergarten resulting in the development of a first-year plan using best practices, increased teacher communications, preschool students' participation in kindergarten activities, and increased family involvement

- A new student code was created to allow students to remain as students at their home comprehensive school while still being able to be an alternative education student

Identified challenges include:

- Credit recovery assessments as teachers had to create ways to monitor students taking formative and summative assessments
- Due to the nature of the virtual instruction at the comprehensive high school campuses, many students who were enrolled at comprehensive high schools transferred to one of the alternative education schools. Teachers from comprehensive schools were temporarily transferred to help with the influx of new students.
- Academic intervention team was reduced down to 8 due to attrition and a hiring freeze. This resulted in reducing intervention to middle schools and instead focusing on 30 K-6 and K-8 schools
- Academic intervention team scheduling around synchronous learning and students having to log in during intervention times
- The Newcomer six-week summer school program was originally planned for in-person instruction for 500 students. Due to the pandemic, the program was adapted to an online program for a decreased number of targeted students. 218 students were enrolled with a 75% completion rate
- Lack of technology for students and families to participate in Early Childhood Education distance learning programs until Chromebook/tablets could be purchased and distributed
- Decreased attendance and interest in before and after-school academic interventions due to distance learning virtual platform
- Camp Kinder and Camp Invention in-person summer school programs cancelled
- Decreased general education and special education professional learning and collaboration opportunities due to COVID-19 to support students with disabilities in full inclusion programs

Actions/Services not implemented due to COVID-19:

- Camp Kinder and Camp Invention in-person summer school programs

Overall effectiveness:

When comparing our baseline data to our 2019-2020 actual data, results show a 4.9% decrease in the percentage of elementary students receiving a full course of study. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district did not meet its intended target to maintain 95% or more of elementary students receiving a full course of study.

When comparing our baseline data to our 2019-2020 actual data, results show the district maintained 95% or more of students in grades 6-8 enrolled in core subject areas (English language arts, mathematics, science, and social studies). When comparing our 2019-2020 targets to our 2019-2020 actual data, the district met its intended target to maintain 95% or more of students in grades 6-8 enrolled in core subject areas (English language arts, mathematics, science, and social studies).

When comparing our baseline data to our 2019-2020 actual data, results show an increase in the percentage of secondary students enrolled based on graduation requirements in all areas except social studies. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district met its intended targets for secondary students enrolled based on graduation requirements in all areas except social studies.

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When comparing our 2019-2020 baseline data to our 2019-2020 actual data, results show an increase of 1.3% in 4-year cohort graduation rates for students in grade 12, with African American, white, Hispanic, English learners, and low-income students showing increases over the baseline

targets. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district overall and its student groups did not meet their intended targets this year.

When comparing our 2019-2020 baseline data to our 2019-2020 actual data, results show a decrease in high school dropout rates by 2.3% with all students decreasing their dropout rates with the exception of foster youth. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district showed overall improvement, but did not meet its target of decreased high school dropout rates with the exception of Hispanic and English learner students.

When comparing our 2019-2020 baseline data to our 2019-2020 actual data, results show an increase of 2 middle school students who dropped out of school. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district had 20 middle school students drop out of school and did not meet its intended target to maintain the number of middle school dropouts to fewer than 20.

When comparing our baseline data to our 2019-2020 actual data, results show an overall decrease in the percentage of elementary students receiving a “1” in English language arts or math as measured on report cards. When comparing our 2019-2020 targets to our 2019-2020 actual data, results show the district overall and for all of the groups did not meet their targets for the year.

When comparing our baseline data to our 2019-2020 actual data, the district overall and all high school student groups, did not show a decrease in the percentage of middle school students receiving 25% or more D/F’s on report cards. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district and all high school student groups did not meet their intended targets to decrease the percentage of high school students receiving 25% or more D/F’s on report cards.

Goal 6

Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.
Focus 6: Increase the rate of students graduating college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Transition to college programs enrollment

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1.6.b Access: Increase percent of grade 11 and 12 students taking one or more IB/AP courses. **2019-2020** All: 40.5% AA: 26.2% LI: 26.8% Hisp: 30.2% FY: 15.5% White: 43.1% EL: 12.2% RF: 42.1% HM: 20.7% SD: 12.5% **Baseline** All: 30.5% AA: 16.2% LI: 16.8% Hisp: 20.2% FY: 5.5% White: 33.1% EL: 2.2% RF: 32.1% HM: 10.7% SD: 2.5%	For the 2019-2020 school year, the percent of grade 11 and 12 students enrolled in one or more International Baccalaureate (IB) or Advanced Placement (AP) courses is as follows: All: 46.3% LI: 35.8% FY: 12.1% EL: 12.9% HM: 25.2% AA: 36.7% Hisp: 42.1% White: 46.9% RF: 52.6% SD: 8.5% The district overall met their target and all groups met their targets except for foster youth students and students with disabilities.
Metric/Indicator 1.6.c College Readiness: Increase the rate of seniors college ready/conditionally in English Language Arts and mathematics as measured by the Smarter Balanced (EAP) assessment. **2019-2020** ELA:	For English Language Arts, the percent of seniors in 2019-2020 who are college ready/conditionally ready as measured on the EAP assessment is as follows: All: 53.5% LI: 33.4% FY: 17.6% EL: 1.3% HM: 29.4% AA: 33.1% Hisp: 43.4% White: 57.8% RF: 50.5% SD: 12.6% The district overall and none of the groups met their targets for this year.

Expected	Actual
All: 63.2% AA: 45.4% LI: 48.1% Hisp: 49.7% FY: 44.5% White: 67.1 % EL: 21.0% RF: 53.1% HM: 36.0% SD: 26.9% Mathematics: All: 38.5% AA: 25.2% LI: 25.6% Hisp: 26.1% FY: 24.0% White: 40.5% EL: 20.4% RF: 35.0% HM: 24.2 % SD: 20.3% **Baseline** ELA: All: 51.2% AA: 27.4% LI: 36.1% Hisp: 37.7% FY: 26.5% White: 55.1% EL: 3.0% RF: 43.1% HM: 18.0% SD: 8.9% Mathematics: All: 26.5% AA: 7.2% LI: 13.6% Hisp: 14.1% FY: 6.0% White: 28.5% EL: 2.4% RF: 23.0% HM: 6.2 % SD: 2.3% **Metric/Indicator** 1.6.d College Readiness: Increase number of seniors with a college-ready qualifying score on AP exams. **2019-2020** All: 31.9% AA: 24.7% LI: 27.1% Hisp: 28.9% FY: 18.0% White: 34.1% EL: 18.0% RF: 31.0% HM: 21.2% SD: 18.3%	For mathematics, the percent of seniors in 2019-20 who are college ready/conditionally ready as measured on the EAP assessment is as follows: All: 31.7% LI: 14.5% FY: 0.0% EL: 3.5% HM: 5.6% AA: 8.8% Hisp: 18.4% White: 36.5% RF: 26.9% SD: 5.8% The district overall and none of the groups met their targets for the year. The percent of 2019-2020 seniors who received a college ready qualifying score on an AP test at any time during their high school years is as follows: All: 21.1% LI: 8.9% FY: 0.0% EL: 1.3% HM: 3.2% AA: 5.5% Hisp: 13.3% White: 24.4% RF: 16.8% SD: 1.1% The district overall and none of the groups met their targets for the year.

Expected	Actual
Baseline All: 19.9% AA: 6.7% LI: 9.1% Hisp: 10.9% FY: 0.0% White: 22.1% EL: 0.0% RF: 18.0% HM: 3.2% SD: 0.3%	
Metric/Indicator 1.6.e College Readiness: Increase rate of graduates completing A-G requirements. **2019-2020** All: 55.4% AA: 45.2% LI: 36.4% Hisp: 41.4% FY: 25.1% White: 57.4% EL: 25.9% RF: 43.1% HM: 24.4% SD: 23.5% **Baseline** All: 43.4% AA :27.2% LI: 18.4% Hisp: 29.4% FY: 7.1% White: 45.4% EL: 7.9% RF: 31.1% HM: NA SD: 5.5%	The percent of 2019-2020 graduating seniors who completed all of their A-G requirements prior to graduating is as follows: All: 43.7% LI: 30.5% FY: 7.1% EL: 16.9% HM: 20.5% AA: 26.8% Hisp: 35.4% White: 45.6% RF: 46.0% SD: 10.7% The district overall did not meet their targets and only group that met their targets was the Reclassified English learners.
Metric/Indicator 1.6.g College Readiness: Increase rate of graduates in all groups completing either A-G requirements or a career/technical sequence capstone course. **2019-2020** All: 60.5% AA: 43.6% LI: 43.6% Hisp: 50.4% FY: 25.1% White: 62.4% EL: 30.6% RF: 49.4% HM: 24.0% SD: 26.5% **Baseline** All: 48.5% AA: 31.6%	The percent of 2019-2020 graduating seniors who completed all of their A-G requirements or a career technical sequence capstone course prior to graduating is as follows: All: 48.5% LI: 37.8% FY: 10.7% EL: 26.4% HM: 26.5% AA: 29.7% Hisp: 40.5% White: 50.7% RF: 52.7% SD: 17.8% The district overall and none of the groups except for Reclassified Fluent English learner and homeless students met their targets for the year.

Expected	Actual
LI: 25.6% Hisp: 35.4% FY: 7.1% White: 50.4% EL: 12.6% RF: 37.4% HM: NA SD: 8.5% **Metric/Indicator** 1.6.h College Readiness: Increase the percentage of targeted students participating in transition to college programs. **2019-2020** Number of Students All: 1991 EL: 60 LI: 1067 HM: 84 FY: 7 **Baseline** 2016-2017 Data: Number of Students All: 1932 EL: 57 LI: 1016 HM: 79 FY: 4	As of the end of March 2020, 2351 students have participated in transition to college programs. All: 2351 EL: 35 LI: 1070 HM: 87 FY: 6 The district met the targets for overall and for low-income and homeless students. All: All students AA: African American students LI: Low income students Hisp: Hispanic/Latino students FY: Foster youth students White: White students EL: English learner students RF: Reclassified fluent EL students HM: Homeless students SD: Students with disabilities

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.6.5 Implement/refine solutions to course and program access barriers, including accelerated/honors programs and identify student support structures to ensure success once open access is created. Increase access to college visitations and other college-career activities for students in targeted groups.	Cert Salary/Subs: $552 Class Salary: $106 Benefits: $165 Materials: $29,036 Contracts: $35,736 Supplemental $65,595	Cert Salary/Subs: $ Class Salary: $269 Benefits: $39 Materials: $2,901 Contracts: $48,685 Supplemental $51,894

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.6.10 Evaluate and expand transition to college programs to support students who are first in their family to attend college, with focused recruitment and support mentoring programs focused on underrepresented groups. Programs include AVID, Pipeline to College, Get Focused-Stay Focused, Trio and UCAN. Provide access to college preparation activities (e.g., SAT testing, college visitations, college fairs) for targeted students.	Cert Salary/Subs: $255,143 Class Salary: $ Benefits: $95,157 Materials: $14,171 Contracts: $341,611 Base $41,025 Supplemental $590,057 Supplemental C/O $75,000	Cert Salary/Subs: $218,858 Class Salary: $ Benefits: $91,923 Materials: $1,346 Contracts: $264,185 Base $39,981 Supplemental $461,331 Supplemental C/O $75,000
1.6.15 Administer PSAT for all 10th and 11th grade students during the school day in order to increase enrollment in advanced coursework and to strengthen the college preparation options for a more diverse student population.	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $ Contracts: $85,000 Supplemental $85,000	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $ Contracts: $89,068 Supplemental $89,068
1.6.20 Increase the number of teachers with current training in Advanced Placement (AP) in order to increase the number of course offerings based on student interest.	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $ Contracts: $15,000 Base $15,000	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $ Contracts: $6,650 Base $6,650
1.6.25 Pay for partial Advanced Placement/International Baccalaureate (AP/IB) test fees for students needing assistance to increase testing rates of low-income students.	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $10,622 Contracts: $62,378	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $ Contracts: $56,022

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental $73,000	Supplemental $56,022
1.6.35 Increasing outreach to middle school students through professional development (PD) opportunities for vertical articulation and industry readiness skills between middle grades and high school high quality Career Technical Education (CTE) programs. With the addition of the College-Career Readiness Counselor, along with the Teacher on Special Assignment (TOSA) for CTE, vertical articulation will be increased.	Cert Salary/Subs: $1,436,821 Class Salary: $119,881 Benefits: $714,185 Materials: $956,661 Contracts: $429,690 Indirects: $	Cert Salary/Subs: $1,357,321 Class Salary: $141,595 Benefits: $590,033 Materials: $651,235 Contracts: $505,553 Capital Outlay: $174,159 Indirects: $41,488
1.6.40 Expanding and refining high quality CTE pathways for Introduction to Innovation and Design - Advanced Manufacturing (San Juan HS) and Engineering and Architecture (PLTW, Bella Vista), Information and Communication Technologies (AP Computer Science, Del Campo and Cyber Security, Mira Loma), and Public Services Fire Academy (Del Campo).	Base $1,933,485 Supplemental C/O $200,000 Carl D. Perkins Career and Technical Education $375,714	Roc/P & CTE Flex $1,930,458 Supplemental C/O $200,000 Carl D. Perkins Career and Technical Education $342,797
1.6.45 Improving collaboration and articulation with local agencies and institutes of higher education to increase student career readiness upon completion of high school high quality CTE programs by expanding articulation agreements with post-secondary education.	Career Tech Education Incentive Grant $1,204,722	Career Tech Education Incentive Grant $988,129
1.6.50 Refine practices around recruitment, placement and support strategies for students identified for Advanced Placement/International Baccalaureate (AP/IB) enrollment.	Cert Salary/Subs: $5,500 Class Salary: $ Benefits: $891 Materials: $ Contracts: $193,609	Cert Salary/Subs: $2,700 Class Salary: $ Benefits: $437 Materials: $ Contracts: $192,562
	Supplemental C/O $200,000	Supplemental C/O $195,699
1.6.55 Expand College-Career specialists to additional high schools, replicating successful practices.	Cert Salary/Subs: $ Class Salary: $141,296 Benefits: $101,610 Materials: $ Contracts: $	Cert Salary/Subs: $ Class Salary: $128,091 Benefits: $95,451 Materials: $ Contracts: $

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental $242,906	Supplemental $223,542
1.6.60 Expand partnerships and volunteer models of mentoring and advocacy for students in targeted groups at all grades.	Cert Salary/Subs: $2,777 Class Salary: $ Benefits: $448 Materials: $ Contracts: $246,825 Supplemental $250,050	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $ Contracts: $250,000 Supplemental 250,000
1.6.65 Pilot language testing for second language learners to meet world language graduation requirements and reducing barriers to completion of college entrance (a-g) requirements.	Cert Salary/Subs: $3,250 Class Salary: $ Benefits: $750 Materials: $ Contracts: $6,000 Supplemental C/O $10,000	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $ Contracts: $948 Supplemental C/O $948

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services were implemented through the end of the school year as planned. Remaining funds allocated for this action were not spent due to the impact of COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Identified successes include:

- The expanded number of college career specialists at additional high school sites allowed specialists to meet with students individually and in small groups to conduct college applications and FAFSA application workshops, to instruct on updating social media accounts, and to arrange virtual presentations with college representatives and armed forces recruiters
- College-career activities to increase access for students in targeted groups with an increased number of student participants
- Partnership with Improve Your Tomorrow (IYT) provided 220 students in grades 7-12 (both in-person and virtually) with wraparound support including student development, weekly tutoring, internships, college tours, and parent engagement/mentorship to help increase the number of young men of color to attend and graduate from college

- Partnership with Sacramento Area Youth Speaks (SAYS) provided mentoring support to 65 students through youth voice, culturally responsive teaching, and innovative community-university school partnerships. SAYS was expanded to include additional school sites and continued its programs and services virtually once schools closed IYT and SAYS participated in student hangouts to support student mental health during school closure
- 85% of 10th graders and 82% of 11th graders took the PSAT at no cost; results are used to help identify students in diverse student populations who may be interested in taking Advanced Placement courses
- The number of Advanced Placement (AP) trained teachers increased by 25 teachers with the continued emphasis to identify more underrepresented students to take AP courses through Equal Opportunity Schools
- The district partially paid for AP/IB (Advanced Placement/International Baccalaureate) fees for low-income students needing assistance to help increase testing rates
- Enrollment in AP courses continued to grow in 2019-2021 based on partnership with Equal Opportunity Schools (EOS) who work with each of the 9 comprehensive high schools to develop and support Equity teams to support students
- Career Technical Education (CTE) pathways were expanded to include a fourth middle school pathway, additional CTE opportunities were offered, articulation agreements with post-secondary were expanded, and a CTE fair was provided to all middle school and k-8 students to increase student career readiness upon high school completion

Identified challenges include:

- Due to pandemic restrictions, activities such as field trips, conferences, and professional development, had to be modified to help evaluate and expand transition to college programs to support students who are first in their family to attend college

Actions/Services not implemented due to COVID-19:

- 3 in-person college tours
- Pilot language testing program for second language learners to meet world language graduation requirements was suspended and the inability of contracted vendors to offer remote proctoring

Overall effectiveness:

When comparing our baseline data to our 2019-2020 actual data, results show an increase in the percentage of students in grades 11 and 12 taking one or more Advanced Placement/International Baccalaureate (AP/IB). When comparing our 2019-2020 targets to our 2019-2020 actual data, the percentage of students in grades 11 and 12 taking one or more AP/IB courses, the district overall and all students except foster youth and students with disabilities met their targets.

When comparing our baseline data to our 2019-2020 actual data, results show the district overall and all student groups, except low-income, foster youth and English learners increased the rate of seniors college ready/conditionally in English language arts as measured by the Smarter Balanced (EAP) assessment and the district overall and all student groups except foster/homeless youth increased the rate of seniors college ready/conditionally in mathematics as measured by the Smarter Balanced (EAP) assessment. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district overall and none of the student groups met their intended targets to increase the rate of seniors college ready/conditionally in English language arts and mathematics as measured by the Smarter Balanced (EAP) assessment.

When comparing our baseline data to our 2019-2020 actual data, results show an increase in the number of seniors with a college-ready qualifying Advanced Placement (AP) score. When comparing our 2019-2020 targets to our 2019-2020 actual data, results show the district overall and none of its student groups showed an increase in the number of seniors with a college-ready qualifying AP score.

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When comparing our baseline data to our 2019-2020 actual data, results show the district overall and all student groups except African American, increased its percentage of graduating seniors who completed all of their A-G requirements prior to graduating. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district overall and all student groups except reclassified English learners, did not meet its intended targets to increase its percentage of graduating seniors who completed all of their A-G requirements prior to graduating.

When comparing our baseline data to our 2019-2020 actual data, results show an increase in the percentage of targeted students participating in transition to college programs for low-income, foster youth, and homeless students. When comparing our 2019-2020 targets to our 2019-2020 actual data, results show the district overall and none of its student groups except low-income and homeless students, met its overall target for student participation in transition to college programs.

Goal 7

Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.
Focus 7: Ensure site resources are allocated to meet the unique academic and social-emotional needs of students within a local context.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	SPSA Alignment

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1.7.b Student Performance: All sites will write a School Plan for Student Achievement (SPSA) based on an analysis of data from 8 state priority areas. Note: Academic, engagement, and climate indicators represented in other goal-focus areas will also be impacted by the actions/services in this focus **2019-2020** Maintain 100% **Baseline** 2016-2017: 100% of the Schools	All of the sites have an approved School Plan for Student Achievement (SPSA) for the 2019-2020 school year based on their data from the state priority areas (approved at the December 10, 2019 board meeting). The district met the target for the year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.7.10 Continue “Administrative-Instructional/Climate Support specialist” as needed at highest poverty Title I sites.	Cert Salary/Subs: $1,460,149 Class Salary: $ Benefits: $503,905 Materials: $ Contracts: $	Cert Salary/Subs: $1,555,418 Class Salary: $ Benefits: $563,914 Materials: $ Contracts: $

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental $1,964,054	Supplemental $2,119,332
1.7.15 Continue support personnel assigned to Title I elementary sites (instructional coaches, intervention teachers, etc.) as determined by site.	Cert Salary/Subs: $1,514,596 Class Salary: $ Benefits: $634,918 Materials: $ Contracts: $ Title I: Part A $2,149,514	Cert Salary/Subs: $1,511,896 Class Salary: $ Benefits: $586,963 Materials: $ Contracts: $ Title I: Part A $2,098,859
1.7.20 Provide each school site with a per-unduplicated-pupil allocation to be used for site-level actions/services aligned to School Plan for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP) goals in support of the identified student groups (allocation reevaluated each year based on CalPADS enrollment). SPSA objectives and actions will (a) address school climate indicators and (b) services/supports for Local Control Funding Formula (LCFF) targeted groups along with district targeted groups. Augment reduced funding to Title 1 sites to ensure program consistency at highest need sites. Continue training for site councils to ensure consistency with district LCAP.	Cert Salary/Subs: $1,357,246 Class Salary: $558,548 Benefits: $909,899 Materials: $1,927,651 Contracts: $707,376 Supplemental $4,830,740 Supplemental C/O $629,980	Cert Salary/Subs: $657,738 Class Salary: $562,553 Benefits: $523,773 Materials: $630,267 Contracts: $597,142 Supplemental $2,971,473
1.7.30 Implement school-community partnerships that support academic growth and college-career readiness of students in targeted groups.	Cert Salary/Subs: $ Class Salary: $45,319 Benefits: $24,907 Materials: $26,594 Contracts: $15,420 Supplemental $112,240	Cert Salary/Subs: $3,612 Class Salary: $46,329 Benefits: $25,638 Materials: $6,200 Contracts: $10,773 Supplemental $92,552
1.7.35 Plan, implement and evaluate changes to the staffing and instructional models focused on addressing the intense needs of the Dyer-Kelly population. Provide intensive support to strengthen tier 1, 2 and 3 services to meet the needs of all learners and improved student achievement.	Cert Salary/Subs: $627,596 Class Salary: $ Benefits: $264,579 Materials: $	Cert Salary/Subs: $614,998 Class Salary: $ Benefits: $240,316 Materials: $23,119

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Contracts: $21,200 Title I: Part A $913,375	Contracts: $ Title I: Part A $878,433
1.7.40 Continue embedded support for the analysis, restructuring and implementation of high need Title 1 schools.	Cert Salary/Subs: $ Class Salary: $121,308 Benefits: $63,758 Materials: $ Contracts: $500 Supplemental $185,566	Cert Salary/Subs: $ Class Salary: $98,987 Benefits: $48,457 Materials: $ Contracts: $ Supplemental $147,444

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services were implemented through the end of the school year as planned. Remaining funds allocated for this action were not spent due to the impact of COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Identified successes include:

- Personnel assigned to Title 1 elementary sites were instrumental in providing intervention support to struggling students and or experiencing learning loss due to the pandemic
- Although briefly interrupted by school closure, school-based support for the analysis, restructuring, and implementation for identified high need Title 1 schools continued. Work included collaborative research to investigate separating middle and high school at the Encina Preparatory High School campus, modifications to the co-teacher model at Dyer-Kelly Elementary School, and weekly collaborative
  meetings to address issues such as technology access, food distribution, mental health support, and communication
- A new Family and School Problem Resolution coordinator position was created in the district as part of the Family and Community Engagement (FACE) team
- The Family and Community Engagement team coordinated outreach to new and existing partners that supported over 55 district schools, impacting 3,000 students and 960 families, and generated over 1,100 volunteer connections through all school sites
- Title I sites received instructional support from 8 elementary and K-8 Administrative Instructional Specialists, 2 middle school Administrative Instructional Specialists, and 2 high school Administrative Instructional Specialists to address the unique needs of the highly diverse schools and families

- A co-teaching model with an intentional focus on language development was put in place at Dyer-Kelly Elementary School to address the intense needs of its students
- 2 newcomer classes serve grades 2-5 at Dyer-Kelly Elementary School focusing on intensive language instruction resulting in a greater level of differentiated support for their language and social needs

Identified challenges include:
- Intervention support scheduling due to competing time frames of synchronous classes
- Effective collaboration for school-based support; protocols were put in place to ensure inclusion of multiple voices in the process

Actions/Services not implemented due to COVID-19:
- Most Valuable Partner event was not hosted

Overall effectiveness:
Support for schools with the highest densities of targeted students continued, including climate specialists, academic supports, and administrative instructional assistants. Site use of Local Control Funding Formula (LCFF) Supplemental funds is documented in the School Plans for Student Achievement (SPSAs) and continues to be carefully monitored to ensure alignment with use for targeted students at all schools. All school sites had a Board-approved SPSA based on an analysis of data from the 8 State Priority Areas.

Goal 8

Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.
Focus 8: Ensure a comprehensive system of support for implementing content standards and quality instruction through the use of research-based strategies and culturally and linguistically responsive practices.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1.8.a Materials: Maintain 100% sufficiency with instructional materials. **2019-2020** Maintain 100% **Baseline** 100%	The district maintained 100% sufficiency (reported at the board meeting on September 24, 2019). The district met the target for this year.
Metric/Indicator 1.8.b Standards: Increase implementation of Common Core, ELD, and NGSS (to 85% in each area). **2019-2020** ELA: 85% Mathematics: 85% NGSS: 60% ELD: 85% **Baseline** ELA: 75% Mathematics: 78% NGSS: 20% ELD: 32%	Based on the standards implementation survey administered in March 2020, rates are as follows: ELA: Above 85% Mathematics: Above 85% NGSS (Science): Below 60% ELD (English Development): Below 85% The district met the targets for English language arts and mathematics but did not meet the targets for NGSS (Science) or ELD (English language development).

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Expected	Actual
Metric/Indicator 1.8.c Standards: Increase the number of teachers trained in social justice. **2019-2020** 73 teachers **Baseline** 2016-17: 28 teachers	The district has trained a total of 233 teachers on social justices. The district met the target for the year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.8.5 Reduce class size to 26:1 in TK through grade 5 classes at all schools.	Cert Salary/Subs: $8,526,734 Class Salary: $ Benefits: $3,659,819 Materials: $ Contracts: $ Base $12,186,553	Cert Salary/Subs: $3,838,325 Class Salary: $ Benefits: $1,634,638 Materials: $ Contracts: $ Base $5,472,963
1.8.10 Maintain curricular program specialists in English, math, and science and at least 5 Teachers on Special Assignments (TOSAs) to provide support to schools in instructional practice, assessment and curriculum aligned to new standards; provide additional support in targeted areas as need is indicated (primary reading, math, science).	Cert Salary/Subs: $890,085 Class Salary: $ Benefits: $309,852 Materials: $8,860 Contracts: $ Base $226,210 Supplemental $450,015 Supplemental C/O $104,631 Title II $202,639 1x money $225,302	Cert Salary/Subs: $938,795 Class Salary: $ Benefits: $333,629 Materials: $ Contracts: $41,237 Base $271,892 Supplemental $478,271 Supplemental C/O $106,949 Title II $218,590 Professional Development Supp $237,959

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.8.20 Pilot and select new instructional materials which are Next Generation Science Standards (NGSS) aligned for grades TK-5 and 9-12; support the implementation of new standards-aligned science materials in grades 6-8.	Cert Salary/Subs: $35,567 Class Salary: $ Benefits: $6,957 Materials: $12,472 Contracts: $55,154 Base $110,150	Cert Salary/Subs: $6,420 Class Salary: $ Benefits: $1,694 Materials: $6,360 Contracts: $8,499 Base $22,973
1.8.30 Partner with California State University, Sacramento (CSUS), to increase capacity of an interdisciplinary team of teachers to enhance student learning through civic engagement, economic empowerment, social status and societal roles (25 teachers/cohort). Provide to elementary and social studies teachers teaching tolerance professional development: Social Justice Standards-Critical Practices of Anti-Bias Education.	Cert Salary/Subs: $70,563 Class Salary: $ Benefits: $15,642 Materials: $10,081 Contracts: $70,308 Supplemental $166,594	Cert Salary/Subs: $50,775 Class Salary: $ Benefits: $10,123 Materials: $2,156 Contracts: $89,935 Supplemental $152,989
1.8.40 Build assessment literacy through the use of common assessments and formative assessments practices. Refine and calibrate use of common assessments and/or formative assessment practices at school sites.	Cert Salary/Subs: $16,321 Class Salary: $ Benefits: $3,759 Materials: $4,140 Contracts: $4,000 Base $28,220	Cert Salary/Subs: $3,320 Class Salary: $ Benefits: $762 Materials: $285 Contracts: $505 Base $4,872
1.8.45 Ensure alignment between classroom instruction and intervention and enrichment for targeted students through after-school programs at selected school sites with Bridges/ASSETs programs.	Cert Salary/Subs: $57,157 Class Salary: $ Benefits: $13,172 Materials: $ Contracts: $ Supplemental $70,329	Cert Salary/Subs: $17,991 Class Salary: $ Benefits: $4,138 Materials: $ Contracts: $ Supplemental $22,129
1.8.50 Continue to provide direct support to schools including:	Cert Salary/Subs: $265,879	Cert Salary/Subs: $273,980

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Supporting teacher understanding of use of data and evidence to improve student learning • Coaching for literacy and use of data • Conducting regular administrator meetings to include analysis of district and school site data to improve student learning for all subgroups • Coordination and oversight of instructional program to ensure coherency and effectiveness • Working with all impacted instructional stakeholders collaboratively to identify expected student outcomes and how progress will be measured in order to evaluate Local Control Accountability Plan (LCAP) actions/services for effectiveness Pilot a data system that allows for referring, assigning, tracking, and reporting on student interventions and supports in order to close achievement gaps and provide effective services.	Class Salary: $289,550 Benefits: $272,221 Materials: $43,250 Contracts: $137,865 Indirects: $ Base $80,437 Supplemental $808,328 Supplemental C/O $120,000	Class Salary: $230,136 Benefits: $198,565 Materials: $3,518 Contracts: $134,240 Indirects: $1,135,342 Base $ Supplemental $1,856,444 Supplemental C/O $119,337

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services were implemented through the end of the school year as planned. Remaining funds allocated for this action were not spent due to the impact of COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Identified successes include:

- The district continues building an increased capacity of an interdisciplinary team of teachers to enhance student learning through civic engagement, tolerance training, and social justice standards and anti-bias education. Advanced Social Justice Institute completed its second cohort of a 2-year teacher leadership program integrating social justice into content curriculum. Additionally, 140 teachers attended the Museum of Tolerance training. Social Justice Standards training continued virtually upon school closures
- Professional Learning and Innovation program specialists continued to provide support (via Zoom) to schools in instructional practice, in assessment and curriculum aligned to standards, and targeted support in areas of need, primarily, English, math, and science. Switching to a virtual platform allowed more teachers to attend training and receive additional support; virtual training will remain a continued option
- The 2019-2020 school year marked another phase in reducing class size in grades TK-5. Human resources recruited and hired additional teachers to support this reduction
- Grades 6-8 teachers received support on how to use the specially designed at-home, Amplify Science, to enhance distance learning

Identified challenges include:

- All 29 sites for the Bridges After-School/ASSETS programs closed due to the pandemic. Prior to closure, this program served approximately 3,000 students with homework support, enrichment/disguised learning, and social support ensuring alignment between classroom instruction and intervention and enrichment for targeted students. Staff pivoted to providing services through virtual platforms and reached out to students and their families trying to identify needs and provide remote support
- The pilot and adoption process for the new high school Next Generation Science Standards (NGSS) courses was put on hold due to the pandemic. After a full pilot process trying out 3 different sets of instructional materials, TWIG Science was selected but due to the pandemic, adoption of these instructional materials was put on hold

Actions/Services not implemented due to COVID-19:

- Advanced Social Justice Institute 2-day professional development
- Multicultural conference at California State University, Sacramento
- Adoption of TWIG Science instructional materials and the new high school Next Generation Science Standards (NGSS) courses

Overall effectiveness:

The actions and services included in this section are intended to support the instructional program across all schools to better meet the needs of each student. When comparing our baseline data to our 2019-2020 actual data, results show the district maintained 100% sufficiency with instructional materials. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district maintained 100% sufficiency with instructional materials.

When comparing our baseline data to our 2019-2020 actual data, the district increased the number of teachers trained in social justice by 45 teachers. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district exceeded its intended target of 73 teachers trained in social justice by 150 teachers.

When comparing our baseline data to our 2019-2020 actual data, the district increased implementation of common core, English language development, and Next Generation Science Standards (NGSS). When comparing our 2019-2020 targets to our 2019-2020 actual data, the district met the targets for English language arts and mathematics but did not meet the targets for NGSS or English language development.

Goal 9

Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.
Focus 9: Ensure highly qualified and effective certificated and classified staff.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Teachers served by CTS, trained on SPG

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1.9.a Mis-assigned Teachers: 4 fewer teachers mis-assigned (to a goal of 19 districtwide). **2019-2020** 19 teachers **Baseline** 23 teachers	The district had 0 teachers misassigned according to the definitions used in the School Accountability Report Card (SARC). The district met the target for the year.
Metric/Indicator 1.9.b Serve 100% of the first and second year teachers hired before January 1st of each year. **2019-2020** Maintain 100% **Baseline** 2016-2017: 100%	As of January 1, 2020, 100% of the 1st and 2nd year teachers with preliminary credentials are being served by the Center for Teacher Support. The district met the target for the year.
Metric/Indicator 1.9.c Qualified Teachers: Train at least 30% of teachers on the new System of Professional Growth (SPG) (to 90%). **2019-2020** Maintain 90% **Baseline** 2016-2017: 34%	As of the end of the first semester, over 90% of the teachers required to be trained this year in the System of Professional Growth (SPG) have been trained. The district met the target for the year.

Expected	Actual
Metric/Indicator 1.9.d Diverse Staff: Increase the degree to which districtwide staff reflect the ethnic diversity of the student population. **2019-2020** Increase diversity of classified and certificated staff by 0.5% each to 19.3% (certificated staff) and 28.3% (classified staff) **Baseline** 2017-2018: 18.8% of certificated staff and 27.8% of classified staff identify with an ethnic group other than white	The percentage of ethnically diverse students and staff (those identifying with an ethnicity other than white) is 49.3% students, 26.0% classified staff and 21.0% certificated staff. The district met the target for the year for certificated staff but not for classified staff.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.9.5 Provide highly effective certificated and classified staff who support all schools.	Cert Salary/Subs: $136,531,961 Class Salary: $38,202,555 Benefits: $78,384,259 Materials: $ Contracts: $ Base $253,118,775	Cert Salary/Subs: $60,033,873 Class Salary: $17,368,249 Benefits: $31,773,205 Materials: $ Contracts: $ Base $109,175,327
1.9.10 Provide services through the Center for Teacher Support (CTS) for: • First/second-year teachers (Induction) • Veteran teachers needing support • Teachers with emergency/intern credentials	Cert Salary/Subs: $1,021,258 Class Salary: $20,869 Benefits: $378,189 Materials: $37,846 Contracts: $32,369 Base $263,840 Supplemental $122,257 Title II $1,104,434	Cert Salary/Subs: $1,027,825 Class Salary: $16,029 Benefits: $380,579 Materials: $5,863 Contracts: $21,887 Base $230,812 Supplemental $124,466 Title II $1,096,905

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.9.20 Implement a System of Professional Growth (SPG) designed to foster reflective veteran practitioners who are continuously improving teacher practice in order to increase student learning: • 10 teacher facilitators • Training costs	Cert Salary/Subs: $1,496,111 Class Salary: $34,877 Benefits: $571,690 Materials: $29,909 Contracts: $62,408 Base $1,543,426 Supplemental C/O $269,388 1x money $382,181	Cert Salary/Subs: $1,305,759 Class Salary: $30,141 Benefits: $520,524 Materials: $6,442 Contracts: $15,105 Base $1,521,592 Supplemental C/O $266,822 Professional Development Supp $89,557
1.9.25 Improve recruitment and retention efforts focused on increasing diversity of staff members who represent our student populations; examine and revise policies, regulations and practices to actively recruit diverse staff.	Cert Salary/Subs: $8,220 Class Salary: $7,396 Benefits: $4,492 Materials: $14,164 Contracts: $38,050 Supplemental C/O $72,322	Cert Salary/Subs: $4,698 Class Salary: $3,895 Benefits: $1,595 Materials: $1,811 Contracts: $42,125 Supplemental C/O $54,124

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services were implemented through the end of the school year as planned. Remaining funds allocated for this action were not spent due to the impact of COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Identified successes include:

- Human Resources staff have participated in various recruitment events in a continuing effort to recruit and retain highly effective and ethnically diverse staff
- The district implemented a formalized onboarding process for instructional assistants, custodians, and Nutrition Services employees
- 2 Career Development Conferences were offered during the year
- Human Resources conducted 1:1 career coaching sessions. Participating staff explored professional interests and goals,

received resume feedback, practiced interview skills and heard information about job opportunities and pathways within the district
- Staff Diversity Alliance, an employee resource group, met 3 times this year to build community and supports
- The district's Center for Teacher Support and the System for Professional Growth continues to mentor and support 1st and 2nd-year teachers as well as veteran teachers

Actions/Services not implemented due to COVID-19:
- A third career development session to improve recruitment and retention

Overall effectiveness:
Efforts to ensure a highly qualified, diverse and effective staff continue to center around hiring and supporting qualified staff. When comparing our baseline data to our 2019-2020 actual data, the district decreased the number of teachers misassigned. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district met its intended target by having zero teachers misassigned.
When comparing our baseline data to our 2019-2020 actual data, the district served 100% of 1st and 2nd-year teachers through the Center for Teacher Support. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district met its intended target to serve 100% of 1st and 2nd-year teachers through the Center for Teacher Support.
When comparing our baseline data to our 2019-2020 actual data, the district increased the percentage of teachers trained on the new System of Professional Growth by over 55%. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district met its intended target to train 90% of teachers on the new System of Professional Growth.
When comparing our baseline data to our 2019-2020 actual data, the district increased the diversity of certificated staff to reflect the ethnic diversity of our student population but it did not increase the diversity of classified staff to reflect the ethnic diversity of our student population.
When comparing our 2019-2020 target to our 2019-2020 actual data, the district met its intended target to increase the diversity of certificated staff to reflect the ethnic diversity of our student population but it did not meet its intended target to increase the diversity of classified staff to reflect the ethnic diversity of our student population.

Goal 10

Goal 2: Foster respectful, equitable, collaborative, and reflective school and district cultures that ensure academic success and social-emotional well-being for each student.

Focus 1: Increase students' engagement in and connectedness to school through student-driven, engaging, and relevant classes and activities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 2.1.a Climate: Increase the percent of schools with at least 75% of staff, students and parents indicating agree or strongly agree on the district surveys regarding student connectedness and meaningful participation (to 95%). **2019-2020** Parents: 95% of schools Staff: 95% of the schools Students: 95% of the schools **Baseline** Parents: 84% of schools Staff: 51% of the schools Students: 43% of the schools	On the 2019-2020 district surveys (completed in January 2020), the percent of schools with at least 75% of the participants indicating they agree or strongly agree with the statements related to student connectedness and meaningful participation are as follows: Parents: 92.1% Staff: 73.0% Students: 50.8% The district did not meet the targets for this year.
Metric/Indicator 2.1.b Climate: Increase the percent of schools with at least 75% of staff, students and parents indicating agree or strongly agree on the district surveys regarding high expectations and caring relationships (to 95%). **2019-2020** Parents: 95% of schools Staff: 95% of the schools Students: 95% of the schools	On the 2019-2020 district surveys (completed in January 2020), the percent of schools with at least 75% of the participates indicating they agree or strongly agree with the statements related to high expectations and caring relationships are as follows: Parents: 93.6% Staff: 85.7% Students: 76.2%

Expected	Actual
Baseline Parents: 91% of schools Staff: 81% of the schools Students: 62% of the schools	The district did not meet the targets for this year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1.5 Support multiple seasons of middle school sports at all middle schools.	Cert Salary/Subs: $16,000 Class Salary: $16,000 Benefits: $5,997 Materials: $ Contracts: $ Base $37,997	Cert Salary/Subs: $2,657 Class Salary: $7,171 Benefits: $1,582 Materials: $ Contracts: $ Base $11,410
2.1.10 Increase/deepen arts programs and arts integration at schools with over 40% of targeted students who have lower arts quotients.	Cert Salary/Subs: $27,920 Class Salary: $27,372 Benefits: $10,342 Materials: $7,307 Contracts: $34,028 Base $22,448 Supplemental $84,521	Cert Salary/Subs: $ 20,528 Class Salary: $ 53,887 Benefits: $10,106 Materials: $ Contracts: $18,585 Base $18,585 Supplemental $84,521
2.1.15 Expand/refine courses, programs, clubs, and activities that address student interests.	Cert Salary/Subs: $758 Class Salary: $ Benefits: $174 Materials: $22,080 Contracts: $10,000	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $ Contracts: $17,100

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Base $33,012	Base $17,100

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services that were not implemented were expended on other actions and services through the end of the school year. Specifically, budgeted actions and services were adjusted, adapted, abandoned or created based on what was needed to support students, (including low-income, English learner and foster/homeless students) families, teachers, and staff during COVID-19. Additional funds that were not allocated in the LCAP for this action were spent as follows:

- Purchase of supplies, instructional aides, and instructional licenses for drama, vocal and instrument music programs to support distance learning

Remaining funds allocated for this action were not spent due to the impact of COVID-19

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Identified successes include:

- School sites continue to increase its number of student interest clubs including the addition of Capital Therapy Dogs and African American Boys' Mentoring Program and Neighborhood Learning Project Outreach
- Middle School wrestling program added an additional school site this year and reflects an increase of 11 students over last year
- A full complement of leadership staff for the various content areas including art, music, theatre, and physical education
- Development of a central district music library for both instrumental and vocal music to increase student exposure to quality music literature while reducing costs

Identified challenges include:

- Due to COVID-19 and resulting distance learning, participation in before and after-school arts programs was reduced by over 90% resulting in the inability to meet its goal to increase/deepen arts programs and arts integration at schools with over 40% of targeted students who have lower arts quotients.

Actions/Services not implemented due to COVID-19:

- Track and Field season was cancelled
- Inability to hold district arts events including honor group performance, San Juan Sings, Arts Explosion, Kids Art, and several Arts galleries

Overall effectiveness:

When comparing our baseline data to our 2019-2020 actual data, results show an increase in the percent of students (+7.8%), parents (+8.1%), and staff (+22%) in schools with at least 75% of participation indicating they agree or strongly agree on the district surveys regarding student connectedness and meaningful participation. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district did not meet its

intended targets in the percentage of schools with at least 95% of students, parents and staff indicating they agree or strongly agree on the district surveys regarding student connectedness and meaningful participation in all groups.

When comparing our baseline data to our 2019-2020 actual data, results show an increase in the percent of students (+14.2%), parents (+2.6%), and staff (+4.7%) in schools with at least 75% of participation indicating they agree or strongly agree on district surveys regarding high expectations and caring relationships. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district did not meet its intended targets in the percentage of schools with at least 95% of students, parents and staff indicating they agree or strongly agree on district surveys regarding high expectations and caring relationships.

Goal 11

Goal 2: Foster respectful, equitable, collaborative, and reflective school and district cultures that ensure academic success and social-emotional well-being for each student.
Focus 2: Develop and support patterns of regular attendance for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 2.2.a Attendance: Increase attendance rates (to 95%). **2019-2020** All: 95.0% AA: 93.0% LI: 94.2% Hisp: 95.0% FY: 91.1% White: 95.0% EL: 95.0% RF: 95.0% HM: 92.3% SD: 94.0% **Baseline** All: 94.5% AA: 92.2% LI: 93.4% Hisp: 94.2% FY: 89.9% White: 94.7% EL: 94.7% RF: 96.0% HM: 91.5% SD: 93.2%	The attendance rates as of March 13, 2020 were as follows: All: 95.1% AA: 93.0% LI: 94.5% Hisp: 94.6% FY: 91.8% White: 95.4% EL: 95.4% RF: 96.7% HM: 91.5% SD: 93.4% Overall, the district met the target for this year. English learners, Low-income, Reclassifed English learners, African American and white students also met their targets for the year.
Metric/Indicator 2.2.b Attendance: Reduce percent of students who are chronically absent (to less than 5%). **2019-2020** All: 4.9% AA: 5.8% LI: 5.1% Hisp: 4.9% FY: 15.4% White: 4.9% EL: 4.9% RF: 4.9% HM: 5.7% SD: 5.6%	As of March 13, 2020, the percent of students who are chronically absent was as follows: All:13.3% AA: 26.4% LI: 17.7% Hisp: 15.4% FY: 26.3% White: 10.9% EL: 11.5% RF: 6.0% HM: 32.6% SD: 20.8%

Expected	Actual
Baseline All: 16.5% AA: 29.8% LI: 21.1% Hisp: 17.2% FY: 39.4% White: 14.4% EL: 14.8% RF: 9.3% HM: 29.7% SD: 21.6%	The district overall and all of the groups did not meet their targets for the year. All: All students AA: African American students LI: Low income students Hisp: Hispanic/Latino students FY: Foster youth students White: White students EL: English learner students RF: Reclassified fluent EL students HM: Homeless students SD: Students with disabilities

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.2.5 Provide health care/immunization services to qualifying families by continuing the immunization clinic at San Juan Central for income-eligible families and the partnership with ELICA's Health On Wheels (HOW) that provides health care services at targeted high-poverty schools.	Cert Salary/Subs: $9,058 Class Salary: $13,000 Benefits: $9,624 Materials: $7,568 Contracts: $ Supplemental $39,250	Cert Salary/Subs: $11,473 Class Salary: $8,726 Benefits: $8,148 Materials: $ Contracts: $ Supplemental $28,347
2.2.15 Increase and monitor site-based attendance incentives for sites to reduce instructional time lost due to office referrals, to increase their student attendance on traditionally high absentee days, and their overall attendance rates from year to year. Support schools in developing strategies which stress the connection between attendance and academic success.	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $57,000 Contracts: $ Block Grant $57,000	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $12,862 Contracts: $2,499 Base $15,361
2.2.20 Ensure that staff are able to provide culturally appropriate support and interventions to the most chronically absent students and	Cert Salary/Subs: $	Cert Salary/Subs: $

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
their families, with special attention to students who are homeless or in transitional housing; coordinate in conjunction with the Multi-Tiered System of Supports (MTSS) to better meet the needs of targeted students/families.	Class Salary: $288,930 Benefits: $163,886 Materials: $24,177 Contracts: $70,404 Indirects: $6,277 Supplemental $378,674 Title X (McKinney-Vento) $175,000	Class Salary: $282,880 Benefits: $169,895 Materials: $6,934 Contracts: $7,006 Indirects: $5,818 Supplemental $310,319 Title X (McKinney-Vento) $162,214
2.2.25 Continuing transportation for homeless families, as a strategy to increase attendance and expanding transportation to targeted schools and targeted student demographics.	Cert Salary/Subs: $ Class Salary: $46,736 Benefits: $42,182 Materials: $2,614 Contracts: $45,000 Supplemental C/O $136,532	Cert Salary/Subs: $ Class Salary: $46,278 Benefits: $34,521 Materials: $ Contracts: $5,838 Supplemental C/O $86,637

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services were implemented through the end of the school year as planned. Remaining funds allocated for this action were not spent due to the impact of COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Identified successes include:

- Slight increase in year-to-date attendance from prior year
- Slight decrease in chronic absence rate (19.86%) for Kindergarten students compared to the prior year (20.2%)
- Connections made with McKinney-Vento (MKV) families through regular community outreach (Sacramento Kings, District Attorney, Sacramento Literacy Movement with the Sacramento Library Foundation, and the Campaign for Grade 1 Level Reading) to support homeless/foster youth to succeed in school
- Kindergarten communication project focused on English learner (EL) families with outreach in translations in all supported languages including resources for MKV families.

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- Connecting Identified MKV families living in transition to support services at site meetings and School Attendance Review Board (SARB) meetings
- Increased attendance at targeted sites by providing transportation for McKinney-Vento students with 45% of the students receiving transportation support showing continued attendance and 26% of students demonstrating excellent attendance

Identified challenges include:
- Decrease in tutoring services and decrease in supplies purchased for students to be successful in school

Actions/Services not implemented due to COVID-19:
- Site-based attendance incentives discontinued due to distance learning instead of in-person instruction
- 3 remaining immunization scheduled clinics cancelled resulting in decreased students immunized in the 2019-2020 school year (147) compared to students immunized in the prior year (345)

Overall effectiveness:
When comparing our baseline data to our 2019-2020 actual data, results show an increase in attendance for the district overall and all student groups. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district overall and all student groups except Hispanic, homeless, and students with disabilities met its intended targets to increase attendance.
When comparing our baseline data to our 2019-2020 actual data, the district decreased the percent of chronically absent students overall and in all student groups except homeless students. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district overall and all student groups did not meet its intended targets to reduce the percent of chronically absent students.

Goal 12

Goal 2: Foster respectful, equitable, collaborative, and reflective school and district cultures that ensure academic success and social-emotional well-being for each student.

Focus 3: Improve school climate by providing behavioral and social-emotional supports and interventions focused on the root causes that interfere with learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 2.3.a Climate: Decrease the rate of home school suspensions (to less than 2%). **2019-2020** All: 7.5% AA: 19.2% LI: 9.0% Hisp: 7.3% FY: 29.0% White: 5.8% EL: 5.8% RF: 4.9% HM: 17.6% SD: 12.0% **Baseline** All: 8.7% AA: 23.2% LI: 13.0% Hisp: 8.5% FY: 37.0% White: 7.0% EL: 7.0% RF: 5.8% HM: 21.6% SD: 16.0%	As of March 13, 2020, the home suspension rates were as follows: All: 5.2% AA: 15.2% LI: 7.2% Hisp: 5.2% FY: 29.6% White: 3.9% EL: 3.4% RF: 3.8% HM: 16.0% SD: 11.7% Overall, the district and all groups except for Foster Youth students met the targets for the year.
Metric/Indicator 2.3.b Climate:Decrease the rate of in school suspensions (to less than 2%). **2019-2020** All: 6.0% AA: 12.8% LI: 6.4% Hisp: 5.8% FY: 11.7% White: 5.1%	As of March 13, 2020, the in-school suspension rates were as follows All: 2.2% AA: 7.4% LI: 3.2% Hisp: 2.1% FY: 5.4% White: 1.6% EL: 1.4% RF: 1.6% HM: 4.7% SD: 4.8%

Expected	Actual
EL: 3.4% RF: 5.4% HM: 10.9% SD: 7.2% **Baseline** All: 7.2% AA: 16.8% LI: 10.4% Hisp: 7.0% FY: 15.7% White: 6.3% EL: 4.6% RF: 6.6% HM: 14.9% SD: 11.2% **Metric/Indicator** 2.3.c Climate: Maintain/reduce the rate of expulsions to 0.1% or less. **2019-2020** Maintain <0.1% **Baseline** <0.01%	Overall, the district and all groups are currently meeting the targets for this year. Tthe district has less than 0.1% expulsions for the year and met the target. All: All students AA: African American students LI: Low income students Hisp: Hispanic/Latino students FY: Foster youth students White: White students EL: English learner students RF: Reclassified fluent EL students HM: Homeless students SD: Students with disabilities

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.3.5 Expand/refine regional support centers to address non-academic needs of students at schools with more than 40% targeted students based upon an analysis of best practices and student needs. Research-based and culturally appropriate supports and interventions will be implemented for students who would otherwise lose class time due to their behavior. A special focus will be given for tier 3 interventions at the primary level with the addition of social-emotional support technicians. Focus on increasing social-emotional learning opportunities for students will be strengthened.	Cert Salary/Subs: $2,534,320 Class Salary: $406,446 Benefits: $1,316,624 Materials: $52,691 Contracts: $48,800 Supplemental $2,855,814 CEIS (Spec Ed) $1,145,534	Cert Salary/Subs: $2,408,344 Class Salary: $368,659 Benefits: $1,162,001 Materials: $19,125 Contracts: $25,245 Supplemental $2,816,443 CEIS (Spec Ed) $952,243

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Regional support center staff includes elementary counselor, social worker, psychologist, mental health therapist, social-emotional support intervention technician and nurse.	Title IV $120,207 1x money $237,326	Title IV $72,736 MTSS $141,952
2.3.10 Expand targeted social-emotional and behavioral supports for elementary and middle school students on a referral basis based upon an analysis of best practices and student needs. Staffing includes social workers, social-emotional intervention technician and behaviorist.	Cert Salary/Subs: $248,157 Class Salary: $18,680 Benefits: $110,406 Materials: $ Contracts: $ Base $351,061 CEIS (Spec Ed) $26,182	Cert Salary/Subs: $255,275 Class Salary: $22,897 Benefits: $135,644 Materials: $ Contracts: $ Base $372,783 CEIS (Spec Ed) $41,033
2.3.15 Deepen support to address drug, alcohol, etc. issues with students based on an evaluation of need and effective models (in conjunction with the Multi-Tiered System of Supports {MTSS}).	Cert Salary/Subs: $1,760 Class Salary: $64,417 Benefits: $38,791 Materials: $13,343 Contracts: $19,021 Supplemental $137,332	Cert Salary/Subs: $ Class Salary: $56,782 Benefits: $37,222 Materials: $3,386 Contracts: $6,480 Supplemental $103,870
2.3.20 Provide on-site resources at high schools to address chronic behavior concerns based upon an analysis of best practices and student needs.	Cert Salary/Subs: $594,374 Class Salary: $7,246 Benefits: $302,200 Materials: $ Contracts: $ Base $283,798 Supplemental $620,022	Cert Salary/Subs: $567,231 Class Salary: $7,391 Benefits: $226,054 Materials: $ Contracts: $ Base $231,202 Supplemental $569,474
2.3.30 Expand Learning Support Team (LST) models that coordinate academic, social-emotional, and behavioral support for targeted	Cert Salary/Subs: $338,748 Class Salary: $3,779	Cert Salary/Subs: $265,231 Class Salary: $

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
students; focus on increasing participating schools and deepening implementation for those already trained. • Continue regional/pilot learning support teams • Training for all additional school teams • On-site coaching for school teams	Benefits: $155,274 Materials: $12,690 Contracts: $10,047 Supplemental $420,538 Supplemental C/O $150,000	Benefits: $108,734 Materials: $634 Contracts: $2,059 Supplemental $376,658
2.3.35 Expand professional development (PD) for school staff and create behavior teams to address alternatives to suspension and early intervention for students who receive multiple days of suspension. Refine and expand a tiered behavior intervention model for students with significant behavior concerns that includes school staff, the student, their family, and district and community supports. This tiered approach includes positive behavior, restorative and trauma informed practices (in conjunction with the Multi-Tiered System of Supports.)	Cert Salary/Subs: $28,331 Class Salary: $109,026 Benefits: $58,004 Materials: $29,553 Contracts: $59,702 Base $23,662 Supplemental $104,198 Title IV $156,756	Cert Salary/Subs: $16,353 Class Salary: $108,927 Benefits: $50,795 Materials: $20,970 Contracts: $8,308 Base $9,572 Supplemental $41,577 Title IV $154,204

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services that were not implemented were expended on other actions and services through the end of the school year. Specifically, budgeted actions and services were adjusted, adapted, abandoned or created based on what was needed to support students, (including low-income, English learner and foster/homeless students) families, teachers, and staff during COVID-19. Additional funds that were not allocated in the LCAP for this action were spent as follows:

- Creation of a Positive Behavioral Interventions and Supports (PBIS) Distance Learning instructional video for families
- Creation of PBIS Distance Learning handbook for families

Remaining funds allocated for this action were not spent due to the impact of COVID-19

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Identified successes include:

- Evidence-based and culturally appropriate supports and interventions continued to be implemented in distance learning for students and families who the district made contact with and who would otherwise lose class time due to their behavior and social emotional needs

- Development and refinement of a check-in/check-out program with the social-emotional support technicians utilizing a data-based approach assisted 14 students with their distance learning with more students to be served with increasing the team's capacity
- Student support center staff served a vital role on the safety net teams at their sites ensuring all students received the necessary level of support
- Teen substance abuse intervention services successfully provided at 11 high schools with data showing that 56% of students who completed the program decreased their behavior incidents by one or more incidents and 52% of students increased their attendance by one or more days
- Expanded targeted social-emotional behavior supports for elementary and middle school students from 10 low density sites in 2018-2019 to 11 sites in 2019-2020
- Expanded Positive Behavioral Interventions and Supports (PBIS) trauma-informed professional development training from 18 school sites to 25 school sites to help decrease student suspensions
- Expanded Restorative Practices professional development training to help decrease student suspensions
- The 9 comprehensive high schools have a full complement of social workers, school community intervention specialists, counselors, student intervention teachers and attendance clerks to address chronic behavior concerns

Identified challenges include:
- Limitation on outreach beyond phone calls, texts, home visits and emails due to pandemic safety restrictions
- Inability to use universal screeners once schools closed resulting in most services being accessed via emails and/or through a referral system at the school site or district level

Actions/Services not implemented due to COVID-19:
- Cancellation of 3 Recovery Happens substance use prevention presentations at 2 high schools

Overall effectiveness:
When comparing our baseline data to our 2019-2020 actual data, the district overall and for all student groups decreased its rate of home suspensions. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district met its intended targets overall and for all student groups except foster youth to decrease its rate of home suspensions.
When comparing our baseline data to our 2019-2020 actual data, the district overall and for all student groups decreased its rate of in-school suspensions. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district overall and for all student groups met its intended targets to decrease its rate of in-school suspensions.
When comparing our baseline data to our 2019-2020 actual data, the district has maintained a less than 1% rate for student expulsions. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district met its target to maintain a less than 1% rate for student expulsions.

Goal 13

Goal 2: Foster respectful, equitable, collaborative, and reflective school and district cultures that ensure academic success and social-emotional well-being for each student.
Focus 4: Improve the safety, climate, and collaborative culture of the district and of school sites.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Climate perceptions, equity perceptions

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 2.4.a Climate: Increase the percent of schools with at least 75% of staff, students and parents indicating agree or strongly agree on the district surveys regarding student safety (to 95%). **2019-2020** Parents: 95% of schools Staff: 95% of the schools Students: 95% of the schools **Baseline** Parents: 100% of schools Staff: 48% of the schools Students: 51% of the schools	On the 2019-2020 district surveys (completed in January 2020), the percent of schools with at least 75% of the participants indicating they agree or strongly agree with the statements related to school safety are as follows: Parents: 96.8% Staff: 82.5% Students: 82.5% The district met the target for parents. The district did increase the percent of schools with at least 75% of the participates indicating they agree or strongly agree for both staff and students, but neither group met the target for this year.
Metric/Indicator 2.4.b Facilities: Increase the rate of schools with Exemplary/Good ratings as measured by the FIT tool to 100%. **2019-2020** 100% **Baseline** 96% of the schools	The district had 100% of its facilities with a good or exemplary rating (according to the facilities inspection tool FIT). The district met the target for the year.
Metric/Indicator	On the 2019-2020 district surveys (completed in January 2020), the percent of schools with at least 75% of the participants indicating they

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Expected	Actual
2.4.c Climate: Increase the percent of schools with at least 75% of staff, students and parents indicating agree or strongly agree on the district surveys regarding a positive school culture (to 95%). **2019-2020** Parents: 95% of schools Staff: 95% of the schools Students: 95% of the schools **Baseline** Parents: 71% of schools Staff: 48% of the schools Students: 46% of the schools	agree or strongly agree with the statements related to school culture are as follows: Parents: 88.9% Staff: 79.4% Students: 46.0% The district did not meet the targets for any of the groups this year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.4.5 Expand comprehensive assessment and analysis of campus climate and identification of actions and services needed to create greater collaboration, greater cohesion and healthy school environments. Continue effective actions/services from prior years.	Cert Salary/Subs: $23,631 Class Salary: $ Benefits: $3,824 Materials: $179 Contracts: $52,366 Supplemental $80,000	Cert Salary/Subs: $3,856 Class Salary: $28 Benefits: $750 Materials: $2,646 Contracts: $69,542 Supplemental $76,822
2.4.10 Maintain staff to strengthen the work of addressing barriers to student achievement through culturally and linguistically responsive practices and policies, increasing access to high-quality and engaging programs, and improving the climate for all students.	Cert Salary/Subs: $155,278 Class Salary: $78,328 Benefits: $101,409 Materials: $3,512 Contracts: $2,020 Supplemental $340,546	Cert Salary/Subs: $158,384 Class Salary: $36,691 Benefits: $75,991 Materials: $ Contracts: $584 Supplemental $271,650
2.4.15 Expand training on cultural responsiveness and equity for district and school staff to promote resiliency and supportive relationships between staff and students and to change policies, practices, programs	Cert Salary/Subs: $130,683 Class Salary: $22,844	Cert Salary/Subs: $49,161 Class Salary: $115,256

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
and decisions to reduce the predictability of which students fail by eliminating barriers and increasing access for our unique populations. Ensure instructional and non-instructional staff are included.	Benefits: $38,465 Materials: $11,022 Contracts: $197,226 Supplemental $270,240 Supplemental C/O $130,000	Benefits: $49,933 Materials: $14,943 Contracts: $144,773 Supplemental $247,232 Supplemental C/O $126,834
2.4.20 Provide funds and support for schools to develop and/or implement anti-bullying programs at their sites; allocate funds with focus on highest-density schools.	Cert Salary/Subs: $7,580 Class Salary: $48,605 Benefits: $24,622 Materials: $14,799 Contracts: $14,749 Supplemental $110,355	Cert Salary/Subs: $1,755 Class Salary: $41,279 Benefits: $21,096 Materials: $17,240 Contracts: $4.220 Supplemental $85,590
2.4.25 Continue post-arrival services for refugee and immigrant students based on student need and enrollment trends. Services include high school and adult education placement and transition support. Pilot bridge program linked to adult education for 17-year old newcomer English learner (EL) students.	Cert Salary/Subs: $269,691 Class Salary: $274,058 Benefits: $254,565 Materials: $133,909 Contracts: $143,150 Supplemental $249,617 Title III: Immigrant $150,090 California Newcomer Education and Well-being $700,800	Cert Salary/Subs: $341,539 Class Salary: $254,672 Benefits: $256,481 Materials: $26,394 Contracts: $125,287 Indirects: $29,498 Supplemental $84,309 Title III: Immigrant $124,774 California Newcomer Education and Well-being $824,788
2.4.30 Continue agreed-upon site leadership team trainings and administrator-site representative support designed to improve the collaborative culture in order to increase student achievement.	Cert Salary/Subs: $40,000 Class Salary: $ Benefits: $6,472 Materials: $6,500 Contracts: $21,023	Cert Salary/Subs: $26,846 Class Salary: $45 Benefits: $6,159 Materials: $392 Contracts: $10,274

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental $73,995	Supplemental $43,716
2.4.35 Maintain personnel providing campus supervision to ensure a safe and collaborative campus climate based on need and available funds. Expand supervision support at high need elementary schools (>50% unduplicated pupils).	Cert Salary/Subs: $ Class Salary: $377,801 Benefits: $270,665 Materials: $ Contracts: $ Base $81,304 Supplemental $567,162	Cert Salary/Subs: $ Class Salary: $322,923 Benefits: $225,262 Materials: $ Contracts: $ Base $495,599 Supplemental $52,586
2.4.40 Continue to review and address facility needs based upon findings from the FIT tool; promptly address findings below “good” rating.	No additional resources needed	No additional resources needed
2.4.45 Ensure students with disabilities can participate with peers during recreational periods during the school day (e.g., recess, lunch) in order to ensure connectedness of students with the school.	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $30,000 Contracts: $ Supplemental C/O $30,000	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $3,302 Contracts: $ Supplemental C/O $3,302
2.4.50 Improve campus climate and safety through a consistent team of community safety specialists who support schools regionally, working with school staff, students and parents to improve campus climate and better meet the needs of the school community. Explore partnerships and processes to increase student safety to and from school.	Cert Salary/Subs: $27,470 Class Salary: $736,823 Benefits: $447,361 Materials: $35,950 Contracts: $372,795 Indirects: $ Base $1,338,216 Supplemental $131,392	Cert Salary/Subs: $14,665 Class Salary: $661,937 Benefits: $388,070 Materials: $27,459 Contracts: $205,088 Indirects: $16,500 Base $1,047,725 Supplemental $129,041

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental C/O $150,791	Supplemental C/O $136,953

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services that were not implemented were expended on other actions and services through the end of the school year. Specifically, budgeted actions and services were adjusted, adapted, abandoned or created based on what was needed to support students, (including low-income, English learner and foster/homeless students) families, teachers, and staff during COVID-19. Additional funds that were not allocated in the LCAP for this action were spent as follows:

- Implementation of 8 community listening sessions after the death of George Floyd to help heal and strengthen the school community

Remaining funds allocated for this action were not spent due to the impact of COVID-19

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Identified successes include:

- Provision of extra hours for campus monitors at 26 high needs/low income elementary and K-8 schools
- Safe Schools Ambassadors (11 schools), California Lawyers for the Arts Youth Mediators (8 schools) and Olweus Bullying Prevention support (2 schools) implemented/supported until campuses closed March 12, 2020 due to the pandemic
- Continued climate improvement for all students through the implementation of the equity task force recommendations and through its partnerships with community organizations including the National Association for the Advancement of Colored People (NAACP), Black Youth Leadership Project, Improve Your Tomorrow (IYT), Mutual Assistance Network (MAN), Epoch Education and California State University, Sacramento
- Expansion of culturally responsiveness and equity training for district and school staff to promote resiliency and supportive relationships between staff and students and to remove barriers and increase access for its unique student populations
- The creation of an 8 point commitment to educational justice developed as a result of 8 listening sessions conducted In June 2020, with 350 students, parents and staff after the death of George Floyd
- School sites who encountered hate-type incidents were supported to find ways to help heal and strengthen the school community
- Using the community safety specialist model and the district climate survey results, high school students and staff show significant growth in knowing what to do in an emergency. Across the district, growth was also seen in both students and staff indicating safety concerns are addressed appropriately at their schools
- Securing of "A Safe Routes to School" grant allowing for continued work to identify barriers to student's travel path to and from school and to improve transportation safety practices
- Site leadership team training to improve collaborative culture in order to increase student achievement was held with 63 of 64 schools in attendance

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Identified challenges include:

- Cancellation of some anti-bullying programs due to the pandemic
- Attendance drop in Equity Professional Learning due to distance learning and the cancellation of summer training opportunities
- Post-arrival services for refugee and immigrant students and families to help transition into American society continued virtually but program components were limited due to the pandemic and safety concerns
- A career pathways pilot bridge program was developed (medical assistant, office assistant and teacher assistant) to assist newcomers with transitioning into the workforce. Eighteen parents signed up but due to the lack of English proficiency, the parents were disqualified by the Comprehensive Adult Student Assessment System (CASAS) test

Actions/Services not implemented due to COVID-19:

- Spring training for school safety ambassadors
- Equipment purchased to positively impact recess and lunch inclusion for students with disabilities was not used at Cameron Ranch Elementary School

Actions/Services not Implemented for other reasons:

- Campus monitors at some school sites due to vacancies

Overall effectiveness:

When comparing our baseline data to our 2019-2020 actual data, results show an increase, with the exception of parents, in the percent of schools with at least 75% students, parents, and staff indicating agree or strongly agree on the district survey regarding school safety. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district, with the exception of parents, did not meet its intended targets to increase the percent of schools with at least 95% students, parents and staff indicating agree or strongly agree on the district survey regarding school safety.
When comparing our baseline data to our 2019-2020 actual data, the district increased the Good/Exemplary rating for its facilities by 4% as measured by the FIT tool. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district met its intended target of 100% of schools with a Good/Exemplary rating for its facilities.
When comparing our baseline data to our 2019-2020 actual data, results show an increase in the percent of schools with at least 75% of students, parents and staff indicating they agree or strongly agree on the district survey regarding a positive school culture. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district did not meet its intended target to increase the percent of schools with at least 95% of students, parents and staff indicating they agree or strongly agree on the district survey regarding a positive school culture.

Goal 14

Goal 2: Foster respectful, equitable, collaborative, and reflective school and district cultures that ensure academic success and social-emotional well-being for each student.
Focus 5: Increase the degree of parent/guardian and student voice across all schools.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Participation in input/feedback process

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 2.5.a Parent/Guardian Involvement: Increase the opportunities of parents/families to provide input to school/district programs based on district parent survey (to 90%). **2019-2020** Number of Parent Surveys: 11504 Percent indicating opportunities: 77.2% **Baseline** Number of Parent Surveys: 9486 Percent indicating opportunities: 69.2%	On the 2019-2020 district parent surveys (completed in January 2020), a total of 13,208 surveys were received. The percent of parents indicating opportunities to give input was 79.2%. Targets for both the number of surveys and the percent of parents indicating opportunities were met for this year.
Metric/Indicator 2.5.b Student Involvement: Increase the number of students involved in providing input/feedback in decision-making processes. **2019-2020** Number of students involved: 500 **Baseline** Based on limited information, approximately 150 students were involved in providing input/feedback in decision making processes in 2016-2017.	Student voice is being included in a number of different places. Over 17,000 students responded in the annual district survey process with 53.5% indicating that their school listens to student input on important decisions. Approximately 20 students participated and gave feedback to the district as part of the LCAP forums held in the fall of 2020. Additionally, 5 students serve as members of the LCAP PAC and an additional 5 students were part of the district strategic planning group in the fall of this year. There are approximately 110 students who provide input/feedback in decision making in district level committees including Pride PAK,

Expected	Actual
	Learning Communities for School Success, Students with a Voice, and the Superintendent's Student Advisory Council. An additional 50-60 students meet as a district student council four times per year and provide the district with valuable feedback. Overall the district has increased student voice, but did not meet the target for the year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.5.5 Continue Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC) meetings to review and refine the district's LCAP plan under the direction of the Director of Continuous Improvement and LCAP and assistant.	Cert Salary/Subs: $101,377 Class Salary: $43,010 Benefits: $69,127 Materials: $6,202 Contracts: $7,059 Supplemental $226,775	Cert Salary/Subs: $139,295 Class Salary: $36,944 Benefits: $82,933 Materials: $3,822 Contracts: $22,036 Supplemental $285,030
2.5.10 Increase alignment among the district Strategic Plan, Local Control and Accountability Plan (LCAP) and school site plans.	Cert Salary/Subs: $4,500 Class Salary: $2,567 Benefits: $1,782 Materials: $3,644 Contracts: $26,615 Supplemental $39,108 Supplemental C/O $20,000	Cert Salary/Subs: $8,163 Class Salary: $2,713 Benefits: $2,283 Materials: $11,018 Contracts: $6,351 Supplemental $25,676 Supplemental C/O $4,852
2.5.15 Deepen practices that result in authentic conversation and reflection around insight, input, and feedback on key initiatives and classroom climate with students, parents, staff, and community including: • Listening circles involving students, parents, and staff • Student leadership groups (e.g., Pride PAK, Black Visionary Leaders, Students with a Voice, Superintendent's Student	Cert Salary/Subs: $16,488 Class Salary: $4,500 Benefits: $4,421 Materials: $7,884 Contracts: $51,182	Cert Salary/Subs: $1,890 Class Salary: $33,737 Benefits: $21,829 Materials: $132 Contracts: $16,707

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Advisory Council, district student council) • Student school/classroom reflections/surveys	Supplemental $84,475	Supplemental $74,295
2.5.20 Review and refine opportunities for student voice in district level decisions by strengthening district student council as a representative body, establishing guidelines to minimize overlap of district student groups and improving communication of both internal and external student leadership opportunities in order to ensure equitable participation of student groups.	Cert Salary/Subs: $1,636 Class Salary: $1,900 Benefits: $1,045 Materials: $2,978 Contracts: $27,522 Supplemental C/O $35,081	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $1,271 Contracts: $8,469 Supplemental C/O $9,740
2.5.25 Based upon the recommendations, further action may be considered in fall 2019.	No additional resources needed	No additional resources needed
2.5.30 Identify and implement best practices and supports for creating a clear flow of academic data and support information between teachers, parents and students using a variety of media.	No additional resources needed	No additional resources needed

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services were implemented through the end of the school year as planned. Remaining funds allocated for this action were not spent due to the impact of COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Identified successes include:

- The Equity department continues to deepen practices resulting in authentic school climate conversations and reflection with students, parents, staff and community. The Equity department supports site level clubs such as Gay Straight Alliance (GSA) and Black Student Union (BSU) and facilitates the Pride PAK and the Superintendent's Student Advisory Council (SSAC)
- The Thoughtexchange survey tool, student-created surveys, and listening sessions were used this year by the Equity department to gather voice at various school sites
- Alignment between the School Plan for Student Achievement (SPSA) and the Local Control Accountability Plan (LCAP) was strengthened through the 3 regional forums that helped the 60 participating schools identify their site needs and explore additional resources and improvement strategies. All schools, including those identified for Comprehensive Support and Improvement

(CSI) and Alternative Targeted Support and Improvement (ATSI), will address areas of concern in their 2020-2021 SPSAs
- A comprehensive review and revision of the Strategic Plan via a task force comprised of staff, students, parents, and community members took place resulting in an updated mission statement and newly created focus areas which will be used to develop the new three-year LCAP

Identified challenges include:
- LCAP PAC members participated in regional forums, and analyzed state and district data in order to provide key considerations for the new 2020-2021 LCAP until the state of California suspended the 2020-2021 LCAP due to the pandemic
- Cancellation of some activities to lift student voice due to the pandemic

Actions/Services not implemented due to COVID-19:
- Cancellation of Annual Student Empowerment Day to build student leadership in clubs and other extracurricular activities

Overall effectiveness:
When comparing our baseline to our 2019-2020 actual data, results of the district survey for parents show an increase of 10% of parents/families stating they had opportunities to provide input to school/district programs. When comparing our 2019-2020 targets to our 2019 actual data, results of the district survey for parents show that the district met its intended target of 77.2% of parents/families stating they had opportunities to provide input to school/district programs
Student voice is being included in a number of different places. Over 17,000 students responded in the annual district survey process with 53.5% indicating their school listens to student input on important decisions. When comparing our baseline to our 2019-2020 actual data, the district increased the number of students involved in providing input and feedback in the decision-making process. When comparing our 2019-2020 target to our 2019-2020 actual data, the district did not meet its intended target to have 500 students involved in providing input and feedback in the decision-making process.

Goal 15

Goal 2: Foster respectful, equitable, collaborative, and reflective school and district cultures that ensure academic success and social-emotional well-being for each student.
Focus 6: Increase parent/guardian engagement in schools, particularly among parents/guardians of students in targeted groups.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Translation service availability; participation in adult ESL classes

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 2.6.a Parent/Guardian Involvement: Increase parents who reported on the district survey opportunities to be involved at the school to support their student's learning, including parents/families of low-income students, foster youth, homeless youth, English learners and students with exceptional needs (to 90%). **2019-2020** All Schools: 90.0% School Over 55% Poverty: 90.0% **Baseline** All Schools: 76.8% School Over 55% Poverty: 82.0%	On the 2019-2020 district parent surveys, the percent of parents indicating that they had opportunities to be involved at the school to support their students' learning are as follows: All schools: 80.5% Schools Over 55% poverty: 80.5% The district did not meet the targets for this year.
Metric/Indicator 2.6.b Parent/Guardian Involvement: Increase the percent of English learner parents who indicate availability of materials and services in their language (to 90%). **2019-2020** 82.0% **Baseline** 62.0%	On the 2019-2020 district parent surveys, the percent of parents who speak a language other than English indicated that materials and services are available in their language was 70.7%. The district did not meet the target for this year.
Metric/Indicator	As of March 1, 2020, there were 2,493 participants in the Adult Education ESL classes. The district met the target for the year.

Expected	Actual
2.6.c Parent/Guardian Involvement: Increase number of participants in the Adult Education ESL classes. **2019-2020** 1186 participants **Baseline** 2016-2017: 1096 participants	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.6.5 Create, sustain or expand family education and leadership development opportunities, with an emphasis on parents/guardians from schools with 50% or more low income students. Provide online learning opportunities and community resources through online Family Resource Centers and provide resources to existing Family Resource Centers.	Cert Salary/Subs: $5,776 Class Salary: $12,400 Benefits: $6,079 Materials: $28,690 Contracts: $35,026 Supplemental $82,971	Cert Salary/Subs: $2,259 Class Salary: $13,267 Benefits: $5,183 Materials: $9.901 Contracts: $34,558 Supplemental $65,168
2.6.20 Increase family engagement, parent education and leadership development through Parents Empowering Parents workshops and participation in district Data Equity Walks.	Cert Salary/Subs: $7,718 Class Salary: $2,782 Benefits: $2,455 Materials: $5,089 Contracts: $5,879 Supplemental $23,923	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $ Contracts: $670 Supplemental $670
2.6.40 Deepen and support use of Academic Parent-Teacher Teams (APTT) data conferencing model to current participating Title I elementary/K-8 sites. Expand to additional mid-to-high poverty sites over time. Provide additional support for APTT teachers and administrators in structuring their conferences and developing learning at home activities.	Cert Salary/Subs: $5,834 Class Salary: $2,658 Benefits: $2,236 Materials: $26,582 Contracts: $27,739 Supplemental $65,049	Cert Salary/Subs: $308 Class Salary: $484 Benefits: $177 Materials: $621 Contracts: $12,958 Supplemental $14,548

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.6.45 Ensure continued support for family involvement projects, including strategies shown to be effective, which focus on engaging and supporting parents of targeted students. Ongoing implementation of a Parent Ambassador program to provide focused outreach to families of underrepresented students grades 5-11 to increase on-time graduation and participation in college preparatory courses.	Cert Salary/Subs: $1,000 Class Salary: $203,075 Benefits: $93,855 Materials: $32,734 Contracts: $9,980 Supplemental $320,644 Supplemental C/O $20,000	Cert Salary/Subs: $96 Class Salary: $202,352 Benefits: $108.222 Materials: $8,783 Contracts: $6,577 Supplemental $317,521 Supplemental C/O $8,509
2.6.50 Continue translation services as needed; assess need for additional translation support and hire as needed to meet the needs of new growing language groups within San Juan.	Cert Salary/Subs: $ Class Salary: $356,609 Benefits: $218,352 Materials: $2,500 Contracts: $131,300 Supplemental $325,141 Title III: English Learner $383,620	Cert Salary/Subs: $ Class Salary: $369,529 Benefits: $222,783 Materials: $ Contracts: $73,354 Supplemental $311,464 Title III: English Learner $354,202
2.6.55 Continue schools in order to better serve families interested in participating in Adult Education English learner classes (5,15-hr/wk classes). Provide child care to maximize parent engagement.	Cert Salary/Subs: $25,487 Class Salary: $16,000 Benefits: $34,382 Materials: $15,352 Contracts: $ Supplemental $91,221	Cert Salary/Subs: $23,662 Class Salary: $32,694 Benefits: $13,569 Materials: $ Contracts: $ Supplemental $69,925

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

96 Funds budgeted for actions and services were implemented through the end of the school year as planned. Remaining funds allocated for this action were not spent due to the impact of COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Identified successes include:

- The Family and Community Engagement department provided 13 districtwide trainings for parents, staff and students impacting over 950 families. Training topics included engaging African American families, navigating special education and parent advocacy
- A Parent Leadership Academy was offered with 85% of participants from high density schools
- The Parent Ambassador Program continued during distance learning providing focused outreach to families of underrepresented students in grades 5-11 to increase on-time graduation and participation in college prep courses. This program also serves surrounding middle and elementary schools to bridge parent and school connections for student transitions
- Family engagement and leadership development opportunities to support academic learning and social-emotional well-being continued this year. Due to distance learning, additional online workshops took place including how to use Chromebooks, accessing google classrooms, navigating the parent portal, and academic software instruction. The virtual environment increased family participation

Identified challenges include:

- Increased demand for translation services using remote platforms due to the pandemic
- Family engagement opportunities cancelled due to the pandemic
- English learner adult education classes continued remotely due to the pandemic with the district pivoting to provide Chromebooks and technology training to participants

Actions/Services not implemented due to COVID-19:

- Winter and Spring Academic Parent-Teacher teams (APTT) conferences were cancelled
- Family engagement mini-grants were awarded at 8 school sites to support a family enrichment activity but only 4 sites were able to use these funds

Overall effectiveness:

When comparing our baseline data to our 2019-2020 actual data, results show an increase in the percentage of parents at all schools who reported opportunities to be involved at the school to support their student's learning. However, results also show a decrease in the percentage of parents at high poverty schools who reported opportunities to be involved at the school to support their student's learning. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district did not meet its intended targets to increase its percentage of parents at all schools and at high poverty schools who report opportunities to be involved at the school to support their student's learning.

When comparing our baseline data to our 2019-2020 actual data, results show the district increased its percentage of English learner parents who indicate availability of materials and services in their language. When comparing our 2019-2020 target to our 2019-2020 actual data, the district did not meet its intended target to increase its percentage of English learner parents who indicate availability of materials and services in their language.

When comparing our baseline data to our 2019-2020 actual data, results show an increase of 1,397 participants in adult education English as a second language (ESL) classes. When comparing our 2019-2020 target to our 2019-2020 actual data, results show the district exceeded by 1,307 participants its intended target to increase the number of participants in adult education English as a second language (ESL) classes.

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Annual Update for the 2020–2021 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-2021 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of safety supplies/PPE.	$1,250,000	$2,450,696	No
Implemented COVID-19 specific safety training and protocols for all employees.	No additional cost	No additional cost	No
Summer program for eligible low-income students with emphasis on recovery from experienced learning loss.	$500,000	$1,000,000	Yes
Before or after school tutoring for eligible students attending Title I sites (site Title I funds).	$500,000	$352,455	Yes
Small group instruction and support of instructional assistants at Title I sites.	$750,000	$759, 558	Yes
Intervention specialists to provide direct re-teaching, remediation and pre-teaching to mitigate learning gaps.	$2,000,000	$2,212,572	Yes
Purchase of additional furniture for social distancing for lunch.	$1,400,000	$1,205,480	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Following are the descriptions for substantive differences between the planned actions and/or budgeted expenditures for the in-person instructional offerings and what was implemented and/or expended on the actions:

- The district purchased safety supplies and personal protective equipment (PPE) and expended $1,009,304 over the budgeted amount of $1,250,000 due to the pandemic lasting longer than anticipated thereby increasing the need for safety and PPE supplies
- The district purchased additional furniture for social distancing during lunch, but anticipated costs were lower than expected resulting in $1,205,480 spent from the budgeted amount of $1,400,000
- Before and after school tutoring occurred virtually resulting in reduced site costs
- Summer program for eligible low-income students with emphasis on recovery was implemented as planned and costs exceeded the budgeted amount of $500,000 by $500,000 due to the increased number of participating school sites and students

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Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Following are the descriptions of the successes and challenges in implementing in-person instructional offering using state and local data as well as feedback from stakeholders:

Successes:

- Continued adjustments in health orders and guidelines provided a moving target to secure what was necessary to begin in-person learning. These challenges were met and exceeded by the district having a completed safety plan by site that directed the materials to be supplied and used while in-person learning was in progress
- With the increased number of single place desks purchased, the 6’ and 3’ social distance guidelines were achieved allowing the district to offer in-person and expanded in-person instruction
- Small group instruction and support from instructional assistants occurred virtually. Instructional assistants participated in synchronous instruction through Zoom break out rooms
- Intervention specialists provided direct re-teaching, remediation, and pre-teaching to mitigate learning gaps
- District staff received COVID-19 specific safety training and protocols
- Teachers reported students who attended tutoring showed greater assignment completion
- Students received hands-on Science, Technology, Engineering and Math (STEM) kits with easy-to-follow guides in English and Spanish for summer school. Virtual support was available through drop-in office hours and videos. The program included parental involvement components

Challenges:

- Continued adjustments in health orders and guidelines provided a moving target to secure what was necessary to begin in-person learning
- The volume of desks and logistics to meet the timeline for cohorts created challenges, and teachers experienced disruptions in their teaching spaces
- Providing small group instruction virtually to Title 1 sites, with limited synchronous time, was an obstacle to student engagement
- Student engagement and participation were challenging for providing remediation
- There was no accountability report or follow-up available as to how many staff participated in the automated online COVID-19 training
- Before or after school tutoring student attendance was low and sporadic
- Due to the pandemic, eligible low-income students' enrollment in summer school was less than expected. It was challenging to connect with students virtually or monitor progress as check-ins were voluntary

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In elementary, 34 teachers moved from traditional school model to homeschool. These teachers attended two days of professional development.	$100,000	$15,625	Yes
Two lead teachers will receive stipends for supporting and training 24 homeschool teachers. $1,500 monthly stipend times two teachers.	$100,000	$40,891	Yes
Foster Youth department and McKinney-Vento focused on improving the customer service to our families who are in most need. Staff is tracking the students they serve in a data format and checking daily to ensure access to devices and connectivity. The staff divided the students among staff to reach out by calling families to ensure they have what they need and delivering devices and supplies as necessary.	$556,789	$540,786	Yes
Students experiencing homelessness are monitored by Title I funded staff and provided support for basic learning needs, such as school supplies, and counseling/intervention services as needed, virtually. The action contributes to increased services as this support is available only to students eligible for free/reduced lunch.	$220,672	$220,032	Yes
Sites are using supplemental state and federal dollars to purchase learning at home supplies, for students eligible for free/reduced lunch, to increase engagement, productivity and access to and with instruction, examples of these items include white boards, markers, earbuds, pencils, crayons, paper, etc.	$200,000	$850,000	Yes
Additional technology resources and tools were purchased to support teachers during distance learning: Zoom, Seesaw, Mystery Science, Screencastify, Kami, Pear Deck, etc.	$281,665	$307,083	Yes
Purchased additional licenses of APEX for chemistry, physics, health.	$217,644	$217,644	Yes
Additional purchase of hotspots and related service costs, continued use of all purchased hotspots for the full school year; it may change depending on whether in-person instruction is allowed in the future.	$200,000	$776,035	Yes
Additional purchase of Chromebooks (15,000 devices), touchpad Chromebooks (6,100 devices) and headphones to provide every student with their own device, if they did not already have one.	$6,000,000	$10,077,648	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Selected teachers created online, asynchronous lessons (lesson bank): 80 teachers paid $4,000 stipend (plus 16 reviewers paid on timecard).	$400,000	$582,123	Yes
Ongoing professional development provided for all teachers and leaders around distance learning technology resources and tools such as Zoom, Seesaw, Google Classroom, iReady, IXL, etc.	No additional cost	No additional cost	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Following are the descriptions for substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions:

- The district purchased learning at home supplies and expended $658,000 over the budgeted amount of $200,000 due to being in distance learning longer than anticipated
- The district budgeted $100,000 for stipends for two lead homeschool teachers and training for homeschool teachers, but only expended $41,000 due to these costs being less than anticipated
- Thirty-four homeschool teachers moved from traditional school to the homeschool model and required support and training beyond the initial two-day training so weekly trainings were implemented. The district budgeted $100,000, but only expended $15,625 due to these costs being less than anticipated
- The district paid select teachers to create online, asynchronous lessons (lesson banks) and expended $280,000 over the budgeted amount of $400,000 due to the addition of six hours of distance learning professional development training required, revisions to the created lessons, and additional costs of lesson screeners and reviewers
- The district purchased hotspots for internet access and expended $576,000 over the budgeted amount of $200,000 due to the ongoing monthly costs for hotspot services
- The district purchased Chromebooks and touchpad Chromebooks for students and expended $4,077,000 over the budgeted amount of $6,000,000 due to the need to purchase an additional 7,760 Chromebooks

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-2021 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Following are the descriptions of the successes and challenges in implementing our distance learning program using state and local data as well as feedback from stakeholders:

Successes:

- Providing lead teachers for the large increase in homeschool enrollment (50 students to over 800 students within two months) helped to support teachers and professional development
- Homeschool families and students benefitted by more knowledgeable advisory teachers

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- Homeschool lead teachers led to a strong Leadership Team, which led to great support for the administrator.
- Providing homeschool teachers with a strong training up-front and continual weekly check-in trainings each week provided them with an excellent foundation as advisory teachers
- Extremely high usage by both students and teachers of the additional technology resources purchased to support distance learning. The majority of the additional technology tools purchased were renewed
- The lessons created provided teachers across all grades and subjects a bank of ready to use, standards aligned asynchronous lessons and included accessible support to teachers, if needed
- The lessons created included lesson differentiation
- Hundreds of hours of professional development were provided to hundreds of teachers to support the use of distance learning tools. Teachers were able to successfully implement the tools no matter what level of user. Live trainings and recorded trainings were provided as additional support resources
- The district used a number of strategies to reengage foster and homeless youth including ensuring internet access, providing devices, and providing supplies. A summer Food-to-Learn program was created serving 400 boxes of food per month from local sites
- Ensuring students and their families had sufficient hotspots provided families with internet access who did not previously have it. Students received the same level of support regardless of socioeconomic status. Hotspots were delivered to students at their homes
- Every student had a device ensuring the continuity of education. The Technology department continues to learn and adapt going forward

Challenges:

- The additional homeschool teachers required led to higher teacher needs, and increased time and training requirements.
- The shift from in-person learning to distance learning was a tremendous challenge for teachers
- The voluntary nature of professional learning made it difficult to ensure all practitioners were supported with distance learning tools
- Varying levels of support were needed to ensure all lesson designers were able to design lessons that were aligned to standards and ready for practitioner use
- Distance learning continued longer than anticipated resulting in an insufficient number of lessons
- The district lost approximately 1,000 McKinney Vento (homeless) due to distance learning
- Ensuring the district had adequate numbers of hotspots and anticipating demand to proactively order hotspots
- Hotspots incur high monthly costs
- The district experienced a high rate of lost and damaged devices loaned to students
- Distinguishing between device issues and application issues was challenging for problem resolution
- The pandemic resulted in insufficient staff to provide needed services

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Two options were provided for high school credit recovery summer program: independent study and distance learning, 2,237 students attended.	$332,323	$228,376	Yes
For grades K-8, iReady for math and ELA: diagnostic and intervention resources; NWEA/MAP Diagnostic $100,000. For grades 9-11, IXL for math, Read & Write for Chrome was purchased to support SWD and ELD students.	$2,083,551	$1,268,748	Yes
Purchase of iReady for ELD high school students for assessment and monitoring.	$30,000	$25,968	Yes
Purchase of ELLevation online instructional resource to support EL.	$145,000	$194,490	Yes
Foster Youth (FY) students are encouraged to participate in credit recovery to make up for credit loss during transitions. Two FY teachers work with FY to review credits and provide services. Increasing from two hours per week to three hours per week due to school closures in the spring. Will be adding APEX as a tool to improve services for FY.	$282,644	$280,916	Yes
Two Foster Youth counselors work with 300 youth to provide academic advice to be on track for graduation.	$194,288	$170,890	Yes
Work groups developed essential standards for each grade level.	No additional cost	No additional cost	Yes
Tutoring support to low-income students will be provided.	$120,000	$100,000	Yes
Additional instructional materials will be provided to supplement lessons to low-income students: novels.	$50,000	$439,515	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Following are the descriptions for substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions:

- The district budgeted $332,323 for a high school credit recovery summer program, but only expended $228,376 due to a decrease in the number of students enrolled and due to a decrease in overhead costs (transportation, custodial, and clerical support) since the summer program was offered virtually
- The district budgeted $50,000 for the purchase of novels to supplement lessons, but the district spent a total of $439,515 to

purchase additional instructional materials besides novels to supplement resources at all school sites
- The district budgeted $2,083,551 for the purchase of online instruction and intervention tools such as iReady for math and English language arts, IXL for math, NWEA/MAP Diagnostic, and Read and Write (to support English learners and students with disabilities) for grades K-8, but only expended $1,294,716. Purchase costs were lower than anticipated
- ELLevation, an online instructional resource to support English learners was purchased for $194,490, which was $49,490 higher than anticipated

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-2021 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Following are the descriptions of the successes and challenges in addressing pupil learning loss using state and local data as well as feedback from stakeholders:

Successes:

- Apex is a proven credit recovery program the district has used for years. This virtual platform made it easily accessible for students who are not able to attend school
- Over eighty teachers provided virtual tutoring to over eleven hundred students who needed additional support at six high schools, three middle schools, and twelve elementary schools
- Sites receiving Title 1 allocations purchased supplemental materials to promote higher levels of engagement with asynchronous and synchronous learning. Staff reported that having these supplemental materials helped draw students into the lessons. While there is no qualitative data to show the effectiveness, parents' responses, teachers' observations, and anecdotal evidence reflect positive results
- The Read and Write online instruction and intervention tool was used extensively by English learners to support their reading comprehension, vocabulary development, and word translations in documents
- Approximately 63% of K-8 students with usage rates of 80% for grades 2-5 used iReady math personalized instruction as of May 1, 2021
- Approximately 43% of K-8 students used iReady reading personalized instruction as of May 1, 2021.
- For the first time, iReady was used as a progress monitoring tool for English learners at the secondary level. This allowed counselors and English language development teachers to identify students for intervention including online tutoring, credit recovery, in-person learning small groups, Saturday Academy, and upcoming 2021 summer programs. The district is considering using this year as a baseline and will continue to evaluate the effectiveness of using iReady as a monitoring tool in 2021-2022
- All teachers, specialists, and administrators were given access to the ELLevation platform in order to support being able to identify English learners (EL) not making adequate academic progress. ELLevation training was offered districtwide for basics, monitoring tools, and setting up groups and services. It is used districtwide for: communication with parents in translated initial English Language Proficiency Assessments of California (ELPAC) letters; accessing all data for EL students; conducting Reclassified to Fluent Proficient (RFEP) follow-ups for all reclassified students who need monitoring; identifying at-risk Long-term English learner (LTEL) students, targeting instruction, and monitoring those enrolled in ELPAC Bootcamp; and identifying after-school intervention groups and progress monitoring
- Work groups developed essential standards for each grade level. Practitioners reported that the essential standards

supported them in their initial stages of planning for distance learning, as it helped them prioritize. The essential standards provided ways for practitioners to have vertical alignment discussions this year in order to support students' movement into the next grade level
- Implementing the revised high school graduation requirements allowed foster youth success in graduating high school. Zoom allowed counselors to conduct 1:1 meetings with foster youth and foster youth parents

Challenges:
- Student participation in virtual tutoring was less than anticipated and students who did not fully participate in distance learning also did not engage in virtual tutoring. Site by site measures were in place, but not at the central level
- Due to the pandemic, offering only online high school credit recovery summer school was the only option. Students who struggle with learning independently are not as successful in the Apex virtual platform
- Students often take a wide variety of credit recovery classes/content areas while the assigned teachers have only one content area specialty making it difficult for teachers to provide intervention out of their content area specialty
- Reaching all practitioners with training and support to leverage the use of Read and Write to its fullest extent
- The validity of using iReady as a monitoring tool for English learners through remote administration has caused minor concern across the system and will be monitored
- The optimal time for students to use iReady is 30-45 minutes per week and approximately 10% of the students met or exceeded this time
- The essential standards became a secondary priority once the school year began due to the challenges of teaching in a digital environment and the resulting primary priority to focus on student engagement
- Foster youth students who live in group homes were often disengaged and absent from group homes and attending distance learning. Group home staff were unable to get students to sign-in to distance learning. Foster youth experience trauma, and with the added trauma created by the pandemic, building relationships and supporting their needs was challenging
- Engaging foster youth in credit recovery tutoring was challenging

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-2021 school year.

Following is a description of the San Juan Unified School District successes in monitoring and supporting mental health and social and emotional well-being in the 2020-2021 school year using state and local data as well as feedback from stakeholders:

- Implemented Care Solace for staff and families - self-referral to external screened mental health services for mental health support
- Get Help Link on district website resulted in nearly 100 students were screened and are being provided with service
- Signs of Suicide Trainings- more than 300 school staff and approximately 50 parents were supplied with risk factors and protective factors for suicide
- Re-establishment of Sacramento County Children's behavioral health contract
- Inclusive and collaborative communication established among our mental health and social-emotional learning (MH/SEL) departments
- Approximately 200 teachers and administrators participated in professional development for building communities through Restorative Practices
- Practitioners learned new online platforms (Flipgrid, DoJo, ClassTag, JamBoard, etc.) to continue providing services to students and families
- Systems were developed to provide, track, and report interventions and services
- Lunch bunches provided time for students to socialize in a supervised setting
- Established a system of check-in and check-out to support students struggling with synchronous time during distance learning
- Student Support Center provided monthly newsletters to both families and staff with information and resources
- Regular check-ins and resource drop-offs for families provided by staff
- Student Support Center provided support to over 3,350 students and families (academic, behavior, social-emotional learning)

Following is a description of the San Juan Unified School District challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-2021 school year using state and local data as well as feedback from stakeholders:

- Students not logging in to receive services
- Lack of confidentiality during individual sessions
- Access to students and families limited at times (families not returning calls from outreach efforts)
- Changing schedules caused disruptions in service
- Unable to utilize Social, Academic, and Emotional Behavior Risk Screeners (SAEBRs) due to distance learning format

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Following is a description of the San Juan Unified School District successes achieved in implementing pupil and family engagement in the 2020-2021 school year using state and local data as well as feedback from stakeholders:

Identification and Resources:

- Virtual Zoom Resource Meetings (with McKinney-Vento/homeless identification as a priority), which included: community support members, site administrators, Sacramento County Department of Human Assistance, Black Child Legacy, Mutual Assistance Network, Social Workers, McKinney-Vento, and site support staff. Through this "system of care" approach we were able to address barriers and provide interventions related to distance learning, parent/student communication, housing & connectivity/technology issues
- Following the Resource Meetings, Attendance Improvement Program/ School Attendance Review Board (AIP/SARB) staff and additional staff, as appropriate (i.e., safe schools, school support staff) provided follow-up with family for a child welfare visit to identify needs/barriers (i.e., technology, food, child care) and provide further appropriate referrals and supports
- Home Visits as needed when allowed

Technology:

- Collaboration with Technology Services department to develop a reporting system to monitor sub-groups by race and program (EL, MKV, Foster,
  Low socioeconomic status) for targeted intervention and resources by school site
- Focused data to identify the impact of the pandemic on sub-groups in our west end schools and facilitated collaborative meetings to promote awareness and provide additional support to those communities
- Finding new and creative ways to contact and communicate with families. i.e Google Voice and Zoom
- Arranging technology workshops for parents at school sites to teach basic computer skills and understanding of distance learning (DL)
- Attendance notification letters mailed to families which advised of students with excessive absences, offered support, and opened a dialogue between the family and school site
- Telecommunication has improved and digital follow-up is much faster while providing flexibility with scheduling meetings & getting more people into meetings at once without transportation restrictions

Empathy:

- Having a shared experience with families resulting in improved empathetic dialogue between AIP and families/students
- Stronger relationships and an understanding of our families' resiliency, even if their successes did not match our expectations of them

Following is a description of the San Juan Unified School District challenges in implementing pupil and family engagement in the 2020-2021 school year using state and local data as well as feedback from stakeholders:

Communication:

- Obtaining correct contact information for families
- Locating missing students/families
- Unable to have in-person individual/group meetings with students and or parents at the school site for the majority of the year due to the pandemic guidelines
- Internet connectivity and tech support-not all parents were able to help their students or get in touch with tech services (due to work hours, language barriers, etc.)
- Communicating that attendance is not always a good indicator of engagement in distance learning. Students with positive attendance have not always turned in any assignments through Google Classroom or attended Zoom meetings

Resources:

- Lack of availability and increased cost of affordable housing combined with increased need
- Limited/overloaded resources
- School Attendance Review Board (SARB)/(Partners Against Chronic Truancy (PACT)/Truancy Court were unavailable as resources for families that did not have adequate levels of engagement in Distance Learning

Learning in the Home:

- Providing support during distance learning to families with inadequate structure/routines/spaces to support distraction-free home learning environments
- Family schedule/parent work conflicted with hybrid pickup schedule
- Working parents having children watched by family or friends that don't emphasize distance learning or have the ability to help the children with technology
- Single parents were especially affected without the benefit of shared parental responsibility and often without the benefit of affordable childcare or having children in school physically on a full-time schedule

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-2021 school year.

Following is a description of the San Juan Unified School District successes achieved in providing school nutrition in the 2020-2021 school year using state and local data as well as feedback from stakeholders:

- USDA nationwide waivers allowed for:
  - Feeding free breakfast and lunch to students aged 0-18 years old under the Seamless Summer Option
  - Non-congregate feeding so meals could be distributed from curbside
  - Parents/guardians could pick up meals without their children present using validation methods
  - Meal Pattern Flexibilities so meals could be served if all meal pattern requirements were not met due to the unavailability of some products. Even with this waiver, children received a nutritionally adequate breakfast and lunch
  - Meal service time restrictions for breakfast and lunch to be served at the same time
- Streamlined menus to allow for easy portioning and packaging of meals to make nutritionally adequate breakfast and lunch
- Continued to serve the community from the curbside through the pandemic and school closures if students continued with distance learning
- Sending in-person student learners' home with pre-bagged meals either from the classrooms, multipurpose room, in buses, or other designated locations
- Weekend meals distributed so children have a nutritionally balanced meal for Saturdays and Sundays

Following is a description of the San Juan Unified School District challenges in providing school nutrition in the 2020-2021 school year using state and local data as well as feedback from stakeholders:

- Fewer meals served due to children/families not picking up free meals for children
- Financial

- Loss of reimbursement revenue
- Loss of revenue from non-program foods
- Need to continue to cover fixed costs such as staff salaries
- Increased expenses due to the need to purchase more carts, packaging supplies, and PPE
- Rising food and supply costs

- Menu options decreased due to the need to offer easy grab-and-go items (no Offer versus Serve)
- Limiting the number of staff at meal preparation and distribution locations and spreading out meal preparation and packaging stations for safety protocols
- Short notice to change menus due to availability of vendor products and increased vendor product costs

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Costs associated with food distribution include the purchase of 46 carts ($25, 224.68), 115 insulated bags ($11,296.86), plastic aprons, sanitizer, plastic bags, cups, lids, postage, paper, signage, and POS system upgrade.	$130,560	$152,795	Yes
Mental Health and Social and Emotional Well-Being	Care Solace services are available to students and their families to connect them with local mental health resources.	$60,000	$63,136	Yes
Mental Health and Social and Emotional Well-Being	TheraNest is utilized for our teletherapy-HIPPA and FERPA compliant electronic health record and virtual platform.	$500	$3,235	Yes
Mental Health and Social and Emotional Well-Being	The Equal Opportunity Schools (EOS) program focuses on student engagement and opportunity for underrepresented high school students. Using research-based practices and evidence, staff will close the enrollment gaps of underrepresented students in advanced placement (AP) programs.	$100,000	$99,000	Yes
All	Supplemental support staff to meet student's academic and socio-emotional needs. Staff includes co-teachers where refugee students make up a high percentage of the population. These teachers provide scaffolds to newcomers and newly emerging English speakers. Intervention Specialists and Instructional Coaches are available to ensure that students receive the differentiation that they need in order to accelerate their learning and close outcome gaps. Counselors are on hand to provide academic guidance as well as socio-emotional support to both students and families. Counselors are currently working to assist families with trauma and anxiety related to distance learning, isolation, and lack of normalcy. At the secondary level, Advocacy teachers work with disadvantaged youth to prepare them for college through AVID-like strategies	$8,100,000	$7,761,115	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	including study skills, organizational and other learning strategies.			
All	Administrative resources are provided to support the coordination of resources and staff related to assisting foster youth, providing Multi-Tiered System of Supports (MTSS), programs for low-income students, English language acquisition for English learners (EL), and basic services to maintain operations during distance learning and the transition to in-person learning. Basic services include human resources to develop and maintain an effective workforce, finance to provide equitable distribution of resources and technology to bridge the digital divide and create optimal virtual learning environments districtwide. The transition from in-person to online learning has greatly impacted professional learning, curriculum development, assessment, and instructional models. School sites with over 70% of students eligible for free or reduced meals are resourced with an Instructional Assistant Principal to promote effective teaching and learning while supporting students socio-emotionally so that they remain in classrooms and engaged in distance learning. Homeless students are monitored and provided resources through the utilization of a full-time administrator and foster youth are supported with extra personnel for intervention and supplies.	$3,371,054	$3,756,388	Yes
Distance Learning Program	Programs to lessen the impact and obstacles of distance learning for English learners (EL) have been put in place with the repurposing of Bilingual Instructional Assistants (BIAs), School Community Resource Assistants (SCRA), and English language development (ELD) teachers to a virtual platform. The BIAs are supporting ELs during online instruction, aiding parents in navigating the online system, and personally reaching out to families who are struggling to engage with a virtual platform. SCRA's are assisting with the coordination of technology for non-English speaking families, providing training to students and families, and	$664,477	$1,239,939	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	locating families who have not interacted or logged into digital classrooms. ELD teachers are providing online instruction related to English language acquisition through integrated and designated ELD.			
Pupil Learning Loss	Site allocations of supplemental funding (Title I and LCFF) for unduplicated students. These funds are used to provide intervention, extra staff support to meet community needs, parental engagement, engaging learning materials and professional learning opportunities including collaboration and lesson design. With the evident learning loss that occurred in the spring, site administrators are working with stakeholders to identify actions and budgets to reteach and accelerate learning. Each site engages in the school planning process to create a comprehensive needs assessment and identify resource inequities. The identified inequities are addressed using supplemental state and federal funds.	$5,200,000	$4,459,539	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

All additional actions and budgeted expenditures were implemented and expended as planned with the exception of the following:

- The district budgeted $500 for TheraNest, but due to the increased teletherapy need at the White House and Support Center due to the pandemic, the district expended $3,235
- Sites did not spend all of their allocations due to no travel conferences, field trips, and onsite staffing as schools were closed for in-person instruction
- More staff than anticipated were repurposed to support the virtual learning platform to lessen the impact and obstacles of distance learning for English learner students

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-2021 have informed the development of goals and actions in the 2021–2024 LCAP.

Lessons learned from implementing in-person and distance learning programs in 2020-2021 have informed the development of goals and actions in the 2021-2024 LCAP. In the absence of statewide summative data in 2021, we relied on statewide summative data and local data from 2019-2021 to inform our actions, most prominently, stakeholder input. By engaging stakeholders including students, families, and staff, we were able to

better understand what students need in order to be actively engaged, feel connected, and successful in school. Some key themes that emerged across stakeholder groups included:

- Stakeholder voice and engagement
- Mental health supports
- Differentiated academic and social emotional supports
- Inclusive environments & relationship building
- College, career, and life skills

Actions were then developed, revised, and aligned to state and local data, stakeholder input themes, and our LCAP focus area goals.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–2024 LCAP, especially for pupils with unique needs.

Pupil learning loss continues to be assessed and addressed in the 2021-2024 LCAP, especially for pupils with unique needs. This is reflected in our goals, metrics, and actions that address the academic, social and emotional, mental health, and overall basic living needs of students.
We are using a process for continuous improvement that is aligned to the LCAP and consists of answering three fundamental improvement questions and conducting rapid inquiry cycles:

- Goal: What are we aiming to achieve?
- Metrics: How will we assess progress towards achieving our goal?
- Actions: What will we do to achieve our goal?
- Test: Conduct Plan, Do, Study, Act (PDSA) cycles of inquiry to test actions.

Paying special attention to students with unique needs, actions will be monitored for effectiveness using the metrics outlined in the LCAP yearly. Additionally, progress will be tracked throughout the year by studying and analyzing formative data.

Using this approach allows us to address the gaps in learning we expect to see when we return as well as build on the new skills and assets that our students, teachers, administrators, and families have learned during COVID-19.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Substantive differences between budgeted expenditures/actual expenditures and planned actions/actual actions are described within the in-person, distance learning, pupil learning loss, and additional actions sections of the Learning Continuity and Attendance Plan annual update.

Overall Analysis of the 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-2020 LCAP and 2020-2021 Learning Continuity and Attendance Plan have informed the development of the 2021-2022 through 2023-2024 LCAP.

The 2019-2020 Local Control Accountability Plan (LCAP) and the 2020-2021 Learning Continuity and Attendance Plan (LCP) informed the development of goals and actions in the 2021-2024 LCAP. In the absence of statewide summative data in 2021, we relied on statewide summative data and local data from 2019-2021 to inform our actions, most prominently, stakeholder input. By engaging stakeholders including students, families, and staff, we were able to better understand what students need in order to be actively engaged, feel connected, and successful in school. Some key themes that emerged across stakeholder groups included:

- Stakeholder voice and engagement
- Mental health supports
- Differentiated academic and social emotional supports
- Inclusive environments & relationship building
- College, career, and life skills

Actions were then developed, revised, and aligned to state and local data, stakeholder input themes, and our LCAP focus area goals. These actions address the academic, social and emotional, mental health, and overall basic living needs of students. To monitor progress, we are using a process for continuous improvement that is aligned to the LCAP and consists of answering three fundamental improvement questions and conducting rapid inquiry cycles:

- Goal: What are we aiming to achieve?
- Metrics: How will we assess progress towards achieving our goal?
- Actions: What will we do to achieve our goal?
- Test: Conduct Plan, Do, Study, Act (PDSA) cycles of inquiry to test

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–2021 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-2022 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–2020 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-2020 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-2020, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-2020 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-2020 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–2021 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-2021 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-2021 school year, as applicable. If in-person instruction was not provided to any students in 2020-2021, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-2021 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-2021, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-2021 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-2021 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-2021 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-2021 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-2021 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–2024 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–2024 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–2024 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-2020 LCAP and 2020-2021 Learning Continuity and Attendance Plan have informed the development of the 2021-2022 through 2023-2024 LCAP, as applicable.

Attachment B

DRAFT Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
San Juan Unified School District	Gianfranco Tornatore Director, Continuous Improvement and LCAP	gianfranco.tornatore@sanjuan.edu 916-971-7931

Plan Summary [2021-2022]

General Information

A description of the LEA, its schools, and its students.

Valuing diversity and excellence, San Juan Unified School District's (SJUSD) mission is to empower all in our inclusive learning community to contribute and thrive in a radically evolving world. Our shared values include inclusivity, real-world knowledge, voice, social and emotional intelligence, and perseverance. Through policies, practices, programs, and decisions, SJUSD will reduce the predictability of which students fail by utilizing an equity lens to eliminate barriers for our specific populations.

Welcoming schools that support the social and emotional needs of our students form the foundation for academic excellence. We recognize this is built through the continuous improvement of intentional collaborative efforts that are focused on the following:

1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our schools have to offer.

2. Healthy Environments for Social-Emotional Growth: Staff will cultivate inclusive, safe, equitable, culturally responsive, and healthy environments by integrating social and emotional learning to ensure essential student development.

3. Engaging Academic Programs: Staff educators will engage and support each student in a challenging and broad course of study that builds skills, knowledge, and experiences preparing all to be critical thinkers who communicate effectively, collaborate, and are civic-minded.

4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career, and bright futures filled with opportunity.

SJUSD serves the communities of Arden-Arcade, Carmichael, Citrus Heights, Fair Oaks, Gold River, and Orangevale. Within the district are diverse groups of students including a growing Hispanic/Latino population and a significant number of refugees and immigrant students who speak Spanish, Russian, Arabic, Farsi, Dari, Pashto, Ukrainian, and many other languages. Approximately half of our students qualify for low-income services and are enrolled at every school campus throughout the district.

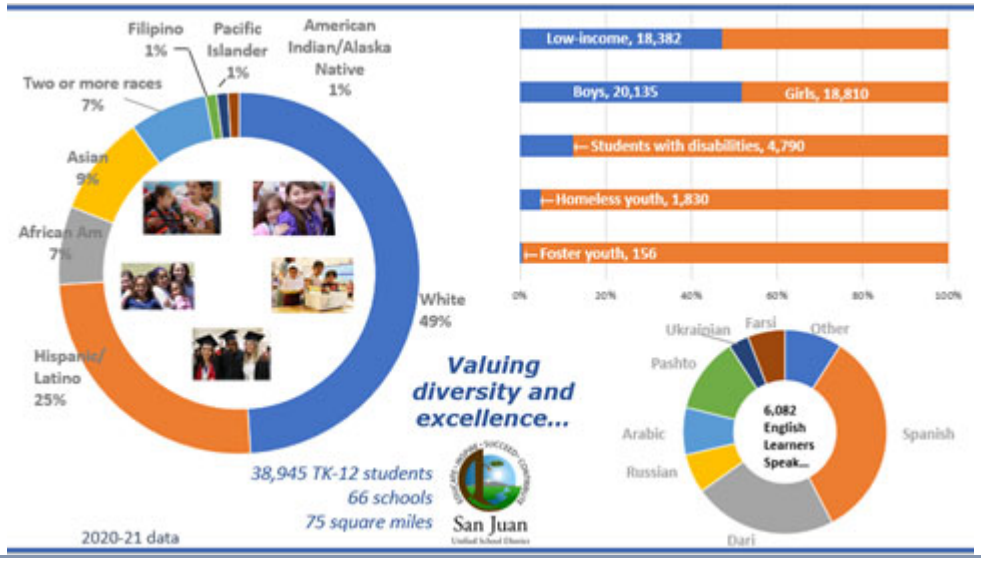
Our schools strive to meet the needs of each student with comprehensive, standards-aligned programs along with specialized services and programs, including Montessori, Spanish Dual Immersion, Artful Learning, Rapid Learner, International Baccalaureate (TK-12), CIVITAS, career technical pathways, and other specialties. Individual schools may also have a focus that includes a growing number of schools focused on science, technology, engineering, arts, and mathematics (STEAM). Enrollment beyond the neighborhood school is available through the open enrollment process each winter. San Juan also has programs for infant/toddlers, preschool, and adult education throughout the district.

While each school is unique, we are committed to providing a high-quality education for every student that includes:

- A challenging, standards-based academic program at every school
- Additional supports for students who require extra assistance
- Enrichment opportunities and programs.

Recognizing that students may face a variety of challenges, our academic, behavioral, and social-emotional supports continue to be strengthened through our multi-tiered system of support, ensuring the success of each student. With a wide variety of student needs, we are always looking for ways to ensure that San Juan's instruction and programs are engaging, relevant, and innovative, providing the support all students need to be successful. This includes increased efforts to listen to the voices of students in our process of continuous improvement. By partnering with parents/guardians, staff, students, and the community, we continue to adjust to better meet the needs of our children and families.

The graphs below show the district's student demographics. As of March 24, 2021, there are approximately 38,945 students enrolled and attending 66 schools in a district that covers 75 square miles. Our diverse student population includes 47.2% low-income students (LI), 12.3% students with disabilities (SWD), 4.7% homeless (HM), 0.4% Foster Youth (FY), and 16.5% English learners (EL). Our EL speak the following languages: Spanish (33.2%), Dari (22.8%), Arabic (7.5%), Pashto (12.0%), Russian (6.2%), Ukrainian (3.2%), Farsi (5.9%), and other languages (9.1%). By ethnicity, San Juan students are Hispanic/Latino (25.4%), African American (6.9%), Asian (9.0%), Filipino (.91%), Pacific Islander (0.6%), American Indian or Alaskan Native (0.57%), white (49.24%) with 0.16% not reported.



Reflections: Successes

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

San Juan is committed to ensuring all students are graduating on time, college-career ready. A review of the dashboard and local measures reveals graduation rates remain high at 88.2%. This reflects the long-term work of strengthening supports available on all high school campuses to ensure that students remain enrolled at their high school while getting back on track toward graduation. A second contributor to ensuring students are graduating on time, college and career-ready is the specialized instructional support for high school-aged English learners.

College-career readiness rates maintained growth with rates for three of the twelve student groups (including English learners and foster youth) and five of the eleven high schools increasing or increasing slightly. This reflects growing attention toward under-performing student groups and ensuring students can access courses and programs needed to be college-career ready. In 2018-2019, enrollment in advanced courses among low-income and students of color increased dramatically due to an equity-based recruitment/enrollment process at high schools in partnership with Equal Opportunity Schools (EOS). Most noteworthy, enrollment for Hispanic students in Advanced Placement (AP) courses increased 9.5% while students with disabilities increased 5.6% in enrollment in AP courses.

Chronic absence rates for K-8 students show improvement among two student groups (including low-income students) and at 28 school sites between 2017 and 2018. A review of 2019 chronic absence rates mid-year shows that the rates are continuing to improve for all student groups. These positive changes are likely due to implementing a focused, tiered approach to helping families and students overcome barriers and develop positive attendance habits.

English language arts performance show progress from 2017 to 2019 for low-income students districtwide and at 34 schools across the district. Continued support over multiple school years, especially for schools with concentrations of students experiencing poverty is a part of what is driving this improvement.

Perceptions of expectations and caring relationships are strong for all groups while perceptions of safety by students reflect progress for the second year in a row. These positive shifts are likely a result of the efforts around creating a welcoming environment, establishing culturally responsive practices in schools, and engaging in dialogue around school safety with students.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

San Juan's greatest areas of need continue to be math performance and chronic absenteeism rates. In terms of subgroups, English learners, students with disabilities, and foster youth students are two or more levels below the district in areas of graduation rate and the college and career indicator.

Math performance of students in grades 3-8 and grade 11 on the California Assessment of Progress and Performance is also an area of need overall (orange), especially for:

- Homeless youth who were very low and showed no growth
- Socioeconomically disadvantaged students and American Indian/Alaskan Native students were low and showed no growth
- Students with disabilities, African American students, and foster youth students were very low but did show growth from the prior year

In order to support all students in math, several actions are being taken. We have purchased iReady as a math assessment and intervention resource for students grades 3-8. We have also purchased IXL as an online resource for grades 9-12. Collaboratively, math teachers selected essential standards for all grade and course levels to support more targeted attention on skills and concepts. Classroom instruction in all grades will continue to be strengthened using districtwide and school-specific professional learning focused on the use of formative

assessments and feedback to better meet the needs of students. Additional supplementary materials for Integrated Math 1 were purchased to support students who are struggling with that baseline high school course. Additional support and interventions for struggling students within and beyond the school day are provided based on referrals from school sites, with a focus on elementary, K-8, and middle schools with higher densities of targeted pupils. In grades 6-12, this includes the use of scheduled support classes and on-demand tutoring. Summer math camp programs are continuing for incoming third, sixth, and ninth graders, and middle and high schools are revising their model for supporting struggling learners.

Chronic absence rates are high for the district overall (orange) and especially for:

- African American students whose rates were very high and increased from the previous year
- Homeless students whose rates were very high and did not change from the previous year
- Socioeconomically disadvantaged students, Hispanic students, white students, and Native Hawaiian/Pacific Islander students whose rates were high and did not change from the previous year

The district's attendance improvement initiatives will continue for progress on increasing attendance. Staff work with families to participate in listening sessions, surveys, and one-on-one meetings to remove barriers to regular attendance, and in some cases, refer families to specialized attendance programs. Targeted district transportation for homeless students at four elementary schools continues based on positive results for most who participated. Additionally, the district is working with stakeholders to develop and communicate alternate transportation options to ensure regular attendance. Graduation Rate and College and Career Readiness continue to be a struggle for our English learners, our students with disabilities, and our foster youth students:

- English learner graduation rate was low and declined significantly while the College-Career Indicator (CCI) was very low and declined
- Foster youth graduation rate increased but remained very low while the CCI decreased and remained very low
- Students with disabilities' graduation rate decreased significantly and was very low while the CCI maintained at the very low level

While the College-Career indicator suggests that overall rates of 2019 graduates who are "prepared" are in the medium range (41.1%), rates for eight of twelve groups lag behind significantly. This continues to be a focus of secondary schools as they work to ensure that all students graduate college-career ready. In 2019-20, schools shifted to higher graduation requirements for the class of 2023. These new requirements are aligned to college entrance requirements and support career pathways. Over 40 new high-interest, a-g approved courses have been adopted in the past several years and many of these are a part of expanding Career Technical Education (CTE) pathways as well. High schools administer the PSAT to all students in grades 10 and 11, which helps to identify where students have potential, where they struggle and provides them access to college prep materials. Enrollment of underrepresented students in Advanced Placement and International Baccalaureate (AP and IB) classes continue to increase which will lead to increased AP/IB performance and an overall increase in underrepresented students demonstrating college-career readiness. Mentoring partnerships will continue to support underrepresented students in this transition in order to increase their levels of success.

LCAP Highlights

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

The development of the 2021-2022 LCAP was informed and guided by the following three objectives:

- Build on the work San Juan Unified School District (SJUSD) did last year
- Reflect on what the district has learned this year
- Refine the 2021-2024 LCAP actions

In September of 2019 and continuing through February 2020, SJUSD embarked on an ambitious effort to strengthen and align its strategic plan and LCAP planning by expanding the scope of stakeholder engagement across the district to better understand and learn about what our students and families need. This work resulted in the development of a “Strategic Framework” that includes the following components:

- Revised mission statement: “We empower all in our inclusive learning community to contribute and thrive in a radically evolving world.”
- Shared values:
  - Inclusivity
  - Real-World Knowledge
  - Voice
  - Social and Emotional Intelligence
  - Perseverance
- Equity Lens: “Through policies, practices, programs, and decisions, SJUSD will reduce the predictability of which students fail by utilizing an equity lens to eliminate barriers for our specific populations.”
- Theory of Continuous Improvement aligned to State accountability system
- Four focus areas aligned to specific Dashboard data points as well as to the state’s Local Control Funding Formula – Local Control Accountability Plan (LCFF-LCAP) priority areas:
  - Connected School Communities
  - Healthy Environments for Social-Emotional Growth
  - Engaging Academic Programs
  - Clear Pathways to Bright Futures

Building on this work, the district engaged stakeholder groups from August 2020, through March 2021, to better understand and learn from the experiences of its students, families, and staff during the COVID-19 pandemic. The expanded number and diversity of stakeholder groups allowed the district to engage student and family groups who have not previously had as much “voice” in the district and/or who are most impacted by inequities revealed in the data.

A final highlight is an additional focus on developing and refining LCAP actions by building the capacity of stakeholder groups to lead for equity, continuous improvement, and collaboration using the following strategies:

- Equity Strategy:
  - Reflect – Understand and learn about what our students need
  - Act – Bring that understanding into action with coherence and in partnership with stakeholders
  - Impact – Measure and hold ourselves responsible for the impact of our work
- Continuous Improvement Strategy:
  - Goal - “What are we trying to accomplish?”
  - Metrics - “How will we know that a change is an improvement?”
  - Actions - “What action(s) can we make that will result in improvement?"
  - Test – “How will we engage in rapid cycles of inquiry?”

Comprehensive Support and Improvement

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

Schools Identified

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

Howe Avenue Elementary - Low performing
La Vista Center - Low performing
La Entrada - Graduation rate

Support for Identified Schools

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

San Juan Unified School District (SJUSD) supports schools identified for Comprehensive Support and Improvement (CSI) using the Continuous Cycle of Improvement model around improving all systems designed to support positive student outcomes. Each identified CSI school has a district sponsorship team consisting of district leaders from the Division of Teaching and Learning and labor management leaders from San Juan Teachers Association (SJTA). The sponsorship team works collaboratively with the site's leadership team to support the comprehensive needs assessment process, development of the School Plan for Student Achievement (SPSA), and systems of monitoring progress. Sponsorship teams, or representatives from the sponsorship teams, meet regularly with site leaders to help identify resources to support the goals of the school, provide technical assistance around CSI guidelines, and attend check-in meetings. In addition, SJUSD has contracted with an outside consultant to provide professional development to lead site teams through the Network Improvement Community work (NIC) to build internal capacity around Improvement Science work.

The aim of the NIC is to build school capacity using a change design process that culminates with school teams implementing a Plan-Do-Study-Act (PDSA) learning cycle. Each school-based team engages in a series of five (5) network meetings and (4) individual site-based meetings throughout the year. To begin, school teams receive training in the improvement process, design needs assessments to identify gaps and plan for empathy exercises using data-gathering tools. Teams continue to refine their improvement plans by engaging in a root cause analysis and interpreting data from their data gathering. The analysis provides school teams an opportunity to identify key drivers that direct their improvement efforts and gain new insight and understanding of their problems of practice. Using the key drivers, school teams generate possible actions that will have an influence on their challenges with a primer on avoiding "solutionitis" – jumping to solutions prior to fully understanding why the problem exists – and planning for their PDSA cycle. By crafting their success goals and identifying research-based practices, teams are able to identify key practices to implement and test. The NIC culminates with a completed plan, reflection, and analysis of their PDSA cycles, as well as data to make decisions on how to scale best practices for the following school year.

The School Site Council, English Learner Advisory Committee, and Site Leadership teams played a critical role in providing input, assessing needs, and identifying resource inequities. Each site met at least 5 times with stakeholder groups to develop the CSI plan in conjunction with planning and developing their SPSA. Groups reviewed data, identified gaps, and collaborated around the identification of resource inequities and how to address them. Transparency around budgets and funding sources was also provided.

Each site used data relevant to their identification as a school receiving Comprehensive Support and Improvement resources. Data included: CA School Dashboard academic and engagement indicators from 2019-2020, annual parent climate survey, attendance rates, suspension data, engagement with distance learning, report card, and local assessment data. Stakeholder groups also recognized and considered how the data was impacted by distance learning and COVID 19.

Site and district leadership examined effective practices around professional learning and effective engagement strategies using experts from the Carnegie Foundation and West Ed. Sites conducted empathy gathering and

listening circles to begin the cycle of continuous improvement. Howe Avenue explored mentor programs to support target groups in improved engagement and attendance practices while La Vista implemented Positive Behavior Intervention Supports (PBIS) and Restorative Practices.

Each site adjusted its plan to address resource inequities related to engagement in distance learning and mitigating learning loss. Actions were designed to promote attendance and engagement through innovative teaching strategies, intervention, effective communication, and support with technology. Teachers adjusted to the shift by providing instruction through a virtual model. Additional resources and strategies were identified as a need for meeting students' academic and socio-emotional needs via a virtual platform. Teachers learned and will continue to learn with and from each other. Of critical importance, was the identified need for teacher collaboration time to refine and build capacity through shared experiences.

Student learning loss varies according to each student's circumstance. There is an inequity in learning loss based on poverty, language proficiency, and environmental factors. There is a need for an indicator of learning loss so that each student's situation can be addressed appropriately. Intervention will be critical to eliminating learning gaps.

While there is a digital divide, there is also an inequity in the level of comfort with technology and connectivity. While students have been provided Chromebooks, not all families have been provided the training needed to use the technology effectively.

Monitoring and Evaluating Effectiveness

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

Monitoring and evaluation of school plans will occur throughout the school year culminating with the implementation and assessment of Plan-Do-Study-Act (PDSA) cycles. Following each network convening, site-based teams will engage in check-in meetings to review progress, reflect on practice, and resolve issues related to improvement plans. By using a data-gathering tool, teams will use data throughout the design of the improvement process to define problems, identify changes and actions, and design a process to test changes and actions on an appropriate scale.

Each site utilizes a support plan that tracks changes leading up to the PDSA cycle. At the point of implementation, school sites utilize the support plan and PDSA template to make plans, evaluate progress, and determine whether to redesign or scale current improvements and change ideas. The network will convene for an end-of-the-year meeting to share best practices, lessons learned, and recommendations for the following school year.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

San Juan Unified School District (SJUSD) is committed to ensuring the voices of students, staff, families, and community members are lifted into the planning, implementation, and evaluation of how education is delivered to our approximately 39,000 students. Outlined below is the district process for gathering stakeholder input to inform the actions and services in the 2021-2022 Local Control Accountability Plan (LCAP). Of particular note is this process began in September 2019 in anticipation of the development of the 2010-2021 LCAP. However, due to COVID-19 and the subsequent suspension of the 2020-2021 LCAP, this process continued through March 2021, adjusting to new reporting and stakeholder engagement requirements put forth by the California Department of Education (CDE).

In September of 2019, SJUSD aimed to strengthen and align its strategic plan and LCAP and to better inform the planning by expanding the scope of listening and learning in the district. A Strategic task force comprised of 35 students, staff, parents, and community members met over the course of three months. The work of this task force was to identify which student and parent/guardian groups were “lost in the data” and how to ensure “they were not lost in our process.” The groups identified for targeted stakeholder engagement, including students, parents/guardians, community members, and staff were:

- Refugee
- Foster/homeless youth
- English learners
- African American
- Students with disabilities
- Lesbian, Gay, Bisexual, Transgender, Questioning+ (LGBTQ+)

The district’s approach to gathering stakeholder input from the targeted groups led to the creation of the “Cultural Brokers” model. The cultural brokers' approach was about connecting trusted staff with particular students/communities. Data gathered from these specific groups included the following areas:

- Skills and experiences for college and career readiness
- Qualities and characteristics to be happy and healthy human beings
- Social and emotional supports
- Academic supports
- College and career supports/programs

Three Regional Forums were held in October 2019 across the district’s three regions which provided an opportunity for school teams and community members to connect about our shared values, collective strengths, needs, and collaborative ideas to drive continuous improvement in our schools. Approximately 300 participants including school site teams, parents, students, and community members attended with representation from 92% of district schools.

Input from the cultural brokers and regional forums was compiled into a summative Cultural Brokers Network report that was shared with all members of the district’s administration, Strategic Task Force, the Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC), the District English Leaner Acquisition Committee (DELAC), staff teams, and more. The summarization of the data collected resulted in an updated strategic framework including a revised mission statement, newly created shared values, an equity lens statement, and four focus areas. Each focus area is aligned to specific state dashboard data points as well as to the state’s Local Control Funding Formula (LCFF) Local Control and Accountability Plan (LCAP). The four focus areas are:

- Connected School Communities
- Healthy Environments for Social and Emotional Growth
- Engaging Academic Programs
- Clear Pathways to Bright Futures

Four LCAP “Focus Teams” composed of a cross-section of staff and labor partners were created for deeper discussion around the four goal areas in the strategic framework. These teams also met with the LCAP PAC and the

DELAC to further strengthen the flow of information and connection between educators, staff, parents/guardians, and students.

In January of 2020, the stakeholder engagement process for the design and development of the 2020-2021 LCAP began using questions identified from each of the four focus areas. Input was gathered from targeted student groups and their families, teachers, principals, administrators, and local bargaining units. Additionally, the LCAP PAC reviewed the summarized stakeholder engagement information, along with the state dashboard and local data, and presented their 2020-2021 LCAP considerations to district staff at their March 6, 2020 meeting. In parallel, district staff focus teams reviewed district surveys, stakeholder input, and LCAP PAC considerations and began budgeting and planning for the 2020-2021 LCAP. In March 2020, COVID-19 resulted in LCAP work being placed on hold until further guidance was received by the California Department of Education (CDE). In April 2020, a COVID Operations report was required by the CDE to explain the changes to program offerings that the district made in response to school closures to address the COVID-19 emergency, to explain the major impacts of such closures on students and families, and to include a description of how the district is meeting the needs of its unduplicated students. Senate Bill No. 98, approved in June 2020, suspended the 2020-2021 LCAP, and instead, required completion and adoption of the Budget Overview for Parents and the Learning Continuity and Attendance Plan (LCP) for the 2020-2021 school year.

The Learning Continuity and Attendance Plan (LCP), memorialized the planning process already underway for the 2020-2021 school year and required a stakeholder engagement strategy to inform the district's implementation of distance learning and educational supports and services. Information was gathered using surveys and outreach to statutorily required groups including students, parent/guardians, teachers, principals, administrators, and local bargaining units. Based on stakeholder, LCAP PAC, and DELAC input, the plan was developed and presented at a public meeting, approved at a subsequent district board meeting, and adopted by September 30, 2020.

Beginning in January 2021, and continuing through March 2021, the district continued its stakeholder engagement outreach to help inform the 2021-2022 LCAP. Stakeholder engagement listening sessions were held with the statutorily required groups including students, parents/guardians, teachers, principals, administrators, and local bargaining units. The questions asked to participants were based on the identified focus areas created in the 2020 school year and the LCP. On April 8, 2021, the LCAP PAC met to review their considerations from the previous school year and to review the current stakeholder key themes in order to add to, revise, or remove considerations developed in 2020. District focus teams began meeting to review the 2020 LCAP PAC considerations, current stakeholder key themes, and consolidated considerations to support the planning and development of the 2021-2022 LCAP. On May 6, 2021, a draft plan of the LCAP was presented to the LCAP PAC and on May 20, 2021, a draft plan of the LCAP was presented to the DELAC. Both groups developed questions for the district superintendent and the superintendent responses were shared with the LCAP PAC and the DELAC and posted on the district LCAP website. On June 8, 2021, the LCAP draft plan was presented in a public meeting, and on June 22, 2021, the LCAP was adopted by the local governing board.

A summary of the feedback provided by specific stakeholder groups.

The annual and ongoing engagement of stakeholders is a key part of the LCAP development process. It is essential that the goals, actions, expenditures, metrics, and targets within the LCAP are informed by the voices of students, families, staff, and community members. The following section identifies the timeline, specific stakeholder groups engaged, and the key themes that emerged in this process.

Prior to the suspension of the 2020-2021 LCAP, the district engaged with stakeholder groups from January 2020 through March 2020 to gather feedback based on the identified questions tied to the four focus areas: Connected School Communities, Healthy Environments for Social and Emotional Growth, Engaging Academic Programs, and Clear Pathways to Bright Futures.

Following is a summation of the stakeholder groups engaged in this feedback process and the dates engaged:

- Superintendent's Parent Advisory Committee - January 17, 2020
- Arcade Middle School Long-term English learners - January 28, 2020
- Edison K-8 School Long-term English learners - January 28, 2020

- District Student Councils - January 30, 2020
- Pride Pak (LGBTQ+ students) - February 3, 2020
- Encina Prepartory High School Long-term English learners - February 3, 2020
- Superintendent's Student Advisory Committee - February 4, 2020
- Special Education Community Advisory Committee (CAC) - February 4, 2020
- Churchill Long-term English learner - February 5, 2020
- Secondary principals - February 5, 2020
- Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC) - February 6, and March 6, 2020
- American Indian Education Parent Advisory Committee (AIEP) - February 12, 2020
- District English Learner Acquisition Committee (DELAC) - February 13, 2020
- African American students/parents/guardians - February 15, 2020
- McKinney-Vento staff - February 20, 2020
- K-8 principals - February 26, 2020
- McKinney-Vento students - February 27, 2020
- San Juan Teachers Association - March 10, 2020
- Laurel Ruff students with disabilities - March 11, 2020

For the Connected School Communities focus area, students, parents/guardians, and staff were asked, "What barriers prevent children from coming to school regularly?" Four common themes emerged:
- Mental health
- Safety
- School – student motivation, school structure, class offerings, school communications
- Transportation

For the Healthy Environments for Social and Emotional Growth focus area, students, parents/guardians, and staff were asked, "What makes students feel safe and supported at school?" Three common themes emerged:
- Counseling support
- Environment
- Teacher/supportive role models

For the Engaging Academic Programs focus area, students, parents/guardians, and staff were asked, "What works for students when they need extra help in class?" Two common themes emerged:
- Engaging learning opportunities
- Teachers

For the Clear Pathways to Bright Futures focus area, students, parents/guardians, and staff were asked "What is helping to figure our students' futures?" Three common themes emerged:
- Awareness/exposure to different careers and trades
- Counseling support
- College and career program availability

Since late May 2020, SJUSD engaged in ongoing efforts and feedback loops to solicit stakeholder input to inform the district's implementation of distance learning and educational supports and services that also helped to inform the district Reopening Plan and the Learning Continuity and Attendance Plan (LCP). Following is a summation of the stakeholder engagement feedback conducted:

May 2020 Distance Learning and New Year Family survey results:
- 42% of respondents reported their students spent, on average, 3-4 hours on schoolwork in the distance learning model
- 38% of respondents shared they spent 1-2 hours per day supporting their students' learning in the distance learning model
- 53% of participants reported they were slightly or not satisfied with their school's distance learning model
- 54% of participants shared they were moderate to very confident in supporting their students' learning at home

- 44% of participants reported one of the greatest challenges for their students was receiving assignments that were unclear
- 73% of respondents reported using Google Classroom as very to moderately successful for their student
- 62% of participants reported using Zoom meetings as very to moderately successful for their student
- 67% of respondents felt it was easy to connect with individual teachers when needed
- 50% of participants reported they were not aware or slightly aware of what student supports are currently available and how to access them
- 41% of participants reported their students were struggling or not coping well with school closing and COVID-19 pandemic

In addition, a survey was administered to district teachers, in collaboration with the San Juan Teachers Association (SJTA), during distance learning in the spring to gain their feedback on the experience they had and what would assist moving into the 2020-2021 school year.

Findings from the teacher survey included:

- 73% of respondents reported feeling comfortable or extremely comfortable developing and delivering content online
- 56% of participants shared feeling comfortable or extremely comfortable engaging their students in the content
- 64% of respondents felt technology training was helpful or extremely helpful during distance learning
- 44% of participants felt curriculum training was helpful or extremely helpful during distance learning
- 58% of respondents reported they would like more training on engagement strategies for students
- 29% of participants shared they would like more training and support on creating lessons for distance learning
- 26% of respondents reported they would like more training and support on distance learning delivery systems like Google Classroom or Seesaw

ThoughtExchange, an online platform that allows groups to come together and have conversations about important topics or questions that exist for a community, was conducted in late May. In this case, the ThoughtExchange was focused on students, parents/guardians, families, staff members, and the community and what their hopes and concerns were for the 2020-2021 school year. More than 3,700 responded to share their thoughts or rate the ideas shared by others. The results were used along with other qualitative and quantitative data to help guide decision-making for reopening plans for the 2020-2021 school year.

Findings from the ThoughtExchange included:

- Budget: Thoughts in this theme involved concerns about the district's budget. Sub-themes included: staff layoffs, furloughs, job security, and reduction of support programs
- Distance learning roadblocks: This theme included specific roadblocks to successful distance learning. Sub-themes included: increased workload/homework through distance learning (versus through traditional school); challenges from use of multiple platforms; issues with technology and/or software; and difficulties communicating with teachers
- Distance learning quality: Thoughts in this theme involved concerns about the quality of learning through distance learning methods. Sub-themes included: lack of social interaction; lack of structure in the school day; inability for hands-on learning
- Equity/achievement gaps: This theme included concerns about equity and achievement gaps among student groups. Sub-themes included: lack of parent support at home; digital divide; language barriers
- Health and safety concerns: By far the largest theme in terms of the number of thoughts, health and safety concerns about returning to school campuses in the fall were top of mind for participants. Sub-themes included: returning to school campuses only when safe to do so to avoid the spread of COVID-19; availability and use of personal protective equipment (PPE), face coverings, soap/water, and sanitizer upon reopening campuses; concerns about the cleanliness of

facilities and restocking of cleaning supplies; the need and importance of maintaining social distancing when returning to campus; the need to update sick policies for both students and staff
- Helping teachers be effective: Thoughts in this theme involved how to help teachers be more effective in their roles, both through distance learning and on campus. Sub-themes included: providing time for lesson planning and collaboration; providing professional learning if distance learning is to continue; district providing guidelines and standards around distance learning, and roles of teachers if reopening campuses; involving teachers in any decision-making processes
- Multiple format options: This theme consists of thoughts around providing multiple learning format options for the 2020-2021 school year so that parents have a choice. Sub-themes included: providing families with an option of either on-campus learning or distance learning; providing a hybrid model of certain days on-campus and certain days of distance learning
- Return to normal: This theme involved thoughts from participants that want the next school year to return to normal. Participants expressed the desire to return to the regular school format
- Social connection and mental health: This theme involved thoughts centered around the importance of social connection and the need for mental health support for students and staff. Sub-themes included: lack of social interaction through distance learning; the desire of students to return to school to see friends; the need for increased mental health and social-emotional support for students and staff
- Special education (SPED) support: Thoughts in this theme centered around the need for increased support for students receiving special education services. Sub-themes included: concerns about students with an Individualized Education Program (IEP) falling behind; special education students not having access or resources to support services
- Sports/electives/extracurricular activities: Thoughts in this theme involved the desire to resume outside of the classroom activities next school year. Sub-themes included: sports; elective classes (such as band, choir, etc.); extracurricular activities (such as clubs, dances, field trips, etc.)

District Learning Continuity and Attendance Plan survey (administered August 25, 2020 – September 9, 2020) results from 423 participants representing 59 schools in the district:
- 82% of respondents shared that in order to resume in-person instruction, adequate hygiene and cleaning supplies for school classrooms and facilities should be provided
- 64% of respondents felt that in order to resume in-person instruction, staff should be equipped with personal protective equipment (i.e. face coverings, gloves, etc.)
- 59% of respondents reported that health and safety protocols need to be increased once in-person instruction resumes
- 56% of respondents shared that classroom instruction, once resumed in-person, should focus on essential grade-level standards for students
- 66% of respondents reported that as students transition back on campus, social and emotional supports need to be increased
- 57% of respondents shared that in our current distant learning environment, technical support for digital devices and connectivity for students and parents needs improvement
- 68% of respondents felt that access to student clubs, activities, and programs is needed to support the mental health and social-emotional health of students
- 54% of respondents felt that students need academic tutoring and support
- 51% of respondents shared that students need access to mental health and social-emotional support resources
- 61% of respondents reported that student engagement through distance learning will improve by hosting small group meetings
- 71% of respondents reported that their students need access to student clubs, activities, and programs to improve student engagement while distance learning

The Community Advisory Committee (CAC) for special education shared the following as important to supporting students with disabilities:
- Need for tutorials to help them support their students with instruction
- Examples of instructional activities that they can do at home with their child
- Parent training on how to use/access technology
- How to track their student's progress in the distance learning environment

In addition, it was also noted that there were parents concerned that distance learning would not be successful for students with severe disabilities. A special education workgroup was assembled to address the needs of moderate/severe students with disabilities in early March to begin developing a plan for student support.

Below are some of the supports they identified as important:

- Structured communications with families
- Outreach to families to see if they have any immediate needs such as access to devices, community resources, or if to enquire if they are experiencing food insecurity
- Coordinated service delivery in the area of mental health and therapy services, such as teletherapy
- Consistent platforms to deliver instruction to students (i.e. - Google Classroom, SeeSaw)
- Best practices for distance learning instruction that can be shared with special education teachers, and instructional assistants who are supporting students with disabilities
- Centralized location for resources to provide to families and students (videos, Zoom, YouTube videos, and lessons for students to work on at home)

There were parents of students with disabilities feedback meetings held at the end of last school year to obtain more information about what parents needed and what they would like to see improved as the district moved into the 2020-2021 school year. Some of their considerations are listed below:

- Upgraded laptops - Chromebooks worked inconsistently, often needed to replace cords, disrupted student learning
- Chromebooks would not support software being used making it difficult for students to access the curriculum
- Develop a parent-to-parent network of support
- Coordinated activities that could include physical therapy, occupational therapy, speech and behavior support for a student who was receiving these services
- Additional training for instructional assistants to reach out to parents to provide support to them
- Request to bring students with moderate/severe disabilities back into small groups in the physical classroom

Ongoing collaboration has taken place with labor groups, like San Juan Teachers Association (SJTA), San Juan Professional Educators Coalition (SJPEC), San Juan Administrators Association (SJAA), California School Employees Association (CSEA), and Teamsters to provide input and feedback and to be part of the development and co-creation of actions and services reported in the Learning Continuity Plan. In preparation for the fall, meetings took place weekly with SJTA to prioritize and co-create mutual agreements and expectations for both in-person and distance learning.

In August and September 2020, meetings were held with various stakeholder groups throughout the district to enhance the stakeholder engagement process and to help inform the Learning Continuity and Attendance Plan (LCP). These listening sessions provided a rich source of input on the overall distance learning experience, specifically in the form of recommendations for improving the 2020-2021 school year. Key themes that emerged across the various stakeholder groups are outlined below.

District English Learner Acquisition Committee (DELAC) - 08/27/20 meeting:

- Need to make sure schools are safe when returning to in-person instruction including following safety protocols
- Need assistance with school supplies including printer ink and headphones for computers
- Consider sending English language development (ELD) textbooks/materials home with student – not everything should be on computer
- Consider sending home paper packets for students
- Struggling with WiFi and connectivity when there are multiple students at home during distance learning
- Parents would like teachers to spend more time with students virtually - small groups and 1:1 when possible

Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC) - 08/27/20 meeting:

- Students need consistent communications from teachers regarding classroom expectations, assignments, and due dates
- Both parents and students feel frustrated with Chromebooks/computers, internet connectivity, and Zoom crashing
- Students are struggling with the feeling of isolation and lack of connectivity with peers
- Parents would like technology and academic support guidance to better assist their students in distance learning
- Textbooks are not being used. Consider having students work from textbooks and packets
- Parents would like access to additional technology accessories (earbuds, headphones, cords, vision-impaired devices) so they do not have to purchase them

Foster youth students - 08/27/20 listening session:

- The need for a support system or person to connect with at school
- Good communication with teachers to help with challenging subjects or assignments
- More opportunities to socialize with students to help reduce stress and make peer connections (i.e. clubs)
- Having caring teachers and someone to talk to on campus
- Need tutoring and additional time with teachers
- Additional technology accessories like headphones when on computer during distance learning
- Need for more reliable technology devices (current devices are inconsistent)
- Students are struggling to stay engaged in the distance learning environment
- There is a need for more real-time feedback from teachers

Superintendent's Student Advisory Committee - 08/27/20 listening session:

- Need for shortened Zoom class screen time and more independent work time to reduce burnout
- Better classroom management in regards to assignment deadlines, platform management, utilizing textbooks and teacher communications
- Technology issues (Zoom crashing, mics not working)
- Need for counseling support to reduce feelings of isolation due to lack of peer interaction and lack of school group clubs/activities

Refugee/Newcomer Students - 08/31/2020, 1:1 interviews:

- Need Bilingual Instructional Assistants (BIAs), translated materials, 1:1 support, English language support
- Better internet connectivity and more hotspots
- Distance learning presents challenges as students learn more when surrounded by peers, both English-speaking and non-English speaking. Distance learning challenges also impacts students' emotional well-being

Students with a Voice/Youth Voice Advocates - 09/02/2020 listening session:

- Classroom management needs: teachers need to demonstrate flexibility, consistency, organization, and clear expectations. Students need tutoring and teacher support
- Need for technical support when the portal crashes or students are locked out of Google Classroom
- Concerns regarding being marked "absent" when students cannot access their classes due to technology issues
- Need for timely counselor support as counselors are not replying to students in a timely manner or not at all

Spanish-speaking parent group - 08/26/2020 listening session:

- More classroom support for students (small groups, 1:1) from teachers
- Technology issues (logging onto Zoom, Wi-Fi connectivity)
- Need for increased communication between home and school
- More family education classes on technology to help students at home

Parents of students with disabilities - 08/2020, 1:1 interviews:

- Better home/school communication
- Teacher support on classroom assignments (clearer explanations, better directions)
- Mental health strategies to deal with stress and anxiety
- Clear expectations around Individualized Education Plans (IEPs) and how they are supported

English Learner Parents - 09/2020 listening session:

- Better home/school communication
- More English language development (ELD) information for students (supplemental materials, hard copy packets, etc.) to have at home
- More classroom support by teacher with clearer instructions for students/parents

Refugee and Newcomer parents - 08/31/2020 listening session:

- Need students back in the classroom – distance learning is too difficult
- Parents and students need training on technology including Zoom support, computer use, internet connectivity
- Students need working computers/Chromebooks, working mics, and headphones
- More academic support including tutoring, lesson translation, recorded Zoom classes, and Bilingual Instructional Assistants (BIAs)

African American families - 09/2020 listening session:

- Improved technology equipment and support
- Increased student engagement opportunities
- Classroom support (additional time to do work in class, teacher office hours, supplemental hardcopy materials)

Beginning in January 2021, and continuing through March 2021, stakeholder engagement meetings were held with various targeted groups. The input sought was based on the four focus areas identified in 2020 and on the Local Continuity and Attendance Plan (LCP) identified actions. The questions asked were:

- Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?
- What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?
- We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

Below is a summary of the key themes for each stakeholder group.

<u>Student Stakeholder Groups</u>

San Juan Youth Voice Advocates (SJYVA) - Listening sessions conducted with 10 high schools with diverse student populations, 02/2021-03/2021:

Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Flexibility, convenience, and being able to work at own pace
- Teachers work hard and are available for students
- Access to tools and resources needed in life to be successful such as life skills (i.e. finances, time management, college applications, career exploration, etc.)
- School supplies accessible to everyone
- Mental health supports
- More staff-initiated outreach to students
- More effective distance learning teachers

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Peer interaction and community building activities
- Creating safe, trusting, and comfortable spaces for all student populations
- Address diversity issues and social awareness; there is a lack of diversity within students and student groups
- Need mental health supports such as weekly group mental health meetings

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Learning Loss - Credit recovery and more understanding of material previously learned
- Real-world skills, internships, job, community service, scholarship opportunities
- Community building and peer interactions
- Safety should be considered

Foster/Homeless youth - 02/2021 listening session:
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Distance learning teaches us how to be independent and it is flexible
- Focus is hard in distance learning. Teachers give too much work
- Attending school in-person has helped

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Need to feel safe about not getting COVID when we return to school
- Earning credits early for graduation
- Need the right tools to succeed including financial and physical resources

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Meeting student interest and needs
- Physical and engaging activities
- Team building
- Developing community through peer interaction

Long-term English language learner - 02/2021 listening session:
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Teacher support helpful - Regular office hours, power hour
- Need to return to in-person learning - online learning makes it hard to learn, follow instructions, complete homework
- Internet issues make it hard in distance learning

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Peer Interactions on Zoom during class, facetime, group projects help build connections
- Return to in-person learning will help with learning and feeling connected

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- In-person summer school
- Fun activities like field trips and cultural experiences
- Real-world skill development

Students with disabilities (Cameron Ranch) - 02/2021 listening session:
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?
- Parents/teachers helped students learn
- Need math help
- Learn best when in-person

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?
- Safety protocols in place - Masks, social distancing, sanitizer, etc.
- Teachers making space for students to share their feelings in group settings
- Peer interaction on Zoom with cameras on
- Clubs help students feel connected

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?
- Summer camp - Arts and crafts, outdoor activities, computer club, nature club, sports, Zoom video Games, cooking
- Hands-on activities to help learn math and science

Students with disabilities (Laurel Ruff) - 03/09/21 listening session:
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?
- Teachers, family, and friends
- Technology/Zoom – Portal, audio, and logging in issues
- Mental Health – Teacher, principal, instructional assistant (IAs) relationships help with anxiety
- Helpful resources: Chromebooks, mouse, big screen, masks

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?
- Being with teachers and friends at school via Zoom
- Peer interaction
- Excited but nervous to return to school (nervous due to COIVD)
- Consistent routines and being with friends will help when students return to school

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?
- Want to take a break from school
- Fun classes/subjects like art and cooking

Black Student Union (BSU) - 03/2021 listening session:
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?
- Teachers have been helpful, flexible, and understanding
- Ability to grow personally through distance learning
- Mental health challenges impact distance learning; inability to separate school from home life
- Reduce student expectations during distance learning
- Need interventions when falling behind

- More in-depth learning

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?
- Schools need to be more understanding of students' struggles
- Provide school transportation
- Racial issues not being addressed impacts connectedness
- More opportunities for student voices to be heard

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?
- Mental health course
- Outdoor classes
- Physical fitness

Latinx - 03/02/2021 listening session:
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?
- Students love flexible schedule for homework and school
- Appreciate 1:1 time with teachers; students are working, taking care of younger siblings, and have chores
- Need life skills to help prepare for life after high school
- Too much homework
- Extracurricular activities

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?
- Students feel like teachers are not doing enough mental check-ins which is why many students are not actively participating in class
- Need more engaging classes to connect with peers

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?
- Opportunities to expand social skills

Refugee/Newcomer (Rise Up & Student Leadership Council) - 02/05/2021 listening session:
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?
- Teachers - Engaging classes, timely communications, tutoring support, knowledge of technology tools
- Group meetings, pre-recorded lectures videos
- Zoom, Chromebooks, hotspots, Edulastic helpful
- Being at home for learning difficult and disruptive

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?
- Strategies for connectedness - Zoom cameras on, break out rooms, Zoom chat box, teacher relationships, engaging activities allowing for class interaction
- In-person transition - Flexible, slow, hybrid offerings, student small groups, consistent routines, norms, expectations
- Keep tutoring and drop-in sessions during transition

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Hands-on technology training
- In-person, transition program to support return to in-person learning
- Life skills such as consumer education, career college readiness, and social skills
- Counseling support

Social Justice Youth (Superintendent Student's Advisory Committee (SSAC), Gay Straight Alliance (GSA), Youth Voice) - 02/2021 listening session:

Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Helpful - Google Classroom, iReady, Houghton Mifflin Harcourt, Kahoot, Quizlet, Everfi
- Clubs and programs like GSA and Civitas are beneficial
- Flexible and available teachers who integrate fun into classes, give less homework and provide more teacher support

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Clubs like Gay Straight Alliance (GSA) provides a safe place for the LGBTQ+ community
- Need time to adjust to in-person learning, understanding, and flexible teachers, fewer assignments and homework initially, allow notes for test-taking initially
- Enforce COVID-19 protocols - Social distancing, mask-wearing, sanitization of desks, etc.
- Awareness of students' mental health and well-being upon return
- Breakout rooms, for social conversations, group projects, clubs, virtual rallies help students feel connected

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Fun activities - Games, Kahoot, trivia, sports, music, woodworking, video-game learning activities
- Interactive and hands-on activities; less screen time

Students with a Voice (SWAV) - 03/2021 listening session:

Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Teacher relationship-building - Small groups, 1:1 support, homework help
- More interactive classes - Fewer lectures, less busywork
- Technology resources

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Peer interaction during class helps students feel connected
- Friends help students feel connected
- Caring teachers support connectedness
- Students feel they need transition flexibility and an understanding of transition expectations

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Fun activities - Field trips, arts, college visits, outdoor activities
- Opportunities for peer interactions - Clubs, cultural activities

Elementary Students - Mid-year update from elementary division survey
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Distractions in the learning environment
- Inconsistent adult availability to support young learners
- English language learners (ELL) attending only English language development (ELD) classes or preferred classes
- Inconsistent adult availability to support young learners with technology issues
- Inconsistent or lagging WiFi disrupts understanding
- Parents and guardians of English learner students struggle with technology support in home language
- Students choosing between synchronous or asynchronous work completion
- Unable to complete all assignments in a day; too much work

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Missing personal connections with peers - Students want more time to hang out with friends outside of the Zoom classroom
- Sometimes social-emotional needs became priority over assignment completion
- Material pickup is something to look forward to

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Summer school question was not developed at the time this survey was administered. However, summer school information was captured in various other student stakeholder groups during stakeholder meetings.

Middle School Students – 05/2021 Listening Sessions:
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Technology support
- Pace and the amount of schoolwork
- Teacher support
- More academic supports and resources

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Time and space for student voice
- Resources and supports
- Fair treatment
- Mental health supports
- Building community through Zoom
- More time at home with family

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Social Interaction
- Clarifying academics taught during the year
- 1:1 assistance

Middle School Students - Mid-year update from elementary division survey
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Teachers are trying hard
- Staying motivated is hard - Pervasive feeling that grades do not matter (for high school promotion), low frustration threshold, students quick to quit

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Relationships matter - Teacher to student, student to student, student to school
- Building relationships via Zoom is hard
- Isolation is tough - Students thrive on being connected to teachers and classmates
- We need to keep it fun

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Summer school question was not developed at the time this survey was administered. However, summer school information was captured in various other student stakeholder groups during stakeholder meetings.

High School Students - Mid-year update from elementary division survey
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Lack of motivation makes it difficult to learn
- Continuous technology issues
- Overwhelmed with too many due dates, too many emails, and too much work assigned
- Content is too difficult to learn online
- Too many home distractions

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Social-emotional challenges due to lack of social interaction with adults and peers

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Summer school question was not developed at the time this survey was administered. However, summer school information was captured in various other student stakeholder groups during stakeholder meetings.

Parent/Guardian/Family Stakeholder Groups

Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC) - 02/11/2021 and 03/11/2021
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Different perspectives and experiences - Trauma, violence, etc.
- Safety, support, adult allies
- Importance of communication and multiple ways of communicating; positive communication from teachers
- Different and multifaceted approaches
- Facilitating community communications
- Further connect students and families to the classroom

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Virtual social opportunities and removal of barriers to access these opportunities
- Concern for staff fatigue and bandwidth to support students
- Genuine conversations
- Social connections - Engaging with others either virtually or in-person

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Physical activity, movement, arts, creativity, clubs. Outside!!!
- Resume activities that have been prohibited during pandemic
- Provide/offer academic enrichment

District English Learner Acquisition Committee - 02/11/2021

Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Interpreters, materials translation, and homework modification is needed
- Teachers, Bilingual Instructional Assistants (BIA's), English learner staff, newcomer support teams, and site administrators have been helpful
- iReady, Epic, tutoring has helped
- Peer interaction is needed for connection and social-emotional learning (SEL) support
- Need technology support and training: How to use platforms like Kami, Google classroom, etc.;
- Training on how to resolve technology issues

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Teachers and Zoom have helped students feel connected
- Returning to in-person learning, clubs, activities, keeping the same teacher and interpreters
- In-person transition should be smooth and flexible

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Summer programs like PUERTAS, core subjects, fun activities; VAPA, field trips, robotics, and social programs so students can practice English and learn social skills
- Technology support and training – How to access applications, tutorials, and how to resolve technology issues
- Mental Health supports
- Cultural enrichment programs at school site and external school site. Families could use financial support

Superintendent's Parent Advisory Committee - 01/21/2021 & 01/22/2021

Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Small groups - Reading, group projects, instructional assistants, 1:1 support, breakout rooms
- iReady, KAMI, Flipgrid, IXL
- Google Classroom great for students with disabilities, parent check-in, assignment tracking, and as a communications tool
- Offer more hard copy materials to prevent computer burnout/excessive screen time
- Caring, communicative and relationship-focused teachers
- Lessons should be fun and engaging
- Math struggles concerning

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Fun, engaging lessons and activities to prevent computer burnout
- Elementary students would like to keep the same teacher and engage with their teacher prior to returning to in-person learning
- Cameras off during Zoom classes prevent student connectedness
- Create socializing opportunities for non-structured class time - Lunch bunch, Bingo, scavenger hunts, etc.
- Students are eager to return to in-person learning and create welcome back activities
- Caring and invested teachers matter
- Offer more mental health supports when students return to school
- Need strategic planning for English learners (EL) in academics and mental health supports

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Opportunities for emotional and social support
- Opportunities for students who need more academic support - math remediation and acceleration, summer book clubs
- In-person, if possible - Concerned about learning loss
- Opportunities and access for all
- Fun activities and programs - STEAM, wet-labs, arts, ceramics, sports

English Speaking Families (Family Leadership Academy) - 02/25/2021

Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Focus on social-emotional aspect
- Consistent teacher availability, use screen, teacher interventions
- Teachers should not show YouTube videos or use Minecraft as a teaching tool

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Need consistent teaching standards
- Assemblies, teacher meetings, Zoom videos help students feel connected
- Student accountability - Incentives to turn camera on

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Academics - Science, robots, math, STEM group projects
- Small group settings, outdoor activities, test hybrid before returning
- Arts - Music, art, dance, choir, drama, LEGO camp
- Sports camps/PE

Non-English Speaking Families (Family Leadership Academy) - 02/25/2021

Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Teacher support and communications
- Parent/student classes for English Learners (EL)
- Bilingual Instructional Assistant (BIA) support
- Technology support

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Emotional support
- Academic support - Engaging teachers, fun classes
- Teacher connections and communications
- Peer Interaction

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Fun classes - Art, sports, outdoor, music, karate, field trips
- Academic support - Camp Invention, small groups, English boot camp, math support, homework, conversation groups for EL students, advance class credits for high school early graduation
- Technology support programs for parents/parents of students with disabilities

Students with Disabilities (Cameron Ranch) - 01/2021

Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- District staff have been great - teachers, principals, instructional assistants, Family and Community Engagement (FACE), Parent Ambassador Kimber Rice, specialists, Community Advisory Committee (CAC)
- Students need to be back in class
- More funding is needed for materials and equipment

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Need to return to in-person learning
- Events help students feel connected - Dance party, assemblies, movie watching
- Easing back into a routine will help both students and parents from a mental health perspective
- Concern over health safety for high-risk students

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Must be in-person
- Peer interactions
- Inclusion of students with disabilities in extra-curricular activities to help social skills
- Additional supports and programs to make up for learning loss during the pandemic

Refugee/Newcomer - 02/2021

Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Social-emotional supports - Need peer interaction and mentoring opportunities
- Teacher, English learner (EL) teachers, English language development (ELD) classes and Newcomer programs are helpful - Helps with navigating Zoom and Google Classroom
- Parent Orientation classes - College, health, college graduation requirements, navigating American society
- Need to return to in-person learning
- Spotty internet makes distance learning difficult

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Chromebooks and hotspots have helped students feel connected

- Need materials translated - Assignments are given in English which makes it difficult for English learner (EL) students to understand
- Teachers need to modify assignments as our students are receiving poor grades
- Return to in-person learning
- For safety upon return, need personal protective equipment (PPE), small groups, vaccinations

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- In-person summer school - Distance learning is not working for our students
- Credit recovery programs, English language development (ELD) summer school for elementary
- Supports for EL students in all subjects, especially math, English, history, and science
- Preparation programs for the English Language Proficiency Assessments for California (ELPAC)

African American - 03/2021

Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Teacher 1:1 support and teacher communications helpful
- Students need peer interaction opportunities to help with social and emotional needs

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Teacher affirmation helps students feel connected
- Going to after-school activities - Bridges, sports, etc.
- Group discussions that allow open spaces for both students and teachers
- Relationship-building activities
- Safe transitions from class to class

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Sports, arts and crafts, poetry, music, group projects
- Life skills - Healthy meal prep, time management, application filling out, interactive Zoom meetings, virtual tours, credit recovery, multi-subject help classes both on and off Zoom

American Indian Education Parent Advisory Committee - 03/12/2021

Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Teachers using Zoom chat to talk 1:1 with students
- Multicultural American Indian education program continuance through the pandemic via Zoom

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Transition to in-person learning should help with mental health through social interaction with peers
- Require cameras to be on during virtual classes
- Consistent safety protocols

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Social and mental health programs
- Continue to offer the multicultural American Indian education program
- Academic programs

- Arts and outdoor programs

Special Education Community Advisory Committee (CAC) - 03/22/2021 & 03/25/2021
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?
- Teachers are working hard and going above and beyond in distance learning
- Google Classroom helpful
- Instructional assistant support beneficial for in-person learning and virtual classroom
- Positive connections = Positive outcomes

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?
- Need peer connection prior to returning to campus and once they return to campus
- Keep Google Classroom
- Need communications plan from school regarding what school will look like once students return
- Preview of transitions - Moving to a new campus, new teacher, etc.
- Consistent communication opportunities between home and school

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?
- FUN!
- Provide different social and enrichment activities to get students involved
- Provide enrichment and recoupment opportunities for all students, in-person, and virtual

Collective Bargaining Groups

San Juan Professional Educators Coalition (SJPEC) - 03/04/2021
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?
- Common languages, common practices
- Early interventions, built-in intervention schedules, tiered interventions by grade level
- Essential Standards
- Maintain high-value engagement between schools and families

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?
- Social interactions such as clubs, dances, etc.
- Systemwide consistency and standard expectations
- Relationships

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?
- Fun and engaging skill development to help us get back to normal
- Reconnecting students with school
- Equitable access

California School Employees Association (CSEA), Bilingual Instructional Assistants (BIAs) - 02/2021
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?
- Helpful programs - iReady math and reading, Reflex, Seesaw, Class Dojo, English as a Second Language (ESL) programs
- Need social-emotional support and mental health supports

- Teacher/BIA communications to families to check-in and provide resources are helpful
- Technology - Internet access problematic, technology support needed
- Need tutoring, homework, and assignment support

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Kind, caring teachers help students feel connected
- Opportunities to interact with peers online before a class, during a class, and after a class helps students feel connected-Fun Friday as an example
- Parent engagement is key
- Students look forward to interacting with peers when they return to in-person learning

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- In-person learning will help with social and emotional learning
- Fun, outdoor activities like sports, PE, art to promote peer interaction and social skills development
- Academic help in math, English, science, reading

San Juan Teachers Association (SJTA) - 03/18/2021

Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Shared systems, understandings, and resources; equity and differentiation
- Ability to identify what skills are missing and to be able to target and teach students

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Mental health and anxiety support
- Connectedness through peer interactions
- Students knowing where they are academically
- Equity and access for student learning
- Need to connect with families

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Listen to students and respond accordingly
- Students leading their own learning as a motivation factor - How to be a student, how to do school, and how to be successful in school; Advancement Via Individual Determination (AVID) opportunities
- Enrichment opportunities - Team building, less skills-based, inspiring students to want to come to school. More than just academics
- Social-emotional learning

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Realigning and strengthening the district's strategic plan to the LCAP resulted in an updated strategic framework, which included a revised mission statement, newly created shared values, an equity lens statement, and four focus areas. A critical aspect of the updated strategic framework was the recognition that in order to better meet the needs of our students and families, support our continuous improvement work, and inform the planning of the LCAP, the district needed to expand the scope of listening and learning with stakeholders in its community to ensure a diversity of voices were represented in the LCAP. An expanded stakeholder engagement process was implemented resulting in an increase in the number and diversity of stakeholders, especially students, who provided their voice in the development of the LCAP as well as facilitated listening sessions. Additionally, the quality of stakeholder feedback improved as a result of stakeholder questions being connected to the four focus areas and Learning Continuity and Attendance Plan themes. This allowed the district to identify needs and actions not only for specific groups, but all stakeholder groups across the district. The feedback collected from the various stakeholder groups was summarized into common themes within each stakeholder group. Based on this feedback and last year's Local Control and Accountability Plan Parent Advisory Committee's (LCAP PAC) considerations, the LCAP PAC updated their considerations to help inform the 2021-2024 LCAP. Last, the summarized stakeholder feedback and the updated LCAP PAC considerations were shared with district LCAP focus area teams who revised, removed, and added to the LCAP actions, services, and expenditures based on the themes that emerged across stakeholder group input.

Goals and Actions

Goal

Goal #	Description
1	Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our schools have to offer.

An explanation of why the LEA has developed this goal.

San Juan Unified School District values an inclusive decision-making approach and relies upon broad engagement as a key driver of continuous improvement in our schools. Beginning with the 2019-2020 school year, San Juan launched an expansive listening and learning process as part of the development of a new district strategic framework and new 3-year LCAP including the following key activities:

- Convening a Strategic Planning Task Force to examine state and local data and generate key questions to guide, and synthesize the results from districtwide listening efforts.
- Holding three Regional School-Community Forums where 324 parents, students, staff, and community members representing 92% of our schools engaged in data-for-equity protocols and provided direct input into the strategic framework.
- Launching the Cultural Brokers Network to conduct listening and learning sessions with parents and students from groups facing particular challenges or whose voice was not captured through traditional engagement mechanisms.

Data played an integral role. Participants in the Strategic Planning Task Force explored Dashboard data and district demographic data with a focus on articulating “who we are, how we’re changing, whose voices are lost in the data, and how we can ensure their voices are not lost in the process.”

Breakout groups were formed by data indicators: chronic absenteeism, suspension rates, academics, graduation rates, and college and career readiness. The groups disaggregated the data on the Dashboard by student sub-group to identify inequities, needs, and further questions that should be asked, such as: “What are the lived experiences of the data from the perspective of our stakeholders?” and “What questions does it generate?”

Next were three Regional Forums attended by site teams made up of administrators, teachers, classified staff, parents, students (at the secondary sites), and community members. These teams used data to surface shared values and address questions posed by the initial Strategic Task Force group. Teams from 92 percent of the school sites participated in one of the three regional forums and provided input into the shared values, focus areas, and equity components of the strategic plan.

Finally, data review and inquiry also occurred at LCAP PAC and DELAC meetings, including an initial session introducing LCAP PAC parents and parents of English learners to the basics of the Dashboard site – how to access it, what it includes, etc., before delving more into the ratings and information. The district’s LCAP team and English Learner Services team further collaborated to align new LCAP goals to the California English Learner Roadmap.

As a result of this process, a strategic framework/LCAP plan was developed in collaboration with stakeholders that includes five goals aligned to the Dashboard data areas that will be used to focus the district’s continuous improvement work.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–2024
Reduce the percent of students who are chronically absent in grades TK-8 by 3%. Reduce the disparity among groups by 5%.	2018-2019: 13% Disparity: High of 13.6%				<10% Disparity <8.6%
Maintain attendance rates for students in TK-8 at 95% or higher.	2018-2019: 95.2%				> 95%
Increase the district ratings on the parent and family engagement tool in all three areas (1) building relationships, (2) building partnerships, and (3) seeking input for decision making to level 3 or 4.	2018-2019 Relationships: Level 2 Partnerships: Level 3 Input: Level 3				All Level 3 or 4
Increase the percent of schools, where at least 75% of the students responded positively regarding student connectedness and meaningful participation on the district survey to at least 70%.	2018-2019: 50.8% of Schools				> 70% of Schools
Increase the percent of schools, where at least 75% of the students responded positively regarding caring relationships and high expectations on the	2018-2019: 76.2% of Schools				> 85% of Schools

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–2024
district survey to at least 85%.					
Increase the degree to which staff reflects the ethnic diversity of the student population for SJUSD by 3%.	Non-White Certificated Staff: 21.0% Non-White Classified Staff: 26.0%				Non-White Certificated Staff: 24.0% Non-White Classified Staff: 29.0%
Increase participation of parents of unduplicated students (low-income, English learners, foster or homeless in leadership roles (School Site Council, ELAC, DELAC, LCAP PAC, SPAC, etc.) by 9%.	2019-2020: 36.4%				>45%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family and Community Engagement	Provide information to parents on how to support instructional learning at home. Partner with and build capacity in parents across our diverse district (i.e. West End, Central, East End, etc.) to take leadership roles and step into districtwide decision-making roles to address specific school, region, and districtwide needs. Provide avenues where families are valued as active participants in building and maintain strong school and home relationships.	$599,415.00	Yes
2	Foster Youth Staffing and Services	Wraparound supports focused on attendance, tutoring, academic supports, college and career guidance, and transition from high school to college and career. Communication and marketing to families and students to ensure the success of these services.	$1,449,178.00	Yes
3	Attendance Support for Homeless and Foster Youth	Wraparound services that provide additional support for students and families experiencing homelessness including attendance improvement, transportation, and connection to additional district and community resources that support student basic needs and academic achievement. Communication and marketing to families and students to ensure the success of these services.	$632,752.00	Yes
4	Accessible, Assets-Oriented, and Needs Responsive Schools for English Learners	Provide responsive programs, curriculum, and instruction to support various English learner (EL) student characteristics and experiences. Bilingual Instructional Assistants (BIAs) to provide scaffolded support using primary language to students with beginning, intermediate, and advanced level English proficiency.	$2,793,815.00	Yes
5	Post-Arrival Transition	Support newcomer and refugee students through the use of cultural brokers. Address racial and cultural issues. Provide students with incentives, community service credits, and capacity building through summer programs that incorporate high school mentors as paid interns.	$303,202.00	Yes
6	Access to Public Meetings	Continue and increase access to public meetings via in-person and virtual platforms.	$55,000.00	No
7	Workforce Diversity	Improve recruitment and retention efforts focused on increasing diversity of staff members who represent our student populations; examine and revise policies, regulations and practices to actively recruit diverse staff.	$50,000.00	No

Goal Analysis [2021-2022]

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

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

An explanation of why the LEA has developed this goal.

San Juan Unified School District values an inclusive decision-making approach and relies upon broad engagement as a key driver of continuous improvement in our schools. Beginning with the 2019-2020 school year, San Juan launched an expansive listening and learning process as part of the development of a new district strategic framework and new 3-year LCAP including the following key activities:

- Convening a Strategic Planning Task Force to examine state and local data and generate key questions to guide, and synthesize the results from districtwide listening efforts.
- Holding three Regional School-Community Forums where 324 parents, students, staff, and community members representing 92% of our schools engaged in data-for-equity protocols and provided direct input into the strategic framework.
- Launching the Cultural Brokers Network to conduct listening and learning sessions with parents and students from groups facing particular challenges or whose voice was not captured through traditional engagement mechanisms.

Data played an integral role. Participants in the Strategic Planning Task Force explored Dashboard data and district demographic data with a focus on articulating “who we are, how we’re changing, whose voices are lost in the data, and how we can ensure their voices are not lost in the process.”

Breakout groups were formed by data indicators: chronic absenteeism, suspension rates, academics, graduation rates, and college and career readiness. The groups disaggregated the data on the Dashboard by student sub-group to identify inequities, needs, and further questions that should be asked, such as: “What are the lived experiences of the data from the perspective of our stakeholders?” and “What questions does it generate?”

Next were three Regional Forums attended by site teams made up of administrators, teachers, classified staff, parents, students (at the secondary sites), and community members. These teams used data to surface shared values and address questions posed by the initial Strategic Task Force group. Teams from 92 percent of the school sites participated in one of the three regional forums and provided input into the shared values, focus areas, and equity components of the strategic plan.

Finally, data review and inquiry also occurred at LCAP PAC and DELAC meetings, including an initial session introducing LCAP PAC parents and parents of English learners to the basics of the Dashboard site – how to access it, what it includes, etc., before delving more into the ratings and information. The district’s LCAP team and English Learner Services team further collaborated to align new LCAP goals to the California English Learner Roadmap.

As a result of this process, a strategic framework/LCAP plan was developed in collaboration with stakeholders that includes five goals aligned to the Dashboard data areas that will be used to focus the district’s continuous improvement work.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–2024
Reduce the percent of students who have one or more days of home/in-school suspension by 2%. Reduce the disparity among groups by 5%.	2018-2019: 6.1% Disparity: High of 13.8%				<4.1% Disparity <8.3%
Reduce the number of days of instruction lost to home suspension per 100 students by 2 days. Reduce the disparity among groups by 5 days per 100 students.	2018-2019: 16.9 days Disparity: High of 53 days				<14.9 days Disparity <47 days
Maintain the expulsion rate of students to less than 0.1%.	2018-2019: <0.1%				<0.1%
Reduce the high school dropout rate (based on the 4-year cohort outcomes) by 1.5%. Reduce the disparity among groups by 5%.	2018-2019: 10.9% Disparity: High of 24.2%				<9.4% Disparity <19.2%
Maintain dropout numbers for middle school students (grades 6-8) to fewer than 20 students.	2018-2019 <20 Students				<20 Students
Increase the percent of schools to at least by 5%, where at least 75% of the students respond positively regarding school climate/sense of	Baseline will be set in June 2021				Increase by 5% of schools

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–2024
belonging on the district survey.					
Increase the percent of schools to at least 85%, where at least 75% of the students respond positively regarding safety on the district survey.	2019-2020: 82.5% of schools				>85% of schools
Maintain all schools meeting or exceeding “Good” rating on the Facilities Inspection Tool (FIT).	2019-2020: 100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Multi-Tiered System of Supports for Social-Emotional Health	Provide Tier 1, 2, and 3 supports to sites through direct services to students along with professional development based on site need.	$5,143,354.00	Yes
2	Prevention Services	Support school sites and students to reduce substance abuse and to create physically, socially, and emotionally safe environments.	$297,378.00	Yes
3	Inclusive School Climate and Equity	Build and create culturally responsive, psychologically, socially, emotionally, and academically safe environments by lifting student voice and providing professional development (PD) for staff.	$1,213,541.00	Yes
4	School Climate Assessment and Continuous Improvement	Provide professional development to support sites with alternative practices to suspension (i.e. Positive Behavioral Interventions and Supports - PBIS, Restorative Practices - RP, Social Emotional-Learning - SEL).	$306,508.00	Yes
5	School Site Supports for Safe Environments	Provide and enhance staff trained in culturally responsive and restorative strategies to improve the safe environment of school sites including safety planning and training, safety systems, and student supervision.	$2,357,498.00	No

Goal Analysis [2021-2022]

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

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

An explanation of why the LEA has developed this goal.

San Juan Unified School District values an inclusive decision-making approach and relies upon broad engagement as a key driver of continuous improvement in our schools. Beginning with the 2019-2020 school year, San Juan launched an expansive listening and learning process as part of the development of a new district strategic framework and new 3-year LCAP including the following key activities:

- Convening a Strategic Planning Task Force to examine state and local data and generate key questions to guide, and synthesize the results from districtwide listening efforts.
- Holding three Regional School-Community Forums where 324 parents, students, staff, and community members representing 92% of our schools engaged in data-for-equity protocols and provided direct input into the strategic framework.
- Launching the Cultural Brokers Network to conduct listening and learning sessions with parents and students from groups facing particular challenges or whose voice was not captured through traditional engagement mechanisms.

Data played an integral role. Participants in the Strategic Planning Task Force explored Dashboard data and district demographic data with a focus on articulating “who we are, how we’re changing, whose voices are lost in the data, and how we can ensure their voices are not lost in the process.”

Breakout groups were formed by data indicators: chronic absenteeism, suspension rates, academics, graduation rates, and college and career readiness. The groups disaggregated the data on the Dashboard by student sub-group to identify inequities, needs, and further questions that should be asked, such as: “What are the lived experiences of the data from the perspective of our stakeholders?” and “What questions does it generate?”

Next were three Regional Forums attended by site teams made up of administrators, teachers, classified staff, parents, students (at the secondary sites), and community members. These teams used data to surface shared values and address questions posed by the initial Strategic Task Force group. Teams from 92 percent of the school sites participated in one of the three regional forums and provided input into the shared values, focus areas, and equity components of the strategic plan.

Finally, data review and inquiry also occurred at LCAP PAC and DELAC meetings, including an initial session introducing LCAP PAC parents and parents of English learners to the basics of the Dashboard site – how to access it, what it includes, etc., before delving more into the ratings and information. The district’s LCAP team and English Learner Services team further collaborated to align new LCAP goals to the California English Learner Roadmap.

As a result of this process, a strategic framework/LCAP plan was developed in collaboration with stakeholders that includes five goals aligned to the Dashboard data areas that will be used to focus the district’s continuous improvement work.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–2024
English Language Arts (ELA) California Assessment of Student Performance and Progress (CAASPP): Increase the percentage of students who meet or exceed the ELA standards as measured by CAASPP (SBAC and CAA) by 9%. Reduce disparity among groups by 10%.	2018-2019: 46.6% Disparity: High of 30.9%				>55.6% Disparity <20%
Math California Assessment of Student Performance and Progress (CAASPP): Increase the percentage of students who meet or exceed the math standards as measured by CAASPP (SBAC and CAA) by 9%. Reduce disparity among groups by 10%.	2018-2019: 37.2% Disparity: High of 24.1%				>46.2% Disparity <14%
CAST: Increase the percentage of students who meet or exceed the science standards as measured by CAASPP (CAST and CAA) from 2021-22 baseline by 5%.	Baseline will be set in Spring 2022				Increase by 5% Disparity <10%
Increase the percentage of teachers surveyed reporting implementing	2018-2019 ELA/Math: >80% ELD: 55%				>80% for all areas

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–2024
or innovating levels on the State Content Standards (English language arts (ELA), Math, English language development (ELD), Science, and Social Studies) to at least 80% of all areas.	Science: 46% Social Studies: 53%				
Increase the percentage of English learners by 9% who demonstrate improvement on the English Language Proficiency Assessment for California (ELPAC) using the English Learner Progress Indicator (ELPI).	2018-2019: 51.9%				>60.9%
Increase the percentage of English learner students who are reclassified to 16.6%.	2018-2019: 15.5%				>16.6%
Maintain 100% of the students will have access to standards-aligned instructional materials.	2019-2020: 100%				100%
Maintain 95% or higher rate of teachers properly credentialed and appropriately assigned as required by Williams act.	2019-2020: 100%				>95%
Increase the percentage of students who meet or exceed the English	2018-2019: 57.8% Disparity: High of 27.2%				>65.8% Disparity <17%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–2024
language arts (ELA) standards as measured by text level by 8%. Reduce disparity among groups by 10%.					
Increase the percent of Grade 9 students who have successfully passed IM1 with a C or better by the end of their grade 9 year by 3%. Reduce disparity among groups by 5%.	2018-2019: 61.4% Disparity: High of 46%				>64.4% Disparity <41%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Core Math	Support teachers in creating thinking-based classrooms with rich dialogue, engaging tasks, and targeted assessment. Support strategies to incorporate real-world problem-solving situations. Support teachers in exploring strategies for equitable access that provide access for all students such as culturally responsive teaching and Universal Design for Learning (UDL).	$527,060.00	No
2	Core Literacy	Support practitioners through meaningful professional learning around research-based assessment and literacy instruction that engages students, infuses principles of Universal Design for Learning (UDL), and meets students' specific needs in both English language arts and history-social science.	$88,166.00	No
3	Intervention	Support implementation of interventions using relevant data to target instruction and monitor literacy and math.	$792,642.00	Yes
4	Middle and High School Integrated Math Support	Provide high schools support in IM 1 implementation and funds to support other academic and social-emotional needs. Provide middle schools Pilot Math support to targeted students in need of intervention.	$1,159,640.00	No
5	Integrated and Designated English	Provide meaningful access for English learners (EL) through Integrated & Designated ELD instruction. Implementation support for ELD using evidence-	$7,246,190.00	Yes

Action #	Title	Description	Total Funds	Contributing
	language development (ELD)	based strategies and differentiation based on the academic and language needs of students of various EL profiles and guided by the EL Roadmap.		
6	Science	Support implementation of Next Generation Science Standards (NGSS), including adoption of new instructional materials, focusing on equitable access, engagement, and relevancy for all students.	$74,711.00	No
7	Arts & Physical Education	Provide access to before/after school programs, especially for our targeted groups; professional learning opportunities that provide a broad-based approach to various learning strategies that can be applied across all content areas; ensure students have the materials & supplies needed for learning at school and at home; and enrichment opportunities that provide extended learning beyond the instructional day.	$168,009.00	Yes
8	Academic Supports	Provide staffing for implementation of English language development (ELD) and content standards to support K-12 teachers, administrators, and classified staff	$1,570,220.00	Yes
9	School Site Innovation	Provide support to Title I schools focused on academic and social-emotional learning (i.e. instructional administrative support, co-teaching model, newcomer support).	$2,786,575.00	Yes
10	Professional Growth	In collaboration with San Juan Teachers Association (SJTA), provide peer support and training to new and veteran teachers in a system of professional growth.	$3,349,366.00	No
11	Effective Classroom Instruction	Provide direct coaching and professional development to school site administrators focused on data analysis and supporting practitioner use of data to improve student achievement. Ensure teachers are properly credentialed and appropriately assigned as required by the Williams act.	$261,690,469.00	No

Goal Analysis [2021-2022]

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

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity.

An explanation of why the LEA has developed this goal.

San Juan Unified School District values an inclusive decision-making approach and relies upon broad engagement as a key driver of continuous improvement in our schools. Beginning with the 2019-2020 school year, San Juan launched an expansive listening and learning process as part of the development of a new district strategic framework and new 3-year LCAP including the following key activities:

- Convening a Strategic Planning Task Force to examine state and local data and generate key questions to guide, and synthesize the results from districtwide listening efforts.
- Holding three Regional School-Community Forums where 324 parents, students, staff, and community members representing 92% of our schools engaged in data-for-equity protocols and provided direct input into the strategic framework.
- Launching the Cultural Brokers Network to conduct listening and learning sessions with parents and students from groups facing particular challenges or whose voice was not captured through traditional engagement mechanisms.

Data played an integral role. Participants in the Strategic Planning Task Force explored Dashboard data and district demographic data with a focus on articulating “who we are, how we’re changing, whose voices are lost in the data, and how we can ensure their voices are not lost in the process.”

Breakout groups were formed by data indicators: chronic absenteeism, suspension rates, academics, graduation rates, and college and career readiness. The groups disaggregated the data on the Dashboard by student sub-group to identify inequities, needs, and further questions that should be asked, such as: “What are the lived experiences of the data from the perspective of our stakeholders?” and “What questions does it generate?”

Next were three Regional Forums attended by site teams made up of administrators, teachers, classified staff, parents, students (at the secondary sites), and community members. These teams used data to surface shared values and address questions posed by the initial Strategic Task Force group. Teams from 92 percent of the school sites participated in one of the three regional forums and provided input into the shared values, focus areas, and equity components of the strategic plan.

Finally, data review and inquiry also occurred at LCAP PAC and DELAC meetings, including an initial session introducing LCAP PAC parents and parents of English learners to the basics of the Dashboard site – how to access it, what it includes, etc., before delving more into the ratings and information. The district’s LCAP team and English Learner Services team further collaborated to align new LCAP goals to the California English Learner Roadmap.

As a result of this process, a strategic framework/LCAP plan was developed in collaboration with stakeholders that includes five goals aligned to the Dashboard data areas that will be used to focus the district’s continuous improvement work.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–2024
Increase the percentage of students who graduated high school within 5 years by 1%. Reduce disparity by 5%.	2018-2019: 88.2% Disparity: High of 33.1%				>89.2% Disparity <28%
Increase the percentage of students prepared as measured by the state's college and career indicator by 6%. Reduce disparity by 10%.	2018-2019: 41.1% Disparity: High of 39.1%				>47.1% Disparity <29%
Increase the percentage of graduating seniors who meet the A-G college requirements or complete at least on Career Technical Education (CTE) pathway by 5%. Reduce the disparity by 10%.	2018-2019: 50.1% Disparity: High of 46.7%				>55.1% Disparity <36%
Increase the percent of graduating seniors who receive a passing score on one or more AP or IB exams by 9%. Reduce the disparity by 5%	2018-2019: 21.3% Disparity: High of 21%				>30.3% Disparity <16%
Increase the percentage of grade 12 students who demonstrate college preparedness (conditional or unconditional) as measured by the Early Assessment Program	2019-2020: 53.5% Disparity: High of 40.4%				>60.5% Disparity <30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–2024
(EAP) by 7%. Reduce the disparity by 10%.					
Increase the percentage of grade 12 students who demonstrate college preparedness (conditional or unconditional) as measured by the Early Assessment Program (EAP) by 7%. Reduce the disparity by 10%.	2019-2020: 31.7% Disparity: High of 26.1%				>38.7% Disparity <16%
Broad Course of Study: Increase the percent of students who are receiving a broad course of study: Grades TK-5: Increase by 4%, the number of students (based on grade level) enrolled in English language arts (ELA), math, science, social studies, and PE who have report card grades Grades 6-8: Maintain 95% of students (based on grade level) enrolled in ELA, math, science, social studies, and PE who have report card grades Grade 9-12: Maintain the percent of students	2019-2020 Data TK-5: 90.1% Grades 6-8: 95% Grades 9-12: ELA: 96.6%, Math: 87.2%, Science: 77.2% , Social Studies: 80.1% , Foreign Language: 56.1% , VAPA: 45.7% and PE: 62.7%				TK-5: 95% Grades 6-8: 95% Grades 9-12: ELA: 95%, Math 75%, Science: 75%, Social Studies 87.5%,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–2024
enrolled based on course/graduation requirements: ELA 95%, Math 75%, Science 75%, Social Studies 62.5%, Foreign Language 50%, PE 62.5%, and Virtual and performing arts (VAPA) 25%					
On Track for Graduation: Decrease the percent of students with D/F/1's on their report cards: Elementary Grades: Decrease the percent of students receiving a 1 in English language arts (ELA) or Math by 7% Middle Grades: Decrease the percent of students receiving 25% or more D/F's by 7% High School Grades: Decrease the percent of students receiving 25% or more D/F's by 7%.	Elementary: 2018-2019: 18.2% Disparity: High of 19.7% Middle: 2018-2019: 28.5% Disparity: High of 27.5% High: 2018-2019: 26.6% Disparity: High of 21.6%				Elementary: <15.2% Disparity <15% Middle: <21.5% Disparity <20% High: <19.6% Disparity <15%

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Counseling	Develop and maintain a K-12 comprehensive school counseling curriculum for Tier 1 support for all students (including graduation track and certificate of completion) focused on three domains: Career/College, Academic, and Personal Social.	$1,776,659.00	No
2	Alignment of Resources for English learner Programs and Services	Align interpreters and bilingual assistants to the six most commonly spoken languages other than English to support the academic success of our English learners and newcomers. Provide programs to meet the needs of specific populations: Newcomers, Long-term English learners (LTELs); grade-level programs such as English Language Proficiency Assessments for California (ELPAC) boot camp. Staff to translate foreign transcripts. School-Community Resource Assistants to support families with understanding available school programs, internal and external resources, parent-teacher conferences, etc. Translators to support students and families with Individualized Education Plan (IEP), enrollment, translation of documents, and interpretation.	$920,497.00	Yes
3	Post-Secondary Opportunities and Exposure	Expose students to opportunities through lessons in Naviance, counseling core instruction, and Career Technical Education (CTE) outreach so that all students will know and understand post-secondary opportunities such as community colleges, universities, military, trade schools, and career pathways where students can begin working immediately after graduating from high school.	$479,261.00	Yes
4	Alternative Education and Credit Recovery	Provide students with alternative and credit recovery options to high school graduation and exposure to college/career options to support students who want an alternative route to finish high school and for students who become credit deficient.	$1,996,421.00	Yes
5	Summer Opportunities and Enrichment	Intervention and enrichment opportunities for students who are at risk from not being on grade level.	$1,158,387.00	Yes
6	Early Childhood Education	Support all students and families by offering enrollment into summer programs focused on transitioning into the TK-12 system. Educate parents on the process for enrollment through the years and prepare students for the behavioral and educational elements of an elementary student. Promote community building into the transition.	$199,854.00	Yes
7	AVID	Provide AVID (Advancement Via Individual Determination) program to 7 middle school and 12 high school sites to support students with college access and skill development to be successful in post-secondary.	$1,697,088.00	Yes
8	Career Technical Education (CTE) Pathway Articulation and CTE Advancement	Provide students with opportunities to explore career pathways at the elementary and middle grades and experience pathways at the high school level.	$2,854,130.00	No

Action #	Title	Description	Total Funds	Contributing
9	K-8 College and Career Strength Finding/Career Planning & Support	Support all students in grades TK-8 in student career planning to include social emotional awareness, strengths finder, and self-discovery as they relate to and support the college and career Indicators.	$20,000.00	No
10	District System Supports for Continuous Improvement	Site funding to implement continuous improvement principles and practices with stakeholders focused on improving and increasing services for targeted student groups. This includes staffing, professional learning, and supplies.	$5,717,614.00	Yes

Goal Analysis [2021-2022]

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

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-2022]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.78%	$36,283,965

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

Our 2017-2020 LCAP was designed around two goals. One notable change to the 2021-2024 LCAP is that it is designed around four goals. This change was a result of an expansive listening and learning process to develop a new district strategic framework with stakeholders that included four new focus area goals. This work also resulted in new and revised 2021-2024 LCAP actions that were aligned to our new strategic framework and focus area goals.

In order to identify the needs of our foster youth, homeless youth, English learners, and low-income students, we reviewed statewide summative data and local data. The disruption of COVID-19, however, resulted in the absence of statewide summative data in 2020-2021 so we relied on data from 2019-2021 as well as local data to inform our actions.

After reviewing the data, we then conducted a causal analysis to better understand why we are getting the current outcomes. Through this process, we identified key drivers and actions to achieve our goals and where to target our funds most effectively. We also developed a plan for how to implement and monitor progress of our actions LEA-wide using our continuous improvement model.

To explain how the needs of our foster youth, homeless youth, English learners, and low-income students were considered first and how these actions will be effective in meeting the goals for these students, the following section will be organized by each of our four goals and include the following information:

- **Needs Assessment of Unduplicated Students:** Summary of statewide data and local data
- **Actions:** Key actions to achieve our goal and where to target funds most effectively
- **Expected Measurable Outcomes:** The intended impact of services for our unduplicated students

GOAL #1: Connected School Communities - Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our schools have to offer.

Needs Assessment of Unduplicated Students:
2019-2020 Attendance Rates:

- Low-income youth (94.5%), foster youth (91.8%), and homeless youth (91.5%) attendance rate is low compared to the district's overall student attendance rate (96.2%)
- Chronically absent students' rates remain high for low-income students (17.7%), foster youth (26.3%), and homeless youth (32.6%) compared to the district's overall chronically absent student rate (10.5%)

2019-2020 School Climate Survey – Title 1 sites, grades 4-11:

- Caring Relationships and High Expectations:
  - 58.3% of students state school climate is positive, nurturing, and caring
  - 83.4% of students state there is an adult on campus who listens to them when they have something to say
- Meaningful Participation:
  - 62.2% of students state the quality of classes and activities offered meet their interests and talents
  - 74.4% of students state they are motivated and engaged in what they are learning
- Parent Engagement:
  - 68.8% of parents state their student's school actively seeks the input of parents and staff before making important decisions
  - 86% of parents state teachers provide information about their child's performance to parents who speak a language other than English
  - 87.6% of parents state translated materials (or a translator) for their language are available when they come to school

2020-2021 Stakeholder input themes include:

- Increase staff that looks like the diverse student school population
- Parent and family engagement
- Academic supports
- Family leadership resources
- Mental health supports
- Teacher support and communication
- Mentoring opportunities
- Bilingual instructional assistants and translators
- English language development classes, English learner teachers, newcomer programs, English learner summer school, English Language Proficiency Assessments for California (ELPAC) test preparation classes
- Parent orientation classes – college/career, navigating American society, credit recovery, Technology, and graduation requirements
- Additional targeted communication for vulnerable groups
- Access to supplies, basic needs, and technology support
- Family activities

Actions:

- Family & Community Engagement - Provide information to parents on how to support instructional learning at home. Partner with and build capacity in parents across our diverse district (i.e. West End, Central, East End, etc.) to take leadership roles and step into districtwide decision-making roles to address specific school, region, and districtwide needs. Provide avenues where families are valued as active participants in building and maintain strong school and home relationships.
- Foster Youth Staffing and Services - Wraparound supports focused on attendance, tutoring, academic supports, college and career guidance, and transition from high school to college and career. Communication and marketing to families and students to ensure the success of these services.
- Attendance Support for Homeless and Foster Youth - Wraparound services that provide additional support for students and families experiencing homelessness including attendance improvement, transportation, and connection to additional district and community resources that support student basic needs and academic achievement. Communication and marketing to families and students to ensure the success of these services.
- Accessible, Assets-Oriented, and Needs Responsive Schools for English Learners - Provide responsive programs, curriculum, and instruction to support various English learner (EL) student characteristics and experiences. Bilingual Instructional Assistants (BIAs) to provide scaffolded support using primary language to students with beginning, intermediate, and advanced level English proficiency.

- Post-Arrival Transition - Support newcomer and refugee students through the use of cultural brokers. Address racial and cultural issues. Provide students with incentives, community service credits, and capacity building through summer programs that incorporate high school mentors as paid interns.

Expected Measurable Outcomes:

- Increase the number of positive connections between families, students, and school sites
- Improve reading and math outcomes
- Increase capacity of families & teachers to co-create SMART goals focused on math and reading
- Increase graduation rate of targeted students
- Increase participant confidence in their ability to support their child's academic and social-emotional needs by developing related skills
- Reduce chronic absenteeism of foster youth
- Improve support to foster youth in transition between McKinney Vento (MKV) and foster youth and transitioning to larger comprehensive high schools
- Improve the enrollment process
- Increase the quantity and quality of tutoring and credit recovery available
- Increase the quantity of social-emotional supports provided
- Increase access to career technical pathways and career planning.
- Increase the quantity of students who are college and career ready at graduation
- Increase the quantity of supports, resources, and interventions connected to student attendance and achievement
- Decrease barriers to accessing and attending school
- Improve quality of instruction to develop English proficiency
- Increase access for families to critical information related to safety, instruction, and home school connections.
- Improve the quality of post-arrival transition to the American school system

GOAL #2: Healthy Environments for Social and Emotional Growth - All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

Needs Assessment of Unduplicated Students

2019-2020 Suspension Rates:

- Home school suspension rates remain high for homeless youth (16%) and foster youth (29.6%)
- In-school suspension rates for English learners (3.4%), low-income (3.2%), foster youth (5.4%), and homeless youth (4.7%) are improving, but data reflect a need for further in-school suspension rate reductions

2019-2020 Dropout Rates:

- High school dropout rates remain high for homeless youth (12%) and foster youth (29.6%)

2019-2020 School Climate Survey – Title 1 sites, grades 4-11:

- Sense of Belonging:
  - 56.9% of students feel they are a part of their school community
  - 61.2% of students feel that adults at their school treat students fairly
  - 58.6% of students feel close to people at their school
  - 56.9% of students are happy to be at their school
  - 58.1% of students state they are asked to provide feedback to their teachers about how they think their classes should be improved
- Safety:
  - 65.3% of students feel safe at their school both before and after school
  - 71% of students state that concerns regarding safety are addressed appropriately at their school
  - 62.2% of students state their school is a safe place for all students
  - 38.6% of students state bullying is an issue on their campus

2020-2021 Stakeholder input themes include:

- Mental health supports and improved access
- Social-emotional supports
- Safe, trusting, and comfortable spaces for all students
- Teacher supports
- COVID safety protocols
- Peer interaction opportunities
- Increase student voice
- Increase opportunities to address racial and diversity issues
- Adult allies
- Alternatives to suspension
- Sharing different perspectives/experiences
- Conflict resolution
- Inclusion of English learners and students with disabilities in classrooms, events, activities, clubs, and groups
- Prevention services: bullying and substance abuse

Actions:

- Multi-Tiered System of Supports for Social-Emotional Health - Provide Tier 1, 2, and 3 support to sites through direct services to students along with professional development based on site need.
- Prevention Services - Support school sites and students to reduce substance abuse and to create physically, socially, and emotionally safe environments.
- Inclusive School Climate and Equity - Build and create culturally responsive, psychologically, socially, emotionally, and academically safe environments by lifting student voice and providing Professional Development (PD) for staff.
- School Climate Assessment and Continuous Improvement - Provide professional development to support sites with alternative practices to suspension (i.e. Positive Behavior Interventions and Supports-PBIS, Restorative Practices-RP, Social Emotional Learning-SEL).

Expected Measurable Outcomes:

- Reduce the number of behavioral referrals and exclusionary discipline practices
- Increase positive social-emotional interactions with adults and peers
- Increase support for students with exceptional needs in full inclusion programs
- Increase participation in support programs and prevention education opportunities
- Improve attendance
- Increase the number of students served needing vaccinations throughout the year
- Increase the number of students who are college and career ready
- Increase student awareness of identity, diversity, justice, and action within our community
- Reduce barriers and increase access to programs for targeted student populations
- Increase student voice and opportunities to provide input regarding decisions being made in the system

GOAL #3: Engaging Academic Programs - All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge, and experiences preparing all to be critical thinkers who communicate effectively, collaborate, and are civic minded.

Needs Assessment of Unduplicated Students

2019-2020 Text level grades K-2:

- K-2 reading levels remain low for low-income youth (41.5%), foster youth (37.5%), homeless youth (36.6%), and English learners (31.5%)

2019-2020 NWEA Measures of Academic Progress (MAP) – Reading, grades 3-8:

- Students reading at or above grade level remain low for low-income youth (26.4%), foster youth (17.2%), homeless youth (15.8%), and English learners (4.0%)

2019-2020 NWEA Measures of Academic Progress (MAP) – Math, grades 3-8:

- Students performing at or above grade level in math remain low for low-income youth (18.4%), homeless youth (15.4%), English learners (5.3%), and foster youth (4.9%)

2019-2020 Integrated Math 1:

- The percent of 9th grade students expected to successfully complete Integrated Math 1 (IM1) with a "C" or better or receive credit remain low for low-income youth (59.2%), English learners (43.5%), homeless youth (37.0%), and foster youth (35.7%)

2018-2019 English Learner Proficiency Assessments of California (ELPAC):

- 51.9% of English learners increased one English Language Progress Indicator (ELPI) level

2019-2020 Summative ELPAC:

- Due to COVID-19, the district was only able to assess 61% of English learners of which 6.3% scored fluent

2019-2020 Reclassification:

- 3.7% of English learners reclassified

2020-2021 Stakeholder input themes include:

- Shared practices to support student learning
- Equity and differentiation for all students
- Ensure curriculum and materials for home use
- Increase supports for English learners in English language arts, science, math, and social science
- Match interventions to assessment data
- Flexibility in course design and curriculum
- Math supports – including hands-on activities
- Science, technology, engineering, arts, and mathematics (STEAM)
- Guided Language Acquisition Design (GLAD) and primary language support
- Summer school enrichment opportunities
- Build more intervention time in the school day
- Increase support for Long-term English learners, English learners, and refugee/newcomer
- Tutoring – Online, after-school, and embedded in the school day
- Offer English learner professional development (PD) to bilingual instructional assistants (BIAs), translators, and other staff besides teachers

Actions:

- Intervention - Support implementation of interventions using relevant data to target instruction and monitor literacy and math.
- Integrated and Designated English Language Development (ELD) - Provide meaningful access for English learners (EL) through Integrated & Designated ELD instruction. Implementation support for ELD using evidence-based strategies and differentiation based on the academic and language needs of students of various EL profiles and guided by the EL Roadmap.
- Arts & Physical Education - Provide access to before and after-school programs, especially for our targeted groups; professional learning opportunities that provide a broad-based approach to various learning strategies that can be applied across all content areas; ensure students have the materials & supplies needed for learning at school and at home; and enrichment opportunities that provide extended learning beyond the instructional day.
- Academic Supports - Provide staffing for implementation of ELD and content standards to support K-12 teachers, administrators, and classified staff.
- School Site Innovation - Provide support to Title I schools focused on academic and social-emotional learning (i.e. instructional administrative support, co-teaching model, newcomer support).

Expected Measurable Outcomes:

- Ensure that students are monitored and provided targeted assistance through Multi-Tiered System of Supports (MTSS) to reduce barriers to academic success
- Increase instruction through out-of-school time tutoring
- Provide access to the language development courses and supplemental materials needed to support students in designated ELD classes
- Increase access and opportunity for students to participate in the arts, sports, and physical activities
- Improve the quality of instruction through learning activities that are culturally responsive, historically broad in perspective, and reflective of their individual and community experiences
- Increase access to quality cultural spaces that otherwise might be inaccessible to targeted students
- Provide relevant fieldwork experiences in the arts, sports, and physical activities
- Increase free access to quality instruments, equipment, materials, and supplies to students who wish to participate in available programs who would otherwise not be able to participate without these resources
- Provide support to staff to assist in understanding and instructing English learners
- Increasing administrative support to promote student positive academic and behavioral outcomes
- Increase access to additional academic instruction to encourage language acquisition and access content

Goal #4: Clear Pathways to Bright Futures - Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts, prepares them for college, career and bright futures filled with opportunity.

Needs Assessment of Unduplicated Students

2019-2020 Graduation Rate:

- Four-year graduation rates remain low for low-income youth (82.3%), English learners (77.1%), homeless youth (69.3%), and foster youth (51.9%)

2019-2020 On Track for Graduation:

- Elementary: The percent of students receiving a “1” on their report card in English language arts or math remain high for low-income (31.9%), foster youth (36.3%), homeless youth (38.8%), and English learners (45.7%)
- Middle School: The percent of students receiving 25% or more D/F’s on their report card remain high for low-income youth (40.4%), foster youth (47.2%), English learners (48.5%), and homeless youth (58.9%)
- High School: The percent of students receiving 25% or more D/F’s on their report card remain high for low-income youth (40.5%), English learners (50.3%), foster youth (52.5%), and homeless youth (54.5%)

2019-2020 College and Career Indicators:

- The percent of graduating seniors who complete all A-G requirements prior to graduating remain low for low-income youth (30.5%), homeless youth (20.5%), English learners (16.9%), and foster youth (7.1%)
- The percent of graduating seniors who complete all A-G requirements or a career technical sequence capstone course prior to graduating remain low for low-income youth (37.8%), homeless youth (26.5%), English learners (26.4%), and foster youth (10.7%)
- The percent of seniors who receive a college-ready qualifying score on an Advanced Placement test at any time during their high school years remain low for low-income youth (8.9%), homeless youth (3.2%), English learners (1.3%), and foster youth (0.0%)
- The percent of seniors who are college-ready/conditionally ready as measured on the Early Assessment Program (EAP) for math remain low for low-income youth (14.5%), homeless youth (5.6%), English learners (3.5%) and foster youth (0.0%%)
- The percent of seniors who are college-ready/conditionally ready as measured on the Early Assessment Program (EAP) for English language arts remain low for low-income youth (33.4%), homeless youth (29.4%), foster youth (17.6%), and English learners (1.3%)

2019-2020 Broad Course of Study:

- Elementary: The percent of students receiving a broad course of study remain low for low-income youth (86.8%), foster youth (84.5%), homeless youth (84.5%), and English learners (79.5%)

2019-2020 School Climate Survey – Title 1 sites, grades 4-11:

- College and Career:
  - 79.4% of students state they and their parents are well-informed on the use of Naviance to develop their student pathway
  - 65.5% of students state they know what they want to be when they grow up
  - 65.7% of students state they know the kinds of courses they need to pass to be prepared for college

2020-2021 Stakeholder input themes include:

- College, career and life skills support and planning
- English learner summer school
- Adult availability to support young learners – expose, explore, and experience
- Summer school enrichment activities
- English language development, English learners, and newcomer programs
- Credit recovery and learning loss strategies
- Community service and internship opportunities
- English Language Proficiency Assessments of California (ELPAC) test preparation classes
- College visits, application support, and career exploration
- Scholarship opportunities
- Access to academic support

Actions:

- Alignment of Resources for English Learner Programs and Services - Align interpreters and Bilingual Instructional Assistants (BIAs) to the six most commonly spoken languages other than English to support the academic success of our English learners and newcomers. Provide programs to meet the needs of specific populations: Newcomers, Long-term English learners (LTELs); grade-level programs such as English Language Proficiency Assessments for California (ELPAC) boot camp. Staff to translate foreign transcripts. School-Community Resource Assistants to support families with understanding available school programs, internal and external resources, parent-teacher conferences, etc. Translators to support students and families with Individualized Education Plan (IEP), enrollment, translation of documents, and interpretation.
- Post-Secondary Opportunities and Exposure - Expose students to opportunities through lessons in Naviance, counseling core instruction, and Career Technical Education (CTE) outreach so that all students will know and understand post-secondary opportunities such as community colleges, universities, military, trade schools, and career pathways where students can begin working immediately after graduating from high school.
- Alternative Education and Credit Recovery - Provide students with alternative and credit recovery options to high school graduation and exposure to college/career options to support students who want an alternative route to finish high school and for students who become credit deficient.
- Summer Opportunities and Enrichment - Intervention and enrichment opportunities for students who are at risk of not being on grade level.
- Early Childhood Education - Support all students and families by offering enrollment into summer programs focused on transitioning into the TK-12 system. Educate parents on the process for enrollment through the years and prepare students for the behavioral and educational elements of an elementary student. Promote community building into the transition.
- AVID - Provide AVID (Advancement Via Individual Determination) program to 7 middle school and 12 high school sites to support students with college access and skill development to be successful in post-secondary.
- District System Supports for Continuous Improvement - Site funding to implement continuous improvement principles and practices with stakeholders focused on improving and increasing services for targeted student groups. This includes staffing, professional learning, and supplies.

Expected Measurable Outcomes:

- Provide access to English learner (EL) parents to enter adult ed classes to work towards earning a high school diploma to enable parents of San Juan students to better assist their students in the educational process
- Improve the quality of services that English learners receive by ensuring appropriate placement in English language development (ELD) classes and other programs as appropriate
- Improve the quality of services by ensuring students can enroll in the appropriate courses to meet their post-graduation goals
- Increase access to Advanced Placement (AP) and International Baccalaureate (IB) classes and increase the number of students who take the AP and IB test
- Provide students with the opportunity to recover credits within their comprehensive schools
- Increase the number of students with passing grades in courses
- Increase the number of students who are in jeopardy of failing to earn a passing grade in courses
- Increase language proficiency and reclassification rates for EL students
- Increase the number of students who can read at grade level by third grade
- Increase the quantity of students who have access to the resources, supports, and skills to be successful in post-secondary
- Increase financial resources to expand, adopt, or implement new practices
- Improve alignment of School Plan for Student Achievement (SPSA) actions, goals, and expenditures to support targeted populations
- Improve system capacity to identify student needs, take action in partnership with stakeholders, and measure impact of work.
- Increase quantity and improve quality of input and feedback with stakeholders

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

Based on the California Department of Education (CDE) formula calculator, San Juan Unified School District's (SJUSD) 2021-2022 Local Control Funding Formula (LCFF) Supplemental Grant is projected to be $36,283,965. This is an increase of $468,313 over last year's LCFF Supplemental Grant allocation of $35,815,654 which targeted similar student populations.

SJUSD educates approximately 38,945 students in kindergarten through 12th grade. Currently, 18,382 students qualify as low-income, 6,456 students are identified as English learners, 1,830 students are identified as homeless, and 156 students are identified as foster youth. In San Juan, the population of unduplicated pupils is not necessarily concentrated in a few schools. While the district has 13 sites with rates of unduplicated students exceeding 75%, two of every three schools have rates in excess of 40%. School populations are changing and ten schools have rates of unduplicated students below 25%. This demographic distribution across schools supports the conclusion that services or actions directed in support of the targeted populations are needed at all schools. However, LCFF supplementally-funded actions at schools with densities below 40% are focused on targeted student populations.

The actions and services in San Juan's LCAP are targeted toward supporting students with the greatest need and/or the lowest performance. An examination of students who are failing to meet expected outcomes revealed that students who are English learners, foster youth, homeless youth, and/or low-income are continually overrepresented. The remaining students who are struggling do not fall into one of the targeted groups of students but are enrolled across the district. Each student who is not meeting expected outcomes has a need for tiered services, more skilled teachers, and access to a strong standards-based instructional program. By distributing focused actions and services across schools, with an emphasis on our unduplicated student groups, we intend to increase the rate of student success for all students.

This year's LCAP includes actions and services intended to support both academic and social-emotional growth. Programs or services targeted to specific groups and sites are included, as well as other actions or services that support our ability to meet the needs of struggling students regardless of which school they attend.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$36,332,565.00	$268,760,666.00	$685,908.00	$5,695,461.00	$311,474,600.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$302,688,566.00	$8,786,034.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Foster Youth Low Income	Family and Community Engagement	$599,415.00				$599,415.00
1	2	Foster Youth	Foster Youth Staffing and Services	$889,301.00		$99,999.00	$459,878.00	$1,449,178.00
1	3	Foster Youth	Attendance Support for Homeless and Foster Youth	$632,752.00				$632,752.00
1	4	English	Accessible, Assets-Oriented, and Needs Responsive Schools for English Learners	$2,349,156.00			$444,659.00	$2,793,815.00
1	5	English	Post-Arrival Transition	$50,000.00			$253,202.00	$303,202.00
1	6	All	Access to Public Meetings				$55,000	$55,000
1	7	English learners, Refugee, African American, Latino	Workforce Diversity	$50,000.00				$50,000.00
2	1	English Foster Youth Low Income	Multi-Tiered System of Supports for Social-Emotional Health	$3,373,608.00	$378,785.00	$123,821.00	$1,267,140.00	$5,143,354.00
2	2	English Foster Youth Low Income	Prevention Services	$297,378.00				$297,378.00
2	3	English Foster Youth Low Income	Inclusive School Climate and Equity	$1,213,541.00				$1,213,541.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	English Foster Youth Low Income	School Climate Assessment and Continuous Improvement	$132,095.00	$21,935.00		$152,478.00	$306,508.00
2	5	All	School Site Supports for Safe Environments	$993,919.00	$1,289,446.00	$74,133.00		$2,357,498.00
3	1	All	Core Math	$527,060.00				$527,060.00
3	2	All	Core Literacy	$43,858.00	$44,308.00			$88,166.00
3	3	English Foster Youth Low Income	Intervention	$792,642.00				$792,642.00
3	4	Middle and high school students	Middle and High School Integrated Math Support	$1,010,824.00	$148,816.00			$1,159,640.00
3	5	English	Integrated and Designated English language development (ELD)	$7,246,190.00				$7,246,190.00
3	6	All	Science		$74,711.00			$74,711.00
3	7	English Foster Youth Low Income	Arts & Physical Education	$145,561.00	$22,448.00			$168,009.00
3	8	English	Academic Supports	$780,992.00	$274,437.00	$235,603.00	$279,188.00	$1,570,220.00
3	9	English Foster Youth Low Income	School Site Innovation	$2,786,575.00				$2,786,575.00
3	10	All	Professional Growth	$117,006.00	$1,979,605.00	$132,665.00	$1,120,090.00	$3,349,366.00
3	11	All	Effective Classroom Instruction	$274,320.00	$261,416,149.00			$261,690,469.00
4	1	All	School Counseling	$1,637,260.00	$139,399.00			$1,776,659.00
4	2	English	Alignment of Resources for English learner Programs and Services	$900,810.00		$19,687.00		$920,497.00
4	3	English Foster Youth Low Income	Post-Secondary Opportunities and Exposure	$464,261.00	$15,000.00			$479,261.00
4	4	English Foster Youth Low Income	Alternative Education and Credit Recovery	$1,555,350.00	$441,071.00			$1,996,421.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	5	English Low Income	Summer Opportunities and Enrichment				$1,158,387.00	$1,158,387.00
4	6	English Foster Youth Low Income	Early Childhood Education	$75,000.00			$124,854.00	$199,854.00
4	7	English Foster Youth Low Income	AVID	$1,656,077.00	$41,011.00			$1,697,088.00
4	8	All	Career Technical Education (CTE) Pathway Articulation and CTE Advancement		$2,473,545.00		$380,585.00	$2,854,130.00
4	9	All	K-8 College and Career Strength Finding/Career Planning & Support	$20,000.00				$20,000.00
4	10	English Foster Youth Low Income	District System Supports for Continuous Improvement	$5,717,614.00				$5,717,614.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$31,658,318.00	$37,471,901.00
LEA-wide Total:	$31,658,318.00	$37,471,901.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Family and Community Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$599,415.00	$599,415.00
1	**2**	Foster Youth Staffing and Services	LEA-wide	Foster Youth	All Schools	$889,301.00	$1,449,178.00
1	**3**	Attendance Support for Homeless and Foster Youth	LEA-wide	Foster Youth	All Schools	$632,752.00	$632,752.00
1	**4**	Accessible, Assets-Oriented, and Needs Responsive Schools for English Learners	LEA-wide	English Learners	All Schools	$2,349,156.00	$2,793,815.00
1	**5**	Post-Arrival Transition	LEA-wide	English Learners	Specific Schools: Schools highly impacted with newcomer students	$50,000.00	$303,202.00
2	**1**	Multi-Tiered System of Supports for Social-Emotional Health	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Low, medium, and high density schools	$3,373,608.00	$5,143,354.00
2	**2**	Prevention Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$297,378.00	$297,378.00
2	**3**	Inclusive School Climate and Equity	LEA-wide	English Learners	All Schools	$1,213,541.00	$1,213,541.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
2	4	School Climate Assessment and Continuous Improvement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$132,095.00	$306,508.00
3	3	Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	$792,642.00	$792,642.00
3	5	Integrated and Designated English language development (ELD)	LEA-wide	English Learners	All Schools	$7,246,190.00	$7,246,190.00
3	7	Arts & Physical Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	$145,561.00	$168,009.00
3	8	Academic Supports	LEA-wide	English Learners	All Schools	$780,992.00	$1,570,220.00
3	9	School Site Innovation	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Title 1 sites, Dyer-Kelly	$2,786,575.00	$2,786,575.00
4	2	Alignment of Resources for English learner Programs and Services	LEA-wide	English Learners	All Schools	$900,810.00	$920,497.00
4	3	Post-Secondary Opportunities and Exposure	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High schools	$464,261.00	$479,261.00
4	4	Alternative Education and Credit Recovery	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: High schools including El Sereno, Meraki, La Entrada, Encina, Fair Oaks, San Juan, Marvin Marshall, General Davie Center	$1,555,350.00	$1,996,421.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	5	Summer Opportunities and Enrichment	LEA-wide	English Learners Low Income	Specific Schools: Schools serving low-income students		$1,158,387.00
4	6	Early Childhood Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	$199,854.00
4	7	AVID	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle schools and high schools	$1,656,077.00	$1,697,088.00
4	10	District System Supports for Continuous Improvement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,717,614.00	$5,717,614.00

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the

requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–2022, 2022–2023, and 2023–2024 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–2019 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–2024 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–2022. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–2023, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–2024, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–2025, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–2025 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-2024**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–2024 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–2022**.	Enter information in this box when completing the LCAP for **2021–2022**.	Enter information in this box when completing the LCAP for **2022–2023**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–2024**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–2025**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–2022**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal

that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–2024 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal** #: Enter the LCAP Goal number for the action.
- **Action** #: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

    - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

    - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-2

MEETING DATE: 06/08/2021

SUBJECT: San Juan Choices Charter School Local Control and Accountability Plan (LCAP)

CHECK ONE:
For Discussion: ☒
For Action: ☐
Report: ☐
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

DEPARTMENT: Admissions and Family Services

ACTION REQUESTED:
The superintendent is recommending that the board hold a public hearing regarding revisions to the San Juan Choices Charter School 2021-2024 LCAP.

Action anticipated: 06/22/2021.

RATIONALE/BACKGROUND:
The LCAP includes eight state priority areas: Implementation of Common Core State Standards (CCSS) and English Language Standards (EL), Student Achievement, Student Engagement, School Climate, Parental Involvement, Course Access, Basic Services and other student outcomes. The State of California requires extensive community and stakeholder input in the creation of the plan prior to bringing it forward to the Board of Education for action. Additionally, the state requires that a review of the State Accountability Dashboard be included as one source of data that informs the revised plan. This year's 2021-2024 LCAP includes the 2019-2020 LCAP Annual Update and 2020-2021 Learning Continuity and Attendance Plan Annual Update. The three-year LCAP must be board approved prior to the adoption of next year's budget.

ATTACHMENT(S):
A: San Juan Choices Charter School 2021-2024 Local Control and Accountability Plan

CHOICES COMMITTEE ACTION/COMMENT:
Advisory Council: 04/14/2021
Family Focus Group: 04/26/2021
Staff: 05/06/2021
Leadership Team: 05/13/2021
Director and Self-Study Coordinator: 05/14/2021

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 06/01/2021

FISCAL IMPACT:
Estimated cost for current budget year: $3,306,980
Base, Supplemental, and Categorical Funds (General, Adult Ed, etc.)
Year 1 (FY 2021-22) = $3,306,980
Total = $3,306,980
Current Year Only ☐ On-going ■

LCAP/STRATEGIC PLAN:
Goal: N/A Focus: N/A
Action: N/A
Strategic Plan: N/A

PREPARED BY: Michele Flagler, Director, Admissions and Family Services

APPROVED BY: Debra Calvin, Ed.D., Assistant Superintendent, Educational Services DC
Melissa Bassanelli, Deputy Superintendent, Schools and Student Support MB
Kent Kern, Superintendent of Schools KK

2021

Draft San Juan Choices Charter School 2021-2024 Local Control and Accountability Plan (Attachment A)

To be presented to the Board of Education for a Public Hearing
June 8, 2021

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DRAFT LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Juan Choices Charter School

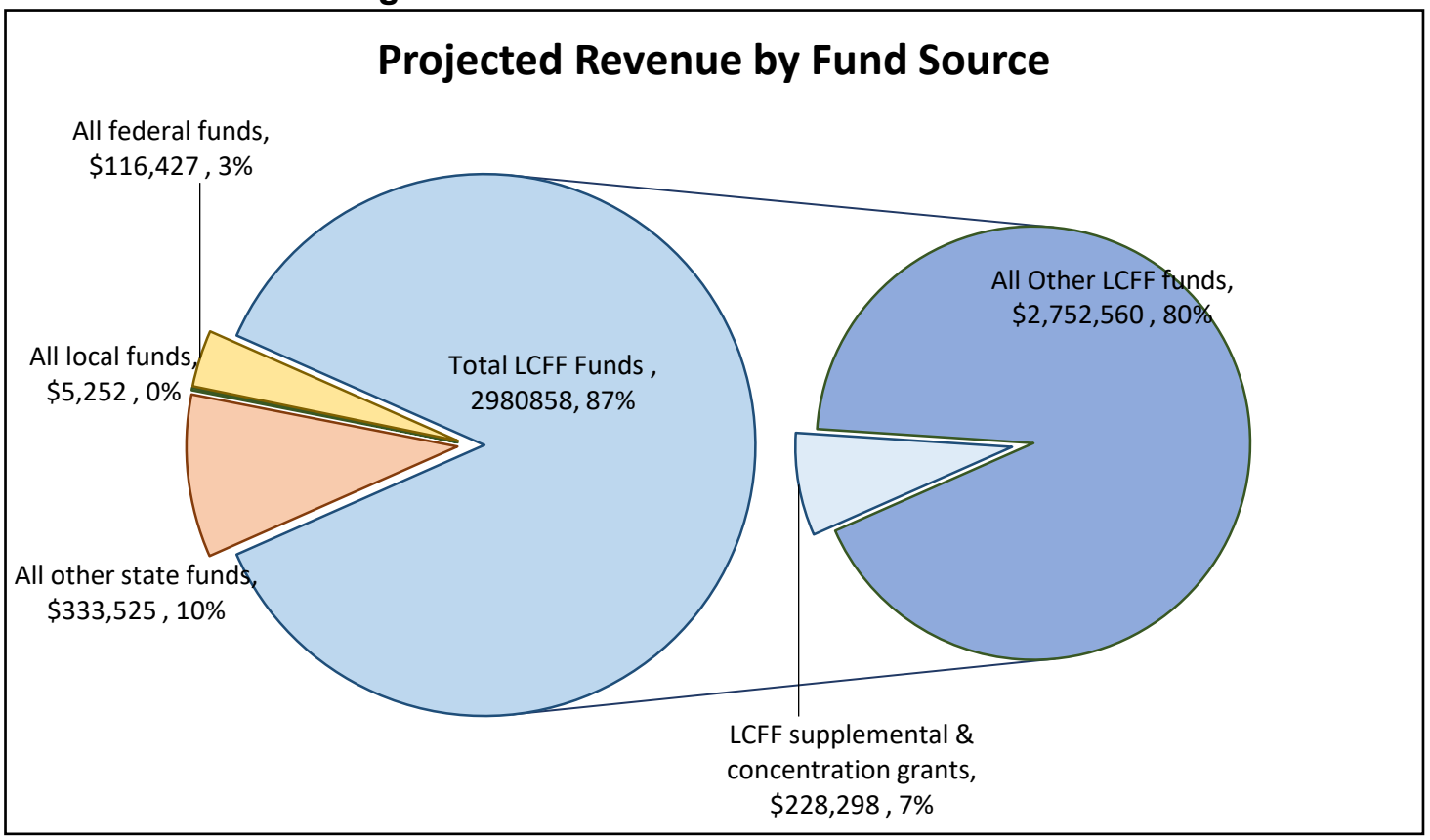
CDS Code: 34 67447 3430758

School Year: 2021 – 22

LEA contact information: Tony Oddo; (916) 979-8378; toddo@sanjuan.edu

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

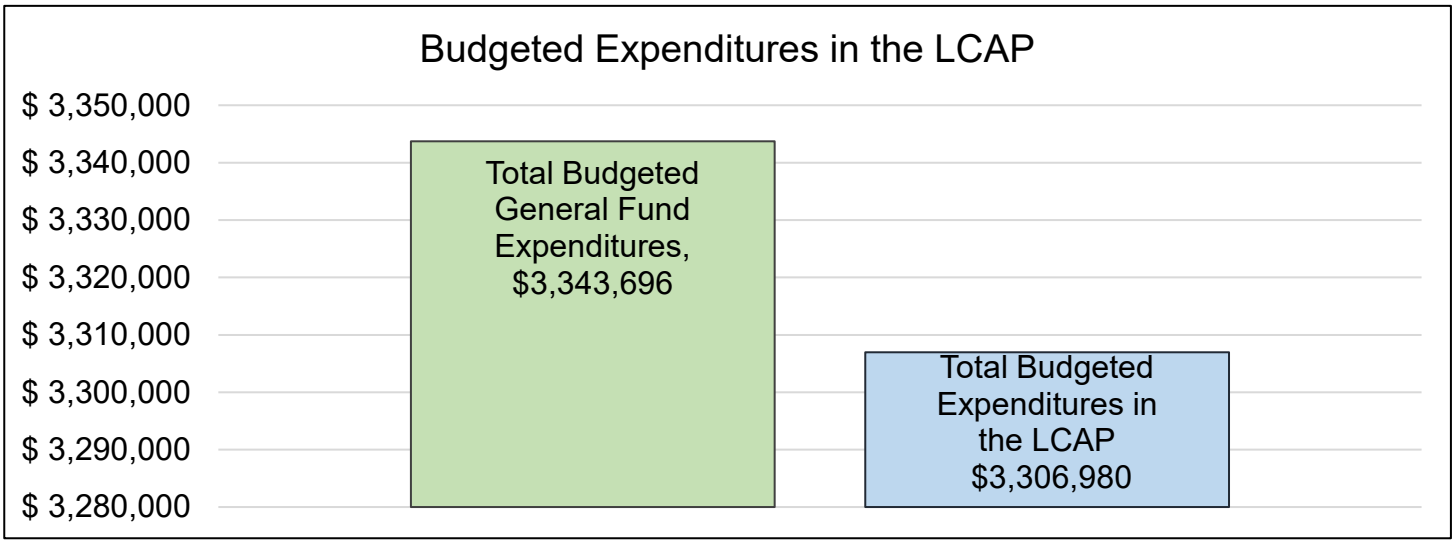


This chart shows the total general purpose revenue San Juan Choices Charter School expects to receive in the coming year from all sources.

The total revenue projected for San Juan Choices Charter School is $3,436,062.00, of which $2,980,858.00 is Local Control Funding Formula (LCFF), $333,525.00 is other state funds, $5,252.00 is local funds, and $116,427.00 is federal funds. Of the $2,980,858.00 in LCFF Funds, $228,298.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much San Juan Choices Charter School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

San Juan Choices Charter School plans to spend $3,343,696.00 for the 2021 – 22 school year. Of that amount, $3,306,980.00 is tied to actions/services in the LCAP and $36,716.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

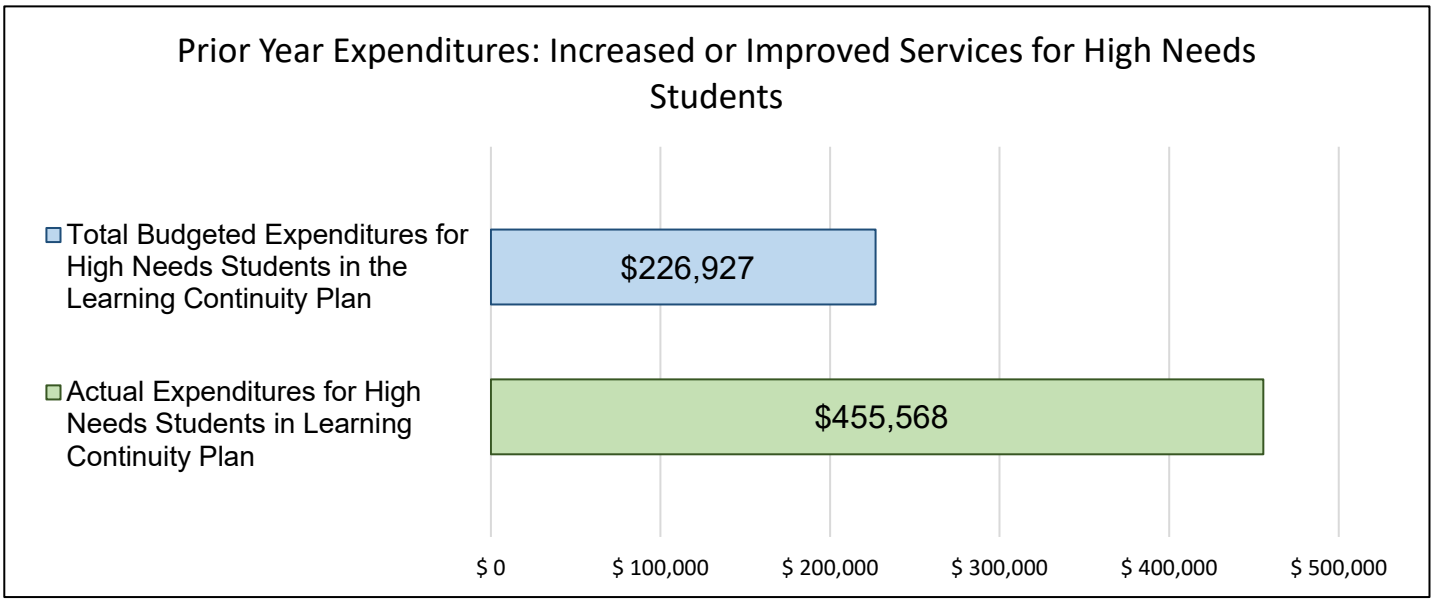
Unrestricted operational costs such as facility lease costs, utilities, property and liability insurance, contribution to SJUSD for cntral services, and technology purchased with restricted grant funds.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, San Juan Choices Charter School is projecting it will receive $228,298.00 based on the enrollment of foster youth, English learner, and low-income students. San Juan Choices Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. San Juan Choices Charter School plans to spend $293,703.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what San Juan Choices Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what San Juan Choices Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, San Juan Choices Charter School's Learning Continuity Plan budgeted $226,927.00 for planned actions to increase or improve services for high needs students. San Juan Choices Charter School actually spent $455,568.30 for actions to increase or improve services for high needs students in 2020 – 21.

DRAFT Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Juan Choices Charter School	Tony Oddo, Director	toddo@sanjuan.edu; 916-979-8378

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.

Focus 1: Provide professional development and support for quality first instruction leading to increased student learning (research based instructional practices which acknowledge and respect cultural and economic diversity).
Focus 2: Provide school-based structures and services which supply early intervention for and prevention of learning difficulties.
Focus 3: Provide academic support structures and services which increase rates of students graduating on time and college and career ready
Focus 4: Provide engaging and relevant classes and activities on campuses

State and/or Local Priorities addressed by this goal:

State Priorities: ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10

Local Priorities: Students will Define Goals, Implement a Plan, Make Adjustments, and Persevere (CCS Graduation Outcomes)

Annual Measurable Outcomes

Expected	Actual
Graduation Rate of *Socioeconomically Disadvantaged Students* = 62+%	In 2020, the Graduation Rate for *Socioeconomically Disadvantaged Students* was 75%, which was 2% points higher than that of *All Students*, at 73%.
Graduation Rate of *English Learners* = 64+%	Insufficient Sample Size in both 2019 and 2020.
SBA ELA – Achievement Gap between *Socioeconomically Disadvantaged Students* and *All Students* in Percentage that Met or Exceeded Standard = -10% points or better	In 2019, *Socioeconomically Disadvantaged Students* lagged *All Students* by only 6% points. No data available in 2020.
SBA ELA – Achievement Gap between *English Learners* and *All Students* in Percentage that Met or Exceeded Standard = 0% points or greater (no achievement gap)	Insufficient Sample Size in 2019. No data available in 2020.
SBA Math – Achievement Gap between *Socioeconomically Disadvantaged Students* and *All Students* in Percentage that Met or Exceeded Standard = -3% points or better	In 2019, *Socioeconomically Disadvantaged Students* lagged *All Students* by 8% points. No data available in 2020.
SBA Math – Achievement Gap between *English Learners* and *All Students* in Percentage that Met or Exceeded Standard = -1% points or better	Insufficient Sample Size in 2019. No data available in 2020.
College Career Indicator – Achievement Gap between *Socioeconomically Disadvantaged Students* and *All Students* in Percentage that are College/Career Ready on the California School Dashboard = 0% points or greater (no achievement gap)	In 2020, *Socioeconomically Disadvantaged Students* lagged *All Students* by 5% points.
Chronic Absenteeism – Achievement Gap between *Socioeconomically Disadvantaged Students* and *All Students* in Percentage of Chronic Absenteeism in grades 6-8. = +4% points or better	In 2019, the Chronic Absenteeism rate for *Socioeconomically Disadvantaged Students* was greater than that of *All Students* by just 4% points. No data available in 2020.

Actions /Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Tutoring: ● Continue existing tutoring services. +25 Tutor hours per week estimated ● Continue providing additional Math tutoring in Middle School, based on need, site capacity, and tutor availability. +4 Tutor hours per week ● Continue +5 Assistant Director hours per week to implement a system of assigning students to specific tutoring locations and monitoring student activity. ● Librarian/Tutor (providing on-site and online tutoring). +15 Tutor hours per week	$ 32,473.70	$38,922.38
College & Career Planning Support: ● Provide students and families with one College & Career presentation per year. +3 Counselor hours per year ● Maintain a four-year approach-to-college timeline on the school website. +2 Counselor hours per year ● Advertise and provide counseling support by appointment for help with college research and applications. +20 Counselor hours per year ● Develop CTE Pathway. +4 Faculty hours per week ● Develop and begin implementation of four-year programs to promote college/career readiness at each high school grade level. +40 Counselor hours per year	$ 8,793.50	$10,660.00
Community Enhancements: ● Continue to encourage *English Learners* to enroll in electives and to participate in extracurricular activities. ● Continue to add at least one elective per year. +2 Faculty hours per week ● Continue to add at least one extra-curricular activity each year. +2 Staff hours per week ● Provide at least four field trip experiences: 6th, 7th, 8th, and 9th grade (possibly 11th grade). +80 Faculty hours per year	$ 3,761.65	$2,304.00
Technology Resources: ● Continue to upgrade technology as needed.	$ 34,000.00	$38,988.83

• Advertise low-cost internet to families in need. • Provide laptops on loan for students without computers at home. • Pilot new online curriculum. +20 hours per week		
Miscellaneous Support: • Continue to track student data that supports program modifications to target student needs. +40 Self-Study Coordinator hours per year • Provide annual training of staff and administration on SBA administration. +25 Faculty hours per year • Continue to provide intervention services for students who struggle academically and/or socially. +Full-time Community Outreach Representative, +18 Counselor hours per week, +9 Assistant Director hours per week, +New .5 time Counselor • Develop and provide additional parent training on online curriculum system during the student registration process. +5 Assistant Director hours per week • Professional Development on Dropout Prevention. +3 Consultant hours per year, +75 Staff hours per year	$ 189,645.00	$181,842.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions/Services Not Implemented:

- Due to COVID-19 campus closure, three of four grade-level field trip opportunities were not provided in 2019-20
- New .5 FTE Counselor was not hired
- SBA Administration Training was not provided in 2020 due to COVID-19 cancellation of standardized testing
- Professional Development on Dropout Prevention was not provided due to COVID-19 campus closure

Budgeted funds for these actions/services were redirected to student support through:

- Augmented outreach to families by faculty during COVID-19 campus closure

- Additional technology purchases to support faculty and students in distance learning

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Nearly all the planned Actions/Services were implemented despite the campus closure that began in March 2020 and continued through the close of the school year. Tutoring was provided in person and then online; teachers expanded their office hours to provide additional tutoring opportunities for students. College & Career services continued without interruption. Technology services were expanded to include more laptops on loan and technical support for students learning from a distance. SchoolsPLP curriculum was piloted, as planned. Staff Meetings continued throughout the year, via Zoom, starting in March. Student intervention activities were even more vigilant with distance learning. Staff continued to collaborate on the analysis of student data and decision making. Information Sessions and Registrations were completed in person and then via Zoom during the second half of the year.

As focus became centered on distance learning during the second half of the school year, staff members sought collaboration on student interventions, effective use of technology, and strategies for engaging students in online instruction. Professional development on dropout prevention was postponed.

Though data availability is limited for 2020, the following figures represent measurable outcomes that were met (a year early, in some cases) and point to success:

- In 2020, the Graduation Rate for *Socioeconomically Disadvantaged Students* was 75%, which was 2% points higher than that of *All Students*, at 73%.
- In 2019, *Socioeconomically Disadvantaged Students* lagged *All Students* on the SBA ELA by only 6% points.
- In 2019, the Chronic Absenteeism rate for *Socioeconomically Disadvantaged Students* was greater than that of *All Students* by just 4% points.

Data that reflects measurable outcomes that were not met (in some cases, using 2019 data) include:

- In 2019, *Socioeconomically Disadvantaged Students* lagged *All Students* on the SBA Math by 8% points.
- In 2020, *Socioeconomically Disadvantaged Students* lagged *All Students* on the College/Career Indicator by 5% points.

Goal 2

Goal 2: Foster a respectful, collaborative and reflective school culture that ensures academic success and social/emotional well-being for each student.

Focus 1: Expand health and social/emotional support services and interventions to students and their families.
Focus 2: Increase the voice of parents and students to ensure feedback loops on key initiatives and issues.
Focus 3: Improve the collaborative culture throughout the school among staff, students, families, and community

State and/or Local Priorities addressed by this goal:

State Priorities: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10

Local Priorities: Students will Define Goals, Implement a Plan, Make Adjustments, and Persevere (CCS Graduation Outcomes)

Annual Measurable Outcomes

Expected	Actual
Special Education Attitude Survey: % of *Students with Disabilities* surveyed who reported that they felt less anxiety since enrolling at Choices = 57+%	In 2020, 64% of *Students with Disabilities* surveyed reported that they felt less anxiety since enrolling at Choices.
Student School Satisfaction Survey: % of *All Students* (all returning students in Fall) surveyed who reported that they felt less anxiety since enrolling at Choices = 58+%	In 2020, 58% of *All Students* surveyed reported that they felt less anxiety since enrolling at Choices.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Identify, Support, and Track Progress of Students with Anxiety: ● Implement process to identify, support, and track academic progress of *Students with Disabilities* who struggle with anxiety. +5 Self-Study Coordinator hours per year, +5 Resource Specialist hours per year ● Implement process to identify, support, and track academic progress of *All Students* who struggle with anxiety. +8 Self-Study Coordinator hours per year ● Offer on-site yoga class to promote stress management and student well-being. +4 Contractor hours per week.	$ 3,000.00	$1,170.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions/Services Not Implemented:

- On-site yoga class was not offered

Budgeted funds for this action/service were dedicated to student support through:

- Increased support of students struggling with anxiety through Counselor outreach.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Annual Measurable Outcomes for this goal were met or exceeded in 2020. A growing percentage of *All Students* and *Students with Disabilities* surveyed reported that they experienced less anxiety since enrolling at Choices. The CCS staff acknowledges that anxiety often prevents students from learning and performing academically in a traditional program and seeks to meet students where they are, offering flexible learning options to them. In many cases, students with anxiety about school seemed to flourish in the distance learning environment created by the COVID-19 campus closure. Zoom instruction offered an alternative way for students with

anxiety to attend class, which was a relief to many who struggle during in-person learning. Yoga class was not offered in 2019-2020, as planned, due to difficulty finding an instructor available to accommodate the school schedule and budget constraints.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Task force preparations for campus reopening that will adhere to CDC guidelines.	$ 3,000.00	$3,000.00	Y
At this time, classroom-based instruction is not permitted by the Sacramento County Office of Education and our chartering authority, San Juan Unified School District.	$ 0.00	[$ 0.00]	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Budgeted expenditures for the reopening task force actions have been implemented as planned.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The CCS Leadership Team has acted as the task force in preparation for campus reopening. With constantly changing community risk levels/tiers, surveys have been periodically administered to solicit the evolving perspectives of families and staff members regarding a possible return to campus. With each survey, most families and staff members have expressed concern about a return to in-person learning. However, the Leadership Team has continuously evaluated alternatives, and school administration has procured supplies to safely support students and staff on campus, should they return. The administration has been especially concerned that viral resurgences of COVID-19 and its variants may cause the campus to close again after finally reopening, creating additional stress for students who may respond better to consistency. Ultimately, the CCS administration has decided to complete the school year with distance learning, in order to ensure safety and a sense of continuity for students, many of whom prefer to complete homework without attending classes, even when in-person instruction is available to them. The task force continues to plan for the reopening of campus in Fall 2021.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
San Juan Choices Charter invested in a new online curriculum for the 2020-21 school year in order to provide a more consistent online interface and high-quality course curriculum.	$ 108,300.00	$115,715.13	Y
Professional development and curriculum development were offered to staff during Summer 2020. Staff was compensated for developing lessons to better engage students, as well as help address Pupil Learning Loss during the initial site closure of Spring 2020.	$ 47,000.00	$36,189.00	Y
Return of one-on-one tutoring by designated school tutor, via Zoom.	$ 0.00	[$ 0.00]	Y

Expansion of teacher office hours for outreach and individualized tutoring. (Commitment to improve frequency, quality, and documentation of interactions with families.)	$ 0.00	[$ 0.00]	Y
Expansion of online class session offerings. Classes or “mini lessons” to be recorded so that students can view them online at any time.	$ 0.00	[$ 0.00]	Y
Chromebooks and Wi-Fi/hotspots for students in need.	$ 20,000.00	$20,666.54	Y
Technology purchases to support teachers with instruction from a distance.	$ 6,800.00	$8,601.74	Y
Training for teachers on technology/resources that contribute to effective distance learning.	$ 0.00	[$ 0.00]	Y
Parent and student training on best practices for online learning, specifically with respect to PLP curriculum.	$ 0.00	[$ 0.00]	Y
Technical support services for students struggling at home.	$ 2,000.00	$6,580.80	Y
Personal staff delivery of supplies to family’s homes when they cannot travel to site.	$ 0.00	$1,316.16	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Budgeted expenditures for Distance Learning Program Actions have been implemented as planned, in general. Fewer hours than estimated were used by Faculty for curriculum development, while more money was spent on technology, technical support, and home deliveries of student supplies. Total Actual Expenditures ultimately exceeded the Total Budgeted Expenditures slightly.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction: Class instruction was interrupted for a few weeks in March 2020 as the staff and students learned to shift to virtual instruction via Zoom. Since then, the regular on-campus class schedule has continued on Zoom. Recorded classes and/or supplemental online resources have been provided to students to enhance live class instruction. Tutoring and office hours held via Zoom have been expanded to accommodate struggling students. Outreach to families has been increased and carefully documented to ensure ongoing student engagement and to provide remedial intervention swiftly, when needed. All curriculum has been made available to students online, 24/7, without interruption. Teacher feedback and updated grades are available for students and parents weekly.

Access to Devices and Connectivity: Students' technology needs have been addressed through laptop loans, assistance in acquiring affordable internet service, Wi-Fi hotspots, technical support, and curriculum available online at all times. Student access to curriculum has been largely uninterrupted. Teachers have been supported similarly. When needed, they have moved technology from campus to their home offices. Additional technology purchases, such as tablets, cameras, and headsets, have been made to assist teachers with Zoom instruction.

Pupil Participation and Progress: More than 50% of CCS students achieved Honor Roll (3.0+) status in Fall 2020. Enrollment has grown from 214 in 2017 to 295 in 2020. Student attendance rates have been lower than usual in 2020-21, particularly in 12th grade. Some seniors have been struggling with mental health and motivation during the campus closure and will, fortunately, benefit from the ability to graduate with fewer than usual credits in 2021, thanks to San Juan Unified School District Resolution No. 3045.

Distance Learning Professional Development: The CCS staff has met together twice monthly via Zoom throughout the school year to share out about successes and failures in their distance learning experiences. Teachers help one another with tips about instructional strategies and uses of technology that have been helpful with distance learning. In December 2020 and January 2021, staff members discussed formative assessment tools and methods that they have successfully used during distance learning to both engage students in learning and identify areas of need that can be addressed in real time to prevent learning loss. Teachers briefly demonstrated new online formative assessment tools, such as Kahoot!, Quizlet, Padlet, and Zoom polling and anonymous questioning.

Staff Roles and Responsibilities: The responsibilities of staff members have remained essentially the same in 2020-21, though teachers have worked largely from home offices and have had to adjust to instruction and student engagement from a distance. With the adoption of new online curriculum in the fall, teachers have also been adjusting to new academic content and pacing. Teachers have been expected to communicate with families more regularly than usual, to ensure that connections remain strong and students' needs are met during the campus closure. In early 2021, the CCS staff received an annual bonus in thanks for the exceptional resilience that they demonstrated in 2020.

Support for Pupils with Unique Needs: The Special Education Department at Choices is comprised of two part-time, highly dedicated Resource Specialists who teach *Students with Disabilities* in a one-on-one setting, as well as support them in the general education setting, and serve as case managers for student IEPs. In Fall 2020, one of the two specialists was away from Choices on leave. The head of the department shifted to assume responsibility of all students with IEPs. With new curriculum and challenges in connecting with students from a distance, this was a significant undertaking. Students were supported through frequent phone, text, and email communication, one-on-one Zoom meetings, accommodations, and modifications to general education curriculum, as well as with additional IEP services, including mental health and speech therapy. Results from the Students with Disabilities Attitude Survey, administered at the end of the school year, will reveal student perspectives about the campus closure and distance learning experience.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development and curriculum development were offered to staff during Summer 2020. Staff was compensated for developing lessons to better engage students, as well as help address Pupil Learning Loss during the initial site closure of Spring 2020.	$ 47,000.00	$ 36,189.00	Y
Investment in time and resources for timely formative assessment using Renaissance Learning ELA and math assessments at time of enrollment, multiple times during the school year, and at year-end.	$ 5,000.00	$3,822.24	Y
Additional equipment needed to prepare and present quality online instruction (webcams, document cameras, audio equipment, etc.)	$ 22,027.00	$29,268.28	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Fewer hours than anticipated were needed for curriculum development during Summer 2020, and frequent Renaissance Learning testing was not deemed realistic during distance learning, but more equipment than expected was purchased to support faculty and students during the campus closure. Excess funds were redirected to Faculty hours dedicated to outreach for struggling students.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Lower attendance rates in 2020-21 (approximately 92% with a budget based on 95% attendance) point to the likelihood of Pupil Learning Loss. However, the greatest deficiencies in attendance have taken place in the 12th grade, so other grades may not be significantly affected. More than 50% of CCS students achieved Honor Roll (3.0+) status in Fall 2020, which is indicative of ongoing learning. Choices teachers suspect that the students who prefer independent learning and don't rely as heavily on or prefer in-person instruction will have learned more in 2020-21 than they would have under normal circumstances. Many, if not most, CCS students fall under this description, and students who have been enrolled at Choices for more than one year are already practiced at learning largely on their own. Choices was able to pivot to a distance learning model relatively easily, thanks to the existing program structure and online curriculum. Choices students may experience less learning loss than students in traditional programs.

School Satisfaction Survey results in Fall 2021 will reveal student and parent perspectives about learning loss during 2020-21. Fall 2020 survey data, which was based on experiences during the first few months of distance learning in Spring 2020 was encouraging:

- 96% of parents surveyed felt that their student made adequate progress in learning during the 2019-20 school year. (This was the highest percentage for this data point in four school years.)

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The campus closure created challenges for students, families, and staff. Interventions had to be deliberate and systematic to identify which students were not attending Zoom instructional sessions or not completing work. Staff members reached out to our CCS families to identify which supports would be most helpful for struggling students and families. The staff continued to collaborate regarding students of concern. Some hard-to-reach students even received home visits. In the spring and fall of 2020, CCS offered Middle School and High School lunchtime chats via Zoom. These sessions were not widely attended, but for the students who did attend, it provided an opportunity to connect with the school counselor and peers. CCS sent many ParentSquare messages informing families of the district and school site resources available to them during the campus closure. SJUSD added Care Solace, a free stress management program, as an additional resource for families and staff during the pandemic.

School Satisfaction Survey results in Fall 2021 will reveal student and parent perspectives about mental health and social and emotional well-being during 2020-21. Fall 2020 survey data, which was based on experiences during the first few months of distance learning in Spring 2020 was encouraging:

- 96% of students surveyed stated that their experience at Choices Charter School the previous year was positive.
- 96% of students felt safe at CCS.
- 90% were satisfied with the social opportunities and sense of community at Choices.
- 99% felt that the Choices staff is caring and responsive to student needs.
- 58% of students reported feeling less anxiety since enrolling at Choices.
- 99% of parents surveyed felt that the social environment at school was positive and supportive.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Teachers have increased the frequency of their communication with families, in order to remain closely in touch with students and are aware of the circumstances that students are navigating during this particularly challenging time. In fact, many teachers meet with students and/or parents several times each day, one-on-one, via Zoom. Interaction with families is documented in School Pathways, where all teachers can learn from the knowledge and experiences of their colleagues, with respect to specific students. Staff members

meet every two weeks to discuss students who have accrued the most absences in recent weeks, in order to coordinate intervention efforts for students who are struggling. When necessary, staff members have delivered supplies to students' homes.

School Satisfaction Survey results in Fall 2021 will reveal student and parent perspectives about engagement and outreach during 2020-21. Fall 2020 survey data, which was based on experiences during the first few months of distance learning in Spring 2020 was encouraging:

- 90% of students surveyed felt that their education had become more personalized at Choices Charter School.
- 94% of students reported that attending core classes once a week was sufficient for them to acquire the educational support and knowledge that they needed to be successful.
- 91% of parents felt that they had the opportunity to participate in the school's meetings and operational processes.
- 99% of parents felt that the school website serves as a professional and engaging marketing tool for the school.
- 96% of parents were satisfied with how the school kept them informed about their student's progress.
- 95% of parents felt satisfied with their ability to access their student's information and communicate with their child's teacher through the online gradebook system.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Nutrition services have continued to be made available to Choices students at a handful of district schools, though Choices is not one of them. Because Choices does not provide a full-day program, most students do not utilize the nutrition services that are available when campus is open. Choices is not currently aware of students or families who are struggling with nutrition needs during the campus closure.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	School counselor outreach to at-risk students to offer individualized counseling and/or referrals to other agencies and resources.	$ 8,000.00	$ 8,000.00	Y
Mental Health and Social and Emotional Well-Being	Training for staff on working with students whose health has been adversely affected by COVID-19.	$ 0.00	[$ 0.00]	Y
Pupil and Family Engagement and Outreach	LCAP/WASC Coordinator collection and analysis of school data via surveys to inform school programs, processes, and spending to effectively serve students during distance learning and upon return to campus, per CDC guidelines.	$ 4,800.00	$21,880.00	Y
Pupil and Family Engagement and Outreach	Personal staff delivery of supplies to family's homes when they cannot travel to site.	$ 0.00	[$ 0.00]	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Professional Development on working with students whose health has been adversely affected by COVID-19 was not provided. Because no funds were budgeted to this activity, no additional services were provided in its place. During a WASC review year, data collection, analysis, and document preparation becomes a much larger task than in non-review years, so more funds were ultimately required. Additionally, LCAP requirements can change yearly, adding to the cost of legal compliance.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The Choices Charter School Advisory Council (comprised of students, staff, an SJUSD Liaison, parents, and community members), the CCS Staff, a Family Focus Group, and the CCS Leadership Team analyzed recent student data and drew upon their experiences with the school during both in-person and distance learning to recommend the continuation, discontinuation, or addition of student support services. These recommendations formed the foundation on which actions/services were selected for implementation in the 2021-22 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Choices utilizes diagnostic, formative, and summative assessments to guide student placement, class instruction, curriculum improvements, and program changes that will meet students where they are and build skills to meet standards. The Staff is committed to continuous program improvements that are based on student data. The Choices Faculty collaborates frequently about students who are struggling and intervenes swiftly to meet students' needs through tutoring, technology assistance, and mental health services. English Learners will benefit from on-campus elective course enrollment, extracurricular activities, and an ELD course designed to build English proficiency.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Overall, the Actions planned for the 2020-21 school year have been executed as planned. Professional Development on working with students whose health has been adversely affected by COVID-19 was not provided, but no funds were budgeted to this activity, so no additional services were provided in its place. In many cases, the number of estimated hours needed to perform Actions was incorrect, and Actual Expenditures differed from Budgeted Expenditures to some extent. However, the Total Actual Expenditures dedicated to the support of students in distance learning in 2020-21 exceeded the budgeted figure.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Data corresponding to the LCAP's Annual Measurable Outcomes and a description of services provided in the 2019-20 LCAP and 2020-21 LCP was provided to all school stakeholder groups for analysis. Based on this information, stakeholder groups shared their recommendations about which support services should be offered in 2021-22. The school administration and Leadership Team reviewed the suggestions and selected actions to include in the new LCAP, based on prioritization of need and available resources.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

DRAFT Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Juan Choices Charter School	Tony Oddo	toddo@sanjuan.edu; 916-979-8378

Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

Choices Charter School ("CCS" or "Choices") is a 6-12 Independent Study School that involves parents/guardians as partners in the education of their children. A highly qualified and motivated faculty educates a diverse population of students, with the great majority being at some level of academic risk ("at-risk" students.) Choices students typically attend small classes and/or meet with a faculty member in a one-on-one setting for one to six hours each week. Students accomplish much of their learning through assignments that are completed independently, most of which are available online, under the supervision of parents/guardians, while they are at home. Founded in 1999, the school's charter was renewed in 2004, 2009, 2014, and 2019 for five-year terms. CCS is accredited by the Western Association of Schools and Colleges (WASC). The Choices Charter campus has been closed to students since March 2020, due to COVID-19. During distance learning, curriculum continues to be available to students online 24 hours a day; class sessions are offered at their regularly scheduled times, via Zoom.

Within the Charter Schools Act, the "at-risk" student is defined as "a pupil who, because of physical, emotional, socioeconomic, or cultural factors, is less likely to succeed in a conventional educational environment." The expression "at-risk," when referring to CCS students, encompasses a wide range of academic difficulty; some students are simply not reaching their greatest academic potential in the traditional school format, while others are failing and/or at risk of dropping out of school altogether. CCS serves at-risk students with the belief that ALL students, given the appropriate tools, can succeed and be educated, contributing members of society. CCS is committed to providing students and parents with educational alternatives not readily available in the traditional public school environment.

The primary goal of CCS is to offer personalized educational alternatives organized around how students learn best. Due to small class sizes and one-on-one instruction, CCS students and faculty members work together in a meaningful way to address individual students' needs and to work effectively with students' learning styles and strengths. CCS teachers utilize subject-specific diagnostic, formative, and summative test data to identify what students have learned and to re-teach to fill the identified gaps in knowledge. Teachers customize curriculum and instruction to fit the needs of the individual, while encouraging all students to utilize and build upon their strengths, in order to meet grade-level standards and progress toward graduation. Teachers engage students in the learning process by providing relevant and memorable classroom learning experiences that involve collaborative conversation among classmates as they seek solutions to academic prompts/problems. Honors and Advanced Placement courses are offered to students who qualify for more challenging academic course work. Remedial courses and modified assignments provide extra help in target areas for students who struggle. A-G coursework and a new Career Technical Education ("CTE") Pathway in Business & Finance support students as they become college and career ready. A variety of elective courses - offered both online and in the classroom setting – provide students with the opportunity to earn credits while exploring individual

interests and developing life skills. Of note, in recent years, CCS's popular Fine Arts Program has expanded significantly to now include Choir, Piano, Guitar, Percussion, and both Introductory and Advanced Art courses. CCS's personalized educational environment builds students' confidence, interpersonal skills, commitment to school, and engagement in learning, which leads to the accomplishment of high academic standards.

One of CCS's greatest strengths in educating students lies with the program and faculty's ability to rehabilitate learners who have lost both confidence in themselves as students and motivation to excel academically. CCS students typically re-engage in their education while at Choices, thanks to the guidance and encouragement of faculty members who meet them where they are and help them to experience incremental academic successes that build confidence and promote a sense of pride in their accomplishments. Students feel they are both seen and respected at CCS and thrive both academically and socially in a safe environment where student misbehavior and bullying are virtually nonexistent. CCS students come to feel empowered and optimistic about education and about their ability to reach academic goals and make positive changes in their lives.

Once students find success with their academics at CCS, they are supported in their decision to remain at Choices for the duration of their middle school and/or high school careers, or to return to the traditional school environment. The CCS Staff facilitates students' return to traditional schools when they are ready. This has a negative effect on test scores and data but shows that CCS's highest priority is to help students to get back on track with their education. Students who remain at Choices are provided a breadth of courses, access to standardized college-entry exams and internship/job opportunities, a supportive staff, and individualized counseling, all designed to prepare students for post-secondary academic and/or professional pursuits. Ninety-eight percent of 2020 graduates stated that they would recommend the program to other students. Forty-six percent of the graduates stated that they would not have graduated from high school if they had not attended CCS. Sixty-three percent of those graduates planned to attend college or trade school in the coming year.

Reflections: Successes

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

2021 California School Dashboard data is not yet available, and sample sizes are usually so small for English Learner and Foster Youth subgroups that disaggregated data is not published. Significant swings in data for small student subgroups from year to year is common. The following data, most of which is sourced from the California School Dashboard for 2020 and previous school years, demonstrates areas of achievement for *All Students* and *Socioeconomically Disadvantaged Students* at Choices. The data is organized into the three categories highlighted by the California School Dashboard:

- Academic Performance
- Academic Engagement
- Conditions & Climate

Academic Performance:

2019 Smarter Balanced Assessment ("SBA) Student Performance

Choices students experienced growth in Math in 2018-19 (no data available for 2019-20).

- SBA Math:
    - *All Students*' proficiency increased 4.8 Points since 2018

College & Career

Choices students experienced growth in College & Career readiness in 2019-20.

- College/Career Indicator:
    - 18% of *All Students* graduated "Prepared" in 2020, up from 14% in 2019
    - 13% of *Socioeconomically Disadvantaged Students* graduated "Prepared" in 2020, up from 6% in 2019

Local Indicators

Local Academic Indicators of Academic Performance are strong at Choices.

- Choices Charter School's Implementation of Academic Standards: Standard Met in 2019
- 2020 Student and Parent School Satisfaction Survey results point to growing Academic Performance at Choices:
    - 96% of parents believe that their child made satisfactory progress during the previous school year (95% in 2019).

Academic Engagement:

Chronic Absenteeism

Chronic Absenteeism rates continued to drop at Choices in 2019 (no data available for 2020).

- Chronic Absenteeism:
    - Chronic Absenteeism for *All Students* dropped significantly from 17% in 2018 to 12% in 2019.
    - Chronic Absenteeism for *Socioeconomically Disadvantaged Students* dropped significantly from 22% in 2018 to 16% in 2019.

Graduation Rate

The Graduation Rate of Choices students continues to grow significantly each year.

- Graduation Rate:

    -The Graduation Rate of *All Students* grew from 69% in 2019 to 73% in 2020.

    -The Graduation Rate of *Socioeconomically Disadvantaged Students* grew from 68% in 2019 to 75% in 2020.

The Graduation Rates of these two student subgroups are essentially equal in each year, demonstrating that all students are served equitably at Choices.

Local Indicators

Local Indicators of Academic Engagement are strong at Choices.

- Choices Charter School's Access to a Broad Course of Study: Standard Met in 2019

- 2020 Student and Parent School Satisfaction Survey results point to growing Academic Engagement at Choices:

    - 97% of students state that their parents make sure that they do their schoolwork (95% in 2019).

    - 85% of students state that they want to go to college or vocational school (83% in 2019).

    - 93% of students state that they plan to graduate from Choices (89% in 2019).

    - 98% of parents state that their student had the opportunity to demonstrate his/her knowledge in a variety of ways (95% in 2019).

    - 95% of parents believe that teachers modify the teaching/learning process based on the results of the assessments they give to students (95% in 2019).

Conditions and Climate:

Suspension Rate

At Choices, students are very rarely suspended or expelled. No suspension data has been published on the dashboard for 2020.

- Suspension Rate:

    - 0.2% of *All Students* were suspended in 2019 (0% in 2018).

    - 0.5% of *Socioeconomically Disadvantaged Students* were suspended in 2019 (0% in 2018).

The Suspension Rates of these two student subgroups are essentially equal in each year, demonstrating that all students are served equitably at Choices.

Local Indicators

Local Indicators of Conditions and Climate are strong at Choices:

- Choices Charter School's Basics: Teachers, Instructional Materials, Facilities: Standard Met in 2019
- Choices Charter School's Parent Engagement: Standard Met in 2019
- Choices Charter School's Local Climate Survey: Standard Met in 2019
- 2020 Student and Parent School Satisfaction Survey results point to improving Conditions and Climate at Choices:
    - 96% of students report that they feel safe at Choices (93% in 2019).
    - 90% of students report that they are satisfied with the social opportunities and sense of community at Choices (89% in 2019).
    - 99% of students report that the Choices staff is caring and responsive to student needs (98% in 2019).
    - 58% of students say that they have experienced less anxiety since enrolling at Choices (54% in 2019).
    - 99% of parents say that the social environment at school is positive and supportive (96% in 2019).
    - 100% of parents state that Choices Charter School provides a positive educational experience (also 100% in 2019).
    - 99% of parents believe that the facility meets the needs of the school (97% in 2019)
    - 100% of parents state that the school provides adequate staffing to support the school's program (98% in 2019).
    - 100% of parents would recommend Choices Charter to friends/family (99% in 2019).
- Senior Exit Survey data is very positive. In 2020:
    - 46% of graduates stated that they would not have graduated from high school had they not enrolled at Choices.
    - 98% of graduates would recommend the program to other students.

Choices Charter School's small, personalized learning program, which is flexible in meeting the various needs of individual students, is particularly effective at supporting ALL students in an equitable fashion. LCFF funding that allows for supplemental services that target the needs of disadvantaged student populations is helpful in achieving this equity. LCAP support services such as tutoring, college & career planning support, community enhancements, technology resources, and accommodations for mental health challenges will continue to meet a variety of important student needs.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Academic Performance:

2019 Smarter Balanced Assessment ("SBA") Student Performance

Choices students experienced declining levels of proficiency in 2018-19 and remain below standard in both ELA and Math (no data available for 2019-20).

- SBA ELA:
    - *All Students*' proficiency dropped 21.5 points since 2018
    - *Socioeconomically Disadvantaged Students'* proficiency dropped 22 points since 2018
- SBA Math:
    - *Socioeconomically Disadvantaged Students'* proficiency dropped 9.3 points since 2018

Significant increases in scores in 2018 may have been an anomaly, which can occur in relatively small sample sizes. 2019's scores show a slight trend downward; however, the 2019 SBA scores for both subgroups in both subjects show net growth since 2017. As always, Choices strives to ensure that students score at or above standard and will continue to prioritize ELA and Math proficiency. New online curriculum in 2020-21 and plans for more frequent standards-based formative assessment in 2021-22 will support this goal.

College & Career

Choices students remain below the state average in College & Career readiness.

- College/Career Indicator:
    - Though 18% of *All Students* and 13% of *Socioeconomically Disadvantaged Students* graduated "Prepared" in 2020, showing significant growth since the previous year, the California State average for this figure is much higher, at 46%.

Choices is committed to growing the percentage of students who graduate "Prepared" for college and career and will focus on this objective in 2021-22 and beyond by improving student awareness of college/career readiness requirements, providing intervention when students are not on track, and expanding opportunities for students to qualify. Choices recently redefined its Graduation Outcomes to focus on college and career goals, will be implementing a seven-year pathway of guided college/career activities, will survey students about their goals twice yearly, offers a new CTE Pathway in Business & Finance, and will soon provide a second CTE Pathway option in Information & Communication Technology. Additional services and activities are frequently offered to students to inspire, engage, and support them in their long term goals process.

Academic Engagement:

Graduation Rate

The Graduation Rate of Choices students continues to grow significantly each year but remains below the state average.

- Graduation Rate:

-Though the Graduation Rate of *All Students* grew from 69% in 2019 to 73% in 2020 and the Graduation Rate of *Socioeconomically Disadvantaged Students* grew from 68% in 2019 to 75% in 2020, the California State average is significantly higher at 86%.

Many of our students are deficient in credits when they enroll at Choices and roughly half who eventually graduate at Choices report that they would not have graduated from high school at all, had they not enrolled at Choices. Because most students at Choices are at risk, Choices takes great pride in its growing graduation rate, while also striving to improve it to align with the California State average. An intensified focus on college and career readiness positions high school graduation as a minimum expectation of all students; with this subtle cultural shift more Choices students will graduate on time, improving this figure.

Conditions and Climate:

All indicators for Conditions and Climate are strong. As students return to campus for in-person learning in Fall 2021, the CCS staff will continue to maintain strong connections with students and to intervene swiftly and collaboratively when they are struggling, with an awareness that the return to normalcy may be emotionally and academically challenging for many.

LCAP Highlights

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

At Choices Charter School, *Socioeconomically Disadvantaged Students*, *English Learners*, and *Foster Youth* benefit from enhanced:

- Tutoring Services
- College & Career Planning Support
- School Community Features
- Technology Resources
- Support for Students with Anxiety
- Mental Health Support

- Miscellaneous Support Services

that are funded by the LCFF and are explained in further detail in the LCAP Goals, Actions, and Services.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Feedback from all school stakeholders contributed to the creation of the 2021-22 LCAP. The following schedule of communications outlines the process that took place:

Advisory Council:

4/14/21 Meeting

- Presentation of data corresponding to LCAP Annual Measurable Outcomes and Actions from the 2019 LCAP and 2020 LCP
- Feedback provided individually, via an online survey

Family Focus Group:

Email sent to families on 4/26/21

- Presentation of data corresponding to LCAP Annual Measurable Outcomes and Actions from the 2019 LCAP and 2020 LCP
- Feedback provided individually, via an online survey

Staff:

5/6/21 Meeting

- Presentation of data corresponding to LCAP Annual Measurable Outcomes and Actions from the 2019 LCAP and 2020 LCP
- Staff Collaborated in WASC Focus Groups and provided feedback from each group via an online survey

Leadership Team:

5/13/21 Meeting

- Reviewed feedback from all school stakeholders and confirmed summary of most frequently recommended actions

Director and Self-Study Coordinator:

5/14/21 Meeting

- Reviewed summary of most frequently recommended actions and decided upon specific plans for inclusion of actions in the 2021-22 LCAP

A summary of the feedback provided by specific stakeholder groups.

Actions Most Frequently Recommended by School Stakeholders:

Formalize approach with English Learners

- Professional Development (Staff, Leadership Team)
- Appoint an EL Coordinator (Staff, Leadership Team)
- Provide separate Zoom instruction for groups of English Learners (Staff, Leadership Team)

College/Career Focus

- Career Fair/College Night (Staff, Leadership Team)
- Brown Bag Series (on-campus speakers and posters for career mentorship) (Staff, Leadership Team)
- What is College? / What is Trade School? / What is Community College? events for students first in their families to attend (Advisory Council, Staff, Leadership Team)
- Continue development of the seven-year plan for college and career readiness that includes information for trade school and community college options (Staff, Leadership Team)

Parent and Student Training & Miscellaneous Support

- Evening training sessions and Zoom meeting trainings on PLP, Pathways, and how best to support students in Independent Study (Staff, Leadership Team)
- Technology support (Staff, Leadership Team)
- Professional Development for staff to assist students with the transition back to in-person learning (Staff)
- Tutoring (offering a Zoom option) (Staff, Family Focus Group, Leadership Team)
- Mental Health Support (Staff, Family Focus Group, Leadership Team)
- Check-ins with new families (Staff, Leadership Team)
- Community Liaison (Leadership Team)
- Tutoring Coordinator (Leadership Team)

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The following changes have been made to the 2021-22 LCAP in response to specific stakeholder input:

Goal 1:

Modified:

Tutoring to include Zoom appointment option and to focus on skill-building

College & Career Family Night expanded to three events that focus on University, Trade School, and Community College applications

Career Fair to return in Fall 2022

Guidance to English Learners will be expanded to include appointment of an EL Coordinator and an ELD course

Added:

Augmented outreach to families (LCP)

Wi-fi hotspots provided to students in need (LCP)

Reopening task force preparation per CDC protocols (LCP)

Technical support services for students struggling at home (LCP)

On-campus career speakers

Evening training sessions on PLP, Pathways, support of independent study students

New family check-in following enrollment

Goal 2:

Discontinued/Removed:

On-campus Yoga Class

Added:

Expanded mental health services to support students as they return to in-person learning

Goals and Actions

Goal

Goal #	Description
1	**Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready**. **Focus 1:** Provide professional development and support for quality first instruction leading to increased student learning (research based instructional practices which acknowledge and respect cultural and economic diversity). **Focus 2:** Provide school-based structures and services which supply early intervention for and prevention of learning difficulties. **Focus 3:** Provide academic support structures and services which increase rates of students graduating on time and college and career ready **Focus 4:** Provide engaging and relevant classes and activities on campuses.

An explanation of why the LEA has developed this goal.

The Choices Charter School LCAP Goals were chosen to align with the San Juan Unified School District's LCAP Goals and in an effort to close all achievement gaps between student subgroups, ensuring an equitable educational environment for all. Recent student data shows equity in Graduation Rates of *All Students* and *Socioeconomically Disadvantaged Students*. However, small achievement gaps persist in ELA and Math Proficiency (SBA scores), College/Career Readiness (CCI), and Chronic Absenteeism. Insufficient sample sizes currently prevent official tracking of English Learner and Foster Youth data.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate of *Socioeconomically Disadvantaged Students* (Growth of at least 1% point per year)	75% (2020)				78%
Graduation Rate of *English Learners* (Growth of at least 1% point per year)	73% (2020)				76%

SBA ELA- Achievement Gap between *Socioeconomically Disadvantaged Students* and *All Students* in Percentage that Met or Exceeded Standard (Reduction in gap by at least 1% point per year)	-6% points (2019)				-3% points
SBA ELA- Achievement Gap between *English Learners* and *All Students* in Percentage that Met or Exceeded Standard (No data/ Insufficient Sample Size. Goal is no achievement gap once sample size is large enough to track.)	0% (2019)				0% points
SBA Math- Achievement Gap between *Socioeconomically Disadvantaged Students* and *All Students* in Percentage that Met	-8% points				-5% points

or Exceeded Standard (Reduction in gap by at least 1% point per year)	(2019)				
SBA Math- Achievement Gap between *English Learners* and *All Students* in Percentage that Met or Exceeded Standard (No data/ Insufficient Sample Size. Goal is no achievement gap once sample size is large enough to track.)	0% (2019)				0% points
College Career Indicator- Achievement Gap between *Socioeconomically Disadvantaged Students* and *All Students* in Percentage that are College/Career Ready on the California School Dashboard (Reduction in gap by at least 1% point per year)	-5% points (2020)				-2% points

College Career Indicator- Achievement Gap between *English Learners* in Percentage that are College/Career Ready on the California School Dashboard (No data/ Insufficient Sample Size. Goal is no achievement gap once sample size is large enough to track.)	0% points (2020)				0% points
Chronic Absenteeism- Achievement Gap between *Socioeconomically Disadvantaged Students* and *All Students* in Percentage of Chronic Absenteeism in grades 6-8 (Reduction in gap by at least 1% point per year)	-5% points (2019)				-2% points
Chronic Absenteeism- Achievement Gap between *Socioeconomically Disadvantaged Students* and *All*	0% points				0% points

Students in Percentage of Chronic Absenteeism in grades 6-8 (No data/ Insufficient Sample Size. Goal is no achievement gap once sample size is large enough to track.)	(2019)				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Tutoring	• Continue existing tutoring services. Include a Zoom tutoring option. Focus on skill-building. (+25 Tutor hours per week estimated) • Continue providing additional Math tutoring in Middle School, based on need, site capacity, and tutor availability. +4 Tutor hours a week • Continue +5 Assistant Director hours a week to implement a system of assigning students to specific tutoring locations and monitoring student activity. • Tutor prioritizing Students with Disabilities (providing on-site and online tutoring). +15 Tutor hours per week	$32,473.70	Y
2	College & Career Planning Support	• Provide students and families with three College & Career presentations per year. Focus on University, Trade School, and Community College applications. Promote events via automated phone message, ParentSquare email, and class announcements by Faculty. +30 Counselor hours per year • Maintain a four-year approach-to-college timeline on the school website. +2 Counselor hours per year • Advertise and provide counseling support by appointment for help with college research and applications. +20 Counselor hours per year	$8,793.50	Y

		• Develop second CTE Pathway in Information & Communication Technology. +4 Faculty hours per week • Develop and begin implementation of a seven-year program to promote college/career readiness at each high school grade level. +40 Counselor hours per year • Prepare for on-campus Career Fair in Fall 2022. +5 Community Liaison hours per week • Host on-campus speakers who will share information about their professions and the entrance requirements in their fields. Posters about guest speakers to be featured around the school. +40 Counselor hours per year		
3	Community Enhancements	• Continue to encourage *English Learners* to enroll in on-campus electives and to participate in extracurricular activities. • Continue to add at least one extra-curricular activity each year. +2 Staff hours per week • Provide at least four field trip experiences: 6th, 7th, 8th, and 9th grade (possibly 11th grade). +80 Faculty hours per year • Appointment of an EL Coordinator who will oversee English Learner support and teach an ELD course. +5 Faculty hours per week • Continuation of augmented outreach to families initiated by campus closure in 2020-21. +25 Faculty hours per week • Task force preparation for safe campus reopening, aligned with CDC protocols. +40 Faculty hours per year	$3,761.65	Y
4	Technology Resources	• Continue to upgrade technology as needed. • Advertise low-cost internet to families in need. • Provide Wi-fi hotspots for students in need. • Provide laptops on loan for students without computers at home. • Provide technical support for students at home. +5 Assistant Director hours per week	$32,988.83	Y
5	Miscellaneous Support	• Continue to track student data that supports program modifications to target student needs. +40 Self-Study Coordinator hours per year • Provide annual training of staff and administration on SBA administration. +25 Faculty hours per year • Continue to provide intervention services for students who struggle academically and/or socially. +Full-time Community	$189,645.00	Y

		Liaison, +18 Counselor hours per week, +9 Assistant Director hours per week • Develop and provide additional parent training on online curriculum system during student registration process. +5 Assistant Director hours per week • Provide four in-person, evening training sessions for parents: use of School Pathways, PLP, and best practices for supporting an independent study student. +40 Director hours per year • Advisory Teachers will check-in with new families shortly after enrollment to offer support, answer questions, and introduce a main point of contact at the school. +80 Faculty hours per year		

Goal Analysis 2019-20

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

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

Actions/Services Not Implemented:

Due to COVID-19 Campus Closure, four field trip opportunities were not provided in 2019-20.

New .5 FTE Counselor was not hired.

SBA Administration Training was not provided in 2020 due to COVID-19 cancellation of standardized testing

Professional Development on Dropout Prevention was not provided due to COVID-19 Campus Closure

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In 2019-20, Faculty hours were diverted from other activities to focus on vigilant student outreach and technology support designed to prevent learning loss during distance learning at the end of the school year.

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

Available data for 2019-20 Annual Measurable Outcomes points to great success: The Graduation Rate grew for *All Students* from 69% in 2019 to 73% in 2020 and for *Socioeconomically Disadvantaged Students* from 68% in 2019 to 75% in 2020; College and Career Readiness grew for *All Students* from 14% in 2019 to 18% in 2020 and for *Socioeconomically Disadvantaged Students* from 6% to 13%.

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

Tutoring will likely take place more often on Zoom in the coming years, as the Staff has learned that some students feel more comfortable learning from a distance. English Learners will be supported in a more academic setting, via a new ELD course, based on the experience and recommendation of new Faculty. As the Graduation Rate has improved dramatically in recent years, Professional Development on Dropout Prevention has been tabled. Because a greater commitment to student outreach was believed to be extremely helpful in reducing learning loss during distance learning, it will be continued with a return to in-person learning. Wi-fi hotspots and technology support services were important tools in ensuring equitable access to curriculum from students' homes during distance learning and will continue to be provided.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
2	**Foster a respectful, collaborative and reflective school culture that ensures academic success and social/emotional well-being of each student.** **Focus 1:** Expand health and social/emotional support services and interventions to students and their families. **Focus 2:** Increase the voice of parents and students to ensure feedback loops on key initiatives and issues. **Focus 3:** Improve the collaborative culture throughout the school among staff, students, families, and community.

An explanation of why the LEA has developed this goal.

The Choices Charter School LCAP Goals were chosen to align with the San Juan Unified School District's LCAP Goals and in an effort to close all achievement gaps between student subgroups, ensuring an equitable educational environment for all. School surveys show that *All Students* and *Students with Disabilities* feel less anxious once enrolled at Choices, suggesting equitable experiences across various students subgroups. An overwhelming majority of students report that they feel safe at Choices. Choices recognizes that students learn best when they feel safe and well and that the program's ability to meet these needs is a hallmark of its success. CCS seeks to continue to support students' social/emotional needs in an equitable fashion, ensuring equal access to education for all.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Special Education Attitude Survey- Percentage of *Students with Disabilities* surveyed at the end of each school year who reported that they felt less anxiety since enrolling at Choices (Growth of at least 1% point per year)	64% (2020)				67%
Student School Satisfaction Survey- Percentage of *All Students*	58%				61%

returning in fall, each year, who reported that they felt less anxiety since enrolling at Choices (Growth of at least 1% point per year)	(2020)				
Student School Satisfaction Survey- Percentage of *All Students* returning in fall, each year, who reported that they felt safe on campus the previous year (Maintain figure at 90% or higher)	96% (2020)				90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Identify, Support, and Track Progress of Students with Anxiety	• Implement process to identify, support, and track academic progress of *Students with Disabilities* who struggle with anxiety. +5 Self-Study Coordinator hours per year, +5 Resource Specialist hours per year • Implement process to identify, support, and track academic progress of *All Students* who struggle with anxiety. +8 Self-Study Coordinator hours per year	$ 3,000.00	Y
2	Expanded Mental Health Support to Support Students' Return to In-Person Learning	• Vigilant outreach to students who are struggling academically or emotionally. Counselor and Community Liaison to provide counseling, refer to tutoring services, and/or refer to counseling services through SJUSD or local community agencies. +5 Counselor hours per week, +5 Community Liaison hours per week	$23,040.00	Y

Goal Analysis 2019-20

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

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

Actions/Services Not Implemented:

On-site yoga class was not offered

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budgeted expenditures for an on-site yoga class were ultimately diverted to provide additional Counselor support of students struggling during the campus closure in Spring 2020.

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

2020 data related to the Annual Measurable Outcomes for this goal suggests that efforts to preserve students' sense of well-being and subsequent engagement in learning were successful. School surveys show that, in 2020, 64% of *Students with Disabilities* experienced less anxiety since enrolling at Choices (54% in 2019) and 58% of *All Students* experienced less anxiety since enrolling at Choices (54% in 2019).

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

Based on difficulty finding yoga instructors who are available to work within the budget and schedule constraints at Choices, an on-campus yoga class has been tabled. A new metric related to students' sense of safety on campus has been added to broaden the measure of students' well-being, especially as students may have greater safety concerns as they return to in-person classes at the close of a pandemic.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5%	$222,201.88

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

2021-22 Actions/ Services:

Tutoring: Additional tutoring targets needs of students who do not receive help at home, who have special learning needs/disabilities, and/or who require additional assistance with English Language Acquisition. 2020-21 tutoring services will be expanded to include tutoring via Zoom, serving students from a distance when they have transportation difficulties or other responsibilities in the home that prevent them from leaving. An emphasis on skill-building will guide tutoring sessions. The Assistant Director will oversee student tutoring on campus, assisting in the direction of students to locations and tutors that work well for them. Some tutoring resources will also focus primarily on Math support for Middle School Students.

College & Career Planning Support: On-campus University, Trade School, and Community College presentations will be offered to all students but will serve perhaps most importantly the students from families whose parents have not attended post-secondary schools locally and are less able to guide their students in the application process. Presentations are offered to students and their families in the evenings, in an effort to include all families, including those who work during school hours. College & Career information on the CCS website brings resources into the family home. An on-campus Counselor supports students and families with college research and assistance with applications at no additional charge. A new Career Technical Education (CTE) Pathway in Business & Finance debuted in Fall 2018. A second CTE Pathway in Information and Communication Technology will debut in Spring 2022. A-G courses and an expanding availability of Advanced Placement Courses supports students in becoming college and career ready. Beginning in 2021-22, students will be guided toward college and career readiness at each grade level, 6-12, with projects tailored to specific age groups incorporated into English courses. On-campus speakers, in addition to grade-level field trips and the Sacramento Speaker Series, will introduce students to various professions that are perhaps new to them, sparking interests and engaging them in their education. A return of the on-campus Career Fair in Fall 2022 will connect community representatives from post-secondary institutions with students to explore realistic options.

Community Enhancements: Each year, CCS expands its elective and extracurricular offerings, in an effort to more effectively engage all students in school. English Learners, in particular, are encouraged to enroll in elective courses and participate in extracurricular activities, as a means of improving their English Language skills through peer interaction. In order to further engage students, in 2021-22, CCS will

continue to offer grade-level field trips, expanding to include at least four grades. Field trips will be designed to expose students, particularly those who are disadvantaged, to new experiences. All services are offered, free of charge. In 2021-22, an EL Coordinator will guide more formal intervention for English Learners and will teach an ELD course. Augmented outreach to families of struggling students was essential in preventing learning loss during the campus closure and will continue with in-person learning. A task force will oversee a return to campus for students in alignment with CDC protocols.

Technology Resources: Annual technology upgrades support student learning in the classroom and in the computer lab and allow for the administration of computerized exams. In 2021-22, CCS will continue to refer families in need to a provider that offers discounted internet service rates to families who qualify for Free & Reduced Lunch services. Laptops will also be available for loan; the supply of computers available for this purpose will grow each year as new models are purchased for testing and classroom use. Wi-fi hotspots will be provided where necessary. And, technical support will be available to students who are accessing curriculum from home. Every effort will be made to ensure that technology is available to students, regardless of financial need or language barrier.

Miscellaneous Support: At CCS, students in targeted subgroup populations are supported through thoughtful course enrollment, academic counseling, and formal interventions when students are struggling. Student data is collected and analyzed on a regular basis; changes in curriculum, instruction, or program format are made to address areas of need. The CCS Staff is trained on administration of standardized exams to ensure that students are afforded a comfortable testing environment that can be tailored, in some cases, to students' individual needs. Student intervention services assist students who struggle academically and/or socially. In 2021-22, additional resources will be devoted to supporting parents as they support their students, through more extensive training during the registration process and in the evenings throughout the year. In 2021-22, Advisory Teachers will check in with new families shortly after students begin school, introducing themselves as a main contact for the family, answering questions, and providing helpful guidance.

Identify, Support, and Track Progress of Students with Anxiety: Because many of CCS's students with anxiety have Individualized Education Plans, CCS developed and piloted a system of identifying, supporting, and tracking the progress of students with anxiety in the *Students with Disabilities* subgroup first. In 2017-18, this process was expanded into the general student population in an effort to more effectively reach all students who are struggling. In August 2018, the CCS Staff was formally trained by an anxiety specialist. The CCS program is well-suited to welcome students with anxiety, thanks to the flexible nature of the independent study model and the knowledgeable and compassionate Staff. The CCS Staff seeks to continue to increase the percentage of students who report that their anxiety levels are lower since enrolling at Choices through compassion and flexibility.

Expanded Mental Health Support for Students' Return to In-Person Learning: The CCS Staff will continue to focus on vigilant outreach to students who are struggling academically or emotionally as they transition back to in-person learning in Fall 2021. The Counselor and Community Liaison will assist students with referrals to free tutoring, free counseling, or referrals to SJUSD or other community counseling services, as needed.

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

Fall 2020 % of Students in Targeted Subgroups:

Socioeconomically Disadvantaged Students: 44%

English Learners: 4%

Foster Youth: 2%

At Choices, students in disadvantaged student subgroups comprise approximately half of total school enrollment. All LCAP services are designed to support *All Students* but are targeted in particular to serve those who may have fewer opportunities due to disabilities, financial challenges, language barriers, and/or familial instability. CCS seeks to make academic content, instruction, school community, mental health support, and college & career services accessible to all students in an equitable fashion.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$2,980,858.00	$333,525.00	$5,252.00	$116,427.00	$3,436,062.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$2,622,898.00	$813,164.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Federal Funds	Total Funds
1	1	Tutoring	Low SES	$26,474.00	$4,000.00	$2,000.00	$32,474.00
1	2	College& Career Planning Support	Low SES	$4,244.00	$2,450.00	$2,100.00	$8,794.00
1	3	Community Enhancements	Low SES	$3,762.00			$3,762.00
1	4	Technology Resources	All	$10,901.00	$22,088.00		$32,989.00
1	5	Miscellaneous Support	All	$137,145.00	$52,500.00		$189,645.00
2	1	Identify, Support, and Track Progress of Students with Anxiety	All	$3,000.00			$3,000.00
2	2	Expanded Mental Health Support to Support Students' Return to In-Person Learning	All	$6,540.00	$16,500.00		$23,040.00

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.

- **Increased / Improved**: Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.

- If “Yes” is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

    - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

    - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-3

MEETING DATE: 06/08/2021

SUBJECT: California Voting Rights Act Update

CHECK ONE:
For Discussion: ☐
For Action: ☐
Report: ☒
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

DEPARTMENT: Legal Services

ACTION REQUESTED:
The superintendent is recommending that the board receive an update regarding the California Voting Rights Act.

RATIONALE/BACKGROUND:
On March 10, 2020, the board adopted Resolution No. 2982, declaring its intent to transition from at-large to by-trustee area board elections, where each board member must reside within the designated trustee-area boundary, and is elected only by the voters in that trustee area. On March 31, 2020, the district's demographer presented information on the process and potential criteria for drawing the trustee-area boundary maps. At the April 14, 2020, meeting, the superintendent pulled the presentation and the second of two statutorily required hearings to evaluate the Governor's Executive Order N-48-20, signed April 9, 2020, and the effect it would have on the district's transition process. At the April 28, 2020, meeting, the board adopted Resolution No. 2991, declaring its intent to temporarily postpone hearings related to the board's transition to by-trustee area elections until such time as neither state nor local public health officials recommend or impose social distancing measures due to the COVID-19 pandemic.

ATTACHMENT(S):
N/A

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 06/01/2021
Board of Education: 11/17/2020 (CVRA Update)
Board of Education: 04/28/2020 (CVRA Update)
Board of Education: 04/14/2020 (CVRA Update)
Board of Education: 03/31/2020 (CVRA Update)
Board of Education: 03/24/2020 (CVRA Pre map Public Hearing No. 1)
Board of Education: 03/10/2020 (CVRA Update)

PREPARED BY: Linda C. T. Simlick, General Counsel LCTS

APPROVED BY: Kent Kern, Superintendent of Schools KK

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-4

MEETING DATE: 06/08/2021

SUBJECT: Public Hearing, Presentation and Adoption of 2021-22 Budget

DEPARTMENT: Fiscal Services

CHECK ONE:

For Discussion:	☒
For Action:	☐
Report:	☐
Workshop:	☐
Recognition:	☐
Emergency Action:	☐

ACTION REQUESTED:
The superintendent is recommending that the board hold a public hearing and discuss the proposed 2021-2022 Budget, including Staffing Standards, the use of Education Protection Account (EPA) funds, and the substantiation of excess reserves (required by Senate Bill 858) as presented by the administration.

Action anticipated June 22, 2021: Approval of 2020-2021 budget revisions, adoption of 2021-2022 budget, approval of 2021-2022 EPA expenditure plan, and approval of 2021-2022 excess reserves.

RATIONALE/BACKGROUND:
In accordance with Education Code 42127, the administration will present and adopt the 2021-22 budget. The budget to be adopted shall be prepared in accordance with Education Code 42126. Not later than five days after that adoption or by July 1, whichever occurs first, the governing board shall file that budget with the county superintendent of schools. That budget and supporting data shall be maintained and made available for public review

Proposition 55 requires the use of EPA funds be determined by the governing board at an open public meeting. This requirement is met at the annual budget adoption meeting. The district General Fund (Fund 01) and the dependent charter school Choices (Fund 09) request approval by the governing board.

The governing board of a school district that proposes to adopt a budget that includes a combined assigned and unassigned ending fund balance in excess of the minimum recommended reserve for economic uncertainties, shall, at the budget adoption public hearing, provide: the minimum recommended reserve for economic uncertainties; the combined assigned and unassigned ending fund balances that are in excess of the minimum recommended reserve for economic uncertainties for each fiscal year identified in the budget; and per Education Code Section 42127(a)(2)(B), a statement of the reasons that substantiate the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties. This information is in the budget report.

ATTACHMENT(S):
A: 2021-22 Budget Book with 2020-21 Estimated Actuals
B: Executive Summary PowerPoint Presentation

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 06/01/2021

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $ N/A
Funding Source: N/A
(unrestricted base, supplemental, other restricted, etc.)
Current Year Only ☐ Ongoing ☐

LCAP/STRATEGIC PLAN:
Goal: N/A Focus: N/A
Action: N/A

Strategic Plan: N/A

PREPARED BY: Fil Duldulao, Director, Fiscal Services
Kent Stephens, Deputy Superintendent KS

APPROVED BY: Kent Kern, Superintendent of Schools KK

San Juan Unified School District

2021-22 BUDGET

with 2020-21 Estimated Actuals
and Multi-year Projections

Presented to the Board of Education
June 8, 2021





3738 Walnut Avenue
Carmichael, CA 95608
www.sanjuan.edu

SAN JUAN UNIFIED SCHOOL DISTRICT
2021-22 ADOPTED BUDGET
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Superintendent's Message



San Juan Unified's mission to empower all in our inclusive learning community, and to contribute and thrive in our radically evolving world, must be guided by careful fiscal management that allows us to make strategic investments in the efforts that will most impact students.

We have been fortunate to receive Elementary and Secondary School Emergency Relief (ESSER) funds, as well as one-time state funds, that will support student learning over the next several years, with a focus on supporting in-person instruction and combating student learning loss that occurred during the pandemic. Enrichment and recovery instructional programs will be put into place across the district to support our students' academic and social-emotional growth.

San Juan Unified will continue to exercise caution and flexibility in long-term fiscal planning. By working together, we will identify and prioritize the needs of our students so that we can effectively reduce expenses in some areas while thoughtfully and carefully investing in critical needs.

This document provides detailed information about our annual budget to help you see how our financial resources have been allocated in support of our programs. For the latest budget information, please be sure to visit our website at www.sanjuan.edu/budget.

Thank you for being a part of our community and a voice in helping our schools succeed.

Sincerely,

Kent Kern
Superintendent of Schools

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OVERVIEW AND INTRODUCTION

FINANCIAL OVERVIEW

The San Juan Unified School District financial status is comprised of three major components: (1) Fund Balance (Ending and Beginning Balance); (2) Revenues; and (3) Expenditures. This document reflects audited figures for 2019-20, estimated actuals for 2020-21, adopted budget for 2021-22 and multi-year projections for 2022-23 and 2023-24.

DISTRICT MISSION

Valuing diversity and excellence, the San Juan Unified School District's mission is to educate and inspire each student to succeed and responsibly contribute to a radically evolving world by providing innovative, rigorous, student-focused instruction and programs in a safe, caring, and collaborative learning community.

SHARED BELIEFS

We Believe That:

- Every person is unique and has equal worth.
- Everyone can and will learn.
- People learn in different ways and at varied paces.
- Education is the shared responsibility of students, families, teachers, staff and community.
- Quality education expands opportunities throughout a person's life.
- Challenging people to meet high expectations leads to exceptional learning and remarkable results.
- Nurturing relationships and healthy environments are necessary for individuals to thrive.
- Diversity is a valuable asset that strengthens and enriches our community.
- Personal development and community well-being depend on individual responsibility.
- Everyone benefits when people willingly contribute to the well-being of others.
- Honesty and integrity are essential to build trusting relationships.
- Access to quality public education is essential to our democracy.

CORE COMMITMENTS

- Prioritize resources to close achievement gaps, improve teaching and learning, recruit and retain high quality employees and help all students reach their potential.
- Provide sound fiscal stewardship of community resources.
- Build trust by sharing useful, transparent fiscal information.
- Adopt a budget that consistently balances ongoing revenues and expenditures to avoid a structural deficit.
- Preserve an ending fund balance that ensures integrity and stability of the district.

CORE MESSAGES

- Governor Newsom released his revised 2021-22 budget on May 14th. It includes an unprecedented amount of investment in public education, using one-time and on-going funds. The governor missed an opportunity to fully pay off deferrals and provide relief for pension and unemployment insurance rates.
- The proposal includes a 5.07% “Super COLA” (2.31% for 2020-21 and 1.70% for 2021-22 and an additional 1.00%) and estimates $17.7 billion in surplus Proposition 98 funds for the three-year period, 2019-22.
- Planning factors used to prepare the 2020-21 budget are based on guidance received from various state sources, including the Department of Finance (DOF), the Legislative Analyst’s Office (LAO), Sacramento County Office of Education (SCOE) and others. State budget negotiations are not complete.
- San Juan USD will receive considerable one-time funds from state and federal sources to be spent during the next few years. Details will be described in the document.
- Budget estimates do not include the costs of recent collective bargaining agreements.
- The district will not be eligible for concentration grant funds in 2021-22
- The district will continue to exercise caution and flexibility in long-term fiscal planning.

SACRAMENTO COUNTY OFFICE OF EDUCATION (SCOE)

The Sacramento County Office of Education (SCOE) reviews all district budgets and interim budget reports. SCOE has an oversight obligation to monitor the district's long-term fiscal health as prescribed in AB 1200. SCOE has provided the following guidance:

- Re-evaluate spending priorities to address student achievement and begin new initiatives only if long-term solvency can be maintained (avoid cycles of additions and reductions).
- Strategically invest stimulus funds to help students recover learning loss, provide wrap-around supports and reduce future operational costs.
- Exercise caution and maintain flexibility in collective bargaining process. Neighboring districts have widely divergent levels of funding. Consider increases to pension rates, rising health care costs, and the implementation of the Affordable Care Act (ACA).
- Maintain reserves greater than the minimum requirement.
- Support on-going expenditures with on-going revenues.

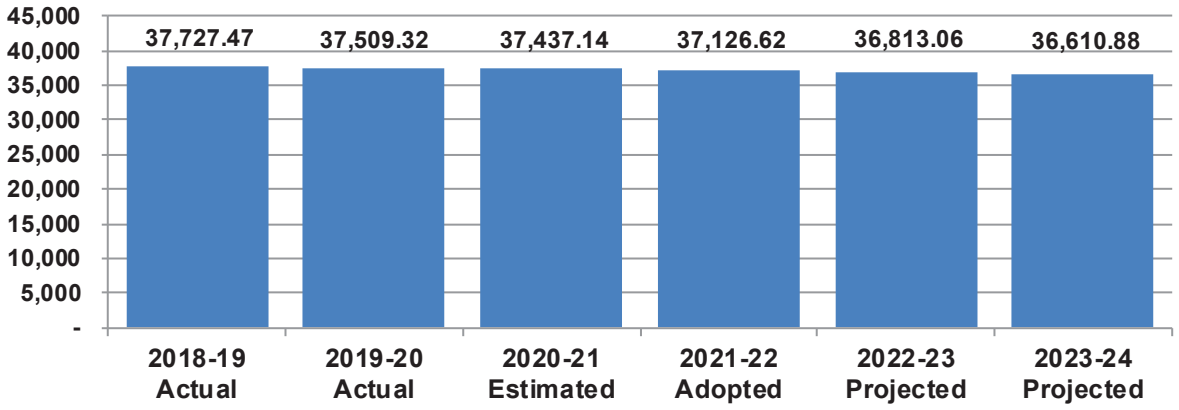
PROPOSITION 55 AND THE EDUCATION PROTECTION ACT (EPA)

Proposition 55 was passed by voters in November 2016. It extends the temporary personal income tax increase first enacted by Proposition 30. While the higher tax rates for high-income earners will be extended for an additional 12 years (though 2030), the sales tax increase expired at the end of 2016. The EPA is used to fund instructional costs listed on pages 241 (Fund 01) and 242 (Fund 09) of the budget document.

STATE FUNDING AND AVERAGE DAILY ATTENDANCE

California funds schools based on student attendance, also known as Average Daily Attendance (ADA). A student attending every day would equal one ADA. ADA is not the same as enrollment, which is the number of students officially enrolled in district schools. Average Daily Attendance is used to calculate a district's proportionate share of state revenue from resources such as; the Local Control Funding Formula (LCFF), Special Education, and Lottery funds.

San Juan Unified School District Funded ADA



2021-22 LCFF Funding Factors

Students are funded based on grade spans. Students in grades K-3 receive an adjustment for smaller class sizes. Students in grades 9-12 receive an adjustment for Career Technical Education (CTE).

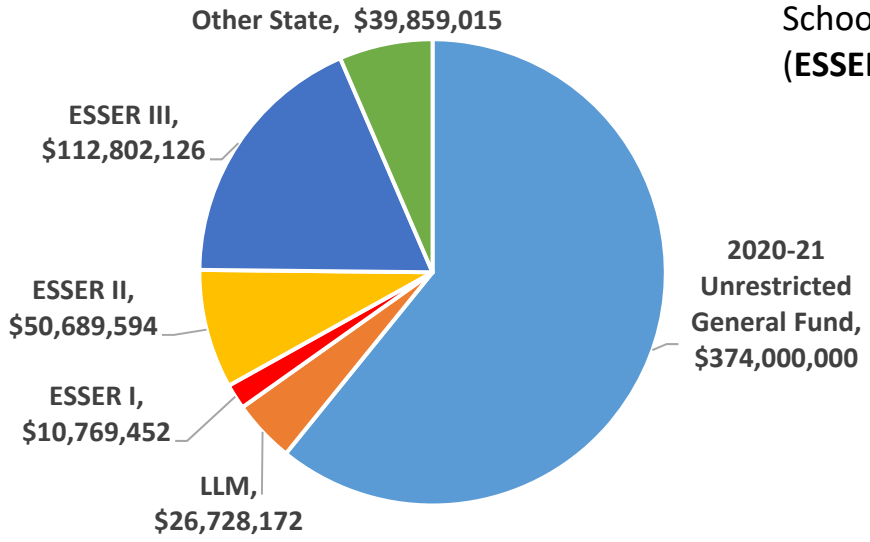
Grade Span	2021-22 Base Grant Per ADA	Grade Span Adjustment	2021-22 Total Base Grant Per ADA
K-3	$8,092	$842	$8,934
4-6	$8,214		$8,214
7-8	$8,458		$8,458
9-12	$9,802	$255	$10,057

SUMMARY OF ONE-TIME STIMULUS FUNDS

Source	Allocation	Spent	Balance	Sample Uses
LLM	$ 26,728,172	$ 26,728,172	$ -	Staff professional development, safety measures, instructional technology, learning software, meal program support.
ESSER I	$ 10,769,452	$ 10,769,452	$ -	PPE, facility preparation, process automation software, pay for front-line staff, unexpected operational supports and other pandemic-related costs.
ESSER II	$ 50,689,594	$ 7,768,594	$ 42,921,000	Approved uses will be similar to those of ESSER I. District will focus funds to support in-person instruction.
ESSER III	$ 112,802,126	$ -	$ 112,802,126	Approved uses will be similar to those of ESSER I and II. Expanded learning opportunities, Additional staff and student support and safety.
Additional State Stimulus	$ 39,859,015	$ 22,859,015	$ 17,000,000	Expanded learning opportunities, Enhances social supports and other wrap-around services for students, Return to In-person Learning.
TOTAL	**$ 240,848,359**	**$ 68,125,233**	**$ 172,723,126**	

Learning Loss Mitigation (**LLM**)

Elementary and Secondary School Emergency Relief (**ESSER**)



2020-21 ESTIMATED ACTUALS

ALL FUNDS

FUND	Beginning Balance	Revenues	Expenses	Other Financing	Surplus/ (Deficit)	Ending Balance
Supplemental/Concentrn	4,330,412	34,781,689	35,966,828	(9,529)	(1,194,668)	3,135,744
Base / Other	47,031,634	339,146,990	270,952,669	(59,961,942)	8,232,379	55,264,013
Total Unrestricted	51,362,046	373,928,679	306,919,497	(59,971,471)	7,037,711	58,399,757
Total Restricted	26,964,387	228,026,769	213,941,029	42,399,751	56,485,491	83,449,878
GENERAL FUND	**78,326,433**	**601,955,448**	**520,860,526**	**(17,571,720)**	**63,523,202**	**141,849,635**
Charter Schools	1,317,937	3,299,352	3,324,587	(237,828)	(263,063)	1,054,874
SPED (SELPA)	0	4,791,286	4,791,286	0	0	0
Adult Education	1,733,310	3,493,865	3,243,832	(90,300)	159,733	1,893,043
Child Development	2,558,674	21,012,654	25,708,245	2,915,000	(1,780,591)	778,083
Cafeteria	4,002,887	7,674,440	13,158,740	3,492,225	(1,992,075)	2,010,812
Deferred Maintenance	1,223,133	7,647	2,230,779	2,000,000	(223,132)	1,000,001
SPECIAL REVENUE	**10,835,941**	**40,279,244**	**52,457,469**	**8,079,097**	**(4,099,128)**	**6,736,813**
Building	98,739,573	3,766,270	118,932,252	184,252,259	69,086,277	167,825,850
Capital Facilities	964,665	3,056,000	65,276	0	2,990,724	3,955,389
County School Facilities	482	3,142,895	0	(3,143,377)	(482)	0
Special (Prop 39)	146,247	267	146,514	0	(146,247)	0
CAPITAL PROJECTS	**99,850,967**	**9,965,432**	**119,144,042**	**181,108,882**	**71,930,272**	**171,781,239**
SELF INSURANCE	**36,651,676**	**20,482,089**	**21,320,214**	**9,000,000**	**8,161,875**	**44,813,551**
TOTAL	**225,665,017**	**672,682,213**	**713,782,251**	**180,616,259**	**139,516,221**	**365,181,238**

UNRESTRICTED GENERAL FUND

	Adopted Budget	Budget Act	1st Interim	2nd Interim	Estimated Actuals	Unaudited Actuals
Revenues	**345,392,477**	**375,981,885**	**376,600,180**	**374,305,471**	**373,928,679**	
Expenses						
Salaries/Benefits	292,016,756	292,024,072	288,845,862	285,331,609	283,445,284	
Other Expenditures	21,893,712	21,886,275	23,905,978	23,905,978	23,474,213	
Total Expenses	**313,910,468**	**313,910,347**	**312,751,840**	**308,239,042**	**306,919,497**	
Other Financing	**(55,481,929)**	**(54,201,982)**	**(55,702,494)**	**(58,825,555)**	**(59,971,471)**	
Surplus/(Deficit)	**(23,999,920)**	**7,869,556**	**8,145,846**	**7,240,874**	**7,037,711**	
Beginning Balance	**40,760,784**	**51,362,046**	**51,362,046**	**51,362,046**	**51,362,046**	
Ending Balance	**16,760,864**	**59,231,602**	**59,507,892**	**58,602,920**	**58,399,757**	
Assigned	13,008,305	16,334,787	16,204,019	14,697,507	15,172,744	
Unassigned	3,752,559	42,896,815	43,303,873	43,905,413	43,227,013	

SIGNIFICANT BUDGET PLANNING FACTORS

- Local Control Funding Formula
  - ❖ State COLA of 5.07% (after 1.70% statutory COLA applied)
  - ❖ Unduplicated pupil count of 53.81% (50.98% three-year average)
  - ❖ Funded ADA of 37,199 (down 310 from 2020-21)
- STRS rate of 16.92% (up from 16.15%)
- PERS rate of 22.91% (down from 19.72%)
- Step and column advancement (.87% average)
- Medical insurance premium increase of 4.00% (Based on recommendation from consultant)

	2021-22 Adopted	2022-23 Projected	2023-24 Projected
Funded ADA	**37,199**	**36,885**	**36,683**
Increase/(Decrease)	*(310)*	*(314)*	*(202)*
Statutory COLA	**1.70%**	**2.48%**	**3.11%**
Funded COLA	**5.07%**	**2.48%**	**3.11%**
LCFF $/ADA (Avg.)	**10,229**	**10,492**	**10,869**
Increase/(Decrease)	*5.00%*	*2.60%*	*3.50%*
STRS Rate	**16.92%**	**19.10%**	**19.10%**
Increase/(Decrease)	*0.77%*	*2.18%*	*0.00%*
PERS Rate	**22.91%**	**26.10%**	**27.10%**
Increase/(Decrease)	*2.21%*	*3.19%*	*1.00%*
Medical Ins. Increase	**4.00%**	**7.50%**	**7.50%**

2021-22 BUDGET ADOPTION

ALL FUNDS

FUND	Beginning Balance	Revenues	Expenses	Other Financing	Surplus/ (Deficit)	Ending Balance
Supplemental/Concentrn	3,135,744	36,283,965	36,634,970	(8,355)	(359,360)	2,776,384
Base / Other	55,264,013	356,930,653	288,420,396	(57,937,154)	10,573,103	65,837,116
Total Unrestricted	58,399,757	393,214,618	325,055,366	(57,945,509)	10,213,743	68,613,500
Total Restricted	83,449,878	103,875,076	213,679,008	46,247,988	(63,555,944)	19,893,934
GENERAL FUND	**141,849,635**	**497,089,694**	**538,734,374**	**(11,697,521)**	**(53,342,201)**	**88,507,434**
Charter Schools	1,054,874	3,436,062	3,343,696	(237,324)	(144,958)	909,916
SPED (SELPA)	0	4,970,677	4,970,677	0	0	0
Adult Education	1,893,043	3,496,985	3,397,509	(93,476)	6,000	1,899,043
Child Development	778,083	20,167,285	24,769,430	4,469,893	(132,252)	645,831
Cafeteria	2,010,812	14,160,214	16,338,043	3,167,017	989,188	3,000,000
Deferred Maintenance	1,000,001	7,000	2,000,000	2,000,000	7,000	1,007,001
SPECIAL REVENUE	**6,736,813**	**46,238,223**	**54,819,355**	**9,306,110**	**724,978**	**7,461,791**
Building	167,825,850	2,294,395	83,537,452	391,411	(80,851,646)	86,974,204
Capital Facilities	3,955,389	1,256,000	60,000	0	1,196,000	5,151,389
County School Facilities	0	0	0	0	0	0
Special (Prop 39)	0	0	0	0	0	0
CAPITAL PROJECTS	**171,781,239**	**3,550,395**	**83,597,452**	**391,411**	**(79,655,646)**	**92,125,593**
SELF INSURANCE	**44,813,551**	**21,441,604**	**24,407,332**	**2,000,000**	**(965,728)**	**43,847,823**
TOTAL	**365,181,238**	**568,319,916**	**701,558,513**	**0**	**(133,238,597)**	**231,942,641**

UNRESTRICTED GENERAL FUND

	Adopted Budget	Budget Act	1st Interim	2nd Interim	Estimated Actuals	Unaudited Actuals
Revenues	**393,214,618**					
Expenses						
Salaries/Benefits	299,024,556					
Other Expenditures	26,030,810					
Total Expenses	**325,055,366**					
Other Financing	**(57,945,509)**					
Surplus/(Deficit)	**10,213,743**					
Beginning Balance	**58,399,757**					
Ending Balance	**68,613,500**					
Assigned	25,936,808					
Unassigned	42,676,692					

2022-2024 MULTI-YEAR PROJECTIONS

The district used estimates from the Department of Finance (DOF) to project LCFF revenue growth in 2022-23 and 2023-24. The district Planning Department provides enrollment estimates, which are used to calculate Average Daily Attendance (ADA), the basis of state funding.

Operating costs for future years are projected using historical patterns and probabilities. Significant expenditure planning factors include; salaries, seniority and retirement of employees, health care and other benefit costs, pension costs, utilities, property and liability insurance premiums, etc.

UNRESTRICTED GENERAL FUND

	2022-23 Adopted Budget	2023-24 Adopted Budget
Revenues	**395,783,691**	**407,659,811**
Expenses		
Salaries/Benefits	305,001,686	310,180,343
Other Expenditures	24,453,726	26,617,795
Total Expenses	**329,455,412**	**336,798,138**
Other Financing	**(58,200,365)**	**(60,032,057)**
Surplus/(Deficit)	**8,127,914**	**10,829,616**
Beginning Balance	**68,613,500**	**76,741,414**
Ending Balance	**76,741,414**	**87,571,030**
Assigned	35,628,695	47,585,093
Unassigned	41,112,719	39,985,937
Change in Unassigned	*(1,563,973)*	(1,126,782)

LATEST BUDGET NEWS

- The governor and legislative leaders have begun state budget negotiations and we expect changes from the governor's revision released in May.
- The governor proposes to retain over $2 billion in payment deferrals to school districts, creating potential cash flow challenges; short-term borrowing may be necessary, but not likely based on current projections. We expect legislators to seek a compromise to pay off all deferrals as recommended by the LAO.
- The LAO also recommends that the state budget provide relief to pension rates and the recent spike in unemployment insurance rates.
- The governor proposes universal Transitional Kindergarten (which requires space planning for districts) and a permanent increase to the concentration grant allocation of $1.1 billion.

Local Control Accountability Plan (LCAP)
2021 Budget Book Summary

OVERVIEW

The Local Control Funding Formula (LCFF) is a California law passed in 2013 that changed the method of distributing funds from the state to local school districts. LCFF funds include a base level grant for all Local Education Agencies (LEA) based on Average Daily Attendance. Additional funding is provided through supplemental and concentration grants based on the unduplicated number of high need students in the following categories: Low Income, English Learners, and Foster/Homeless Youth.



In order to access the funds from the State of California, LEAs develop a Local Control Accountability Plan (LCAP) in partnership with their communities, families, students, staff, advisory committees, and labor partners. The LCAP is a three-year plan aligned to the Eight State Priorities that describes the goals, actions, services, and expenditures to address identified student needs with an emphasis on increasing or improving services for unduplicated student groups—Low Income, English Learners, and Foster/Homeless Youth.

CORE PRINCIPLES

The LCAP is centered around two core principles: equity and continuous improvement. San Juan Unified School District (SJUSD) is committed to leading for equity using a strategy focused on reflection, action, and measuring impact. Through reflection, we seek to understand and learn about what our students need. We then bring that understanding into action with coherence and in partnership with stakeholders. Finally, we measure and hold ourselves responsible for the impact of our work.

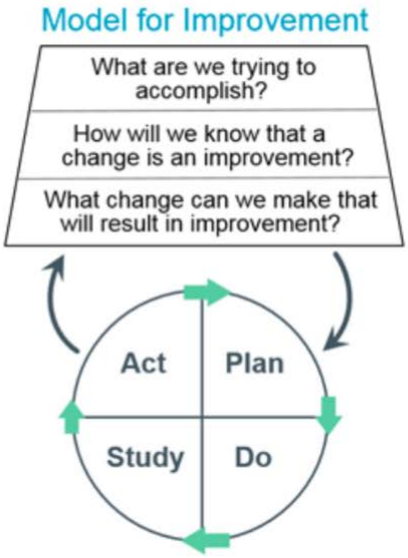


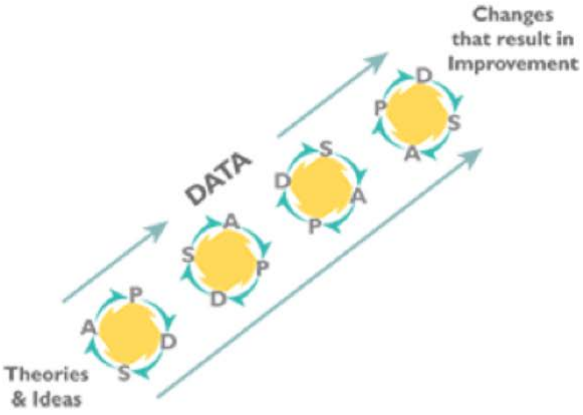
EQUITY STRATEGY

- **Reflect** - Understand and learn about what our students need
- **Act** - Bring that understanding into action with coherence and in partnership with stakeholders
- **Impact** - Measure and hold ourselves responsible for the impact of our work

SJUSD applies this equity strategy using a model for continuous improvement where opportunities for reflection, action, and measuring impact are embedded throughout the process. This process is aligned to the LCAP and consists of answering three fundamental improvement questions in partnership with stakeholders and conducting rapid inquiry cycles:

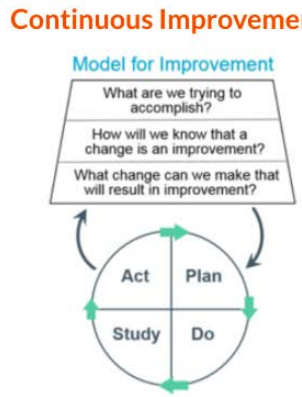
- **Goal:** What are we aiming to achieve?
- **Metrics:** How will we assess progress towards achieving our goal?
- **Stakeholder Engagement:** What stakeholder input will inform our actions?
- **Actions:** What will we do to achieve our goal?
- **Test:** Conduct Plan, Do, Study, Act (PDSA) cycles of inquiry to test actions.





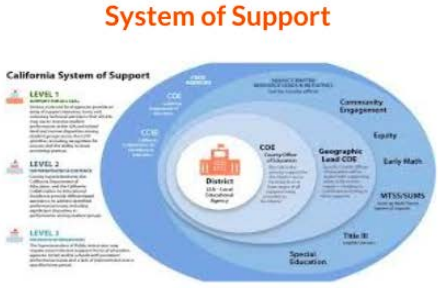
In addition to the LCAP, this model is aligned to and at the center of the statewide accountability system, which includes the School Plan for Student Achievement, Local Dashboard, Differentiated Assistance, and System of Support.











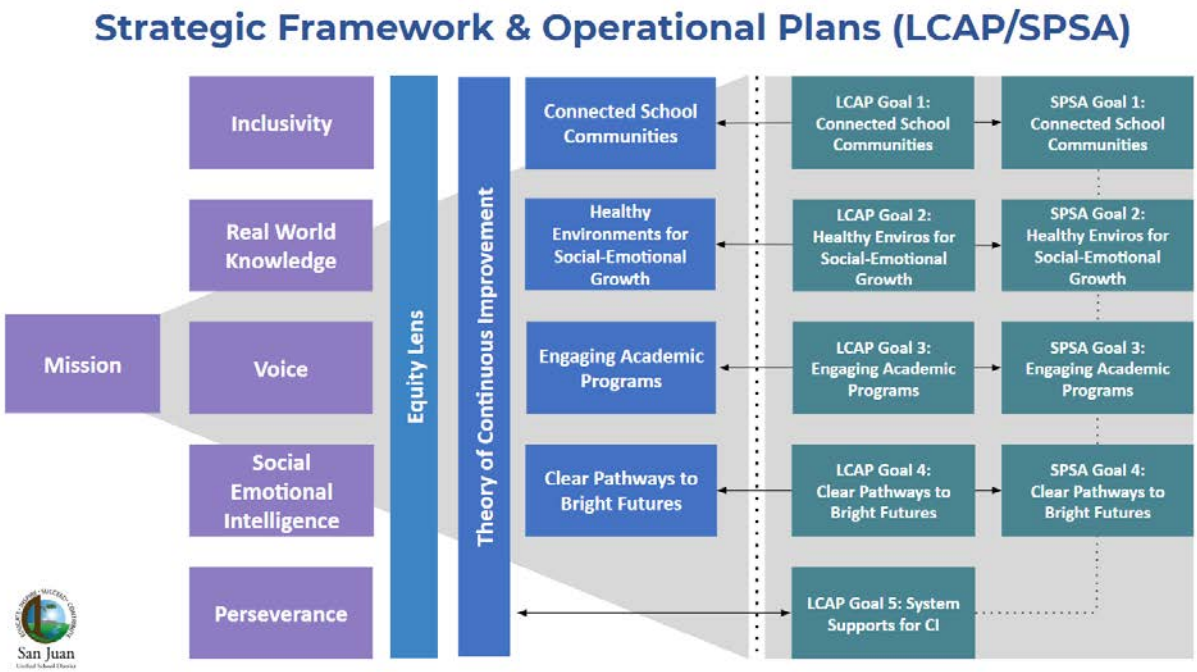
STRATEGIC FRAMEWORK

San Juan Unified School District values an inclusive decision-making approach and relies upon broad engagement as a key driver of continuous improvement in our schools. Beginning with the 2019-2020 school year, San Juan launched an expansive listening and learning process as part of the development of a new district strategic framework and new 3-year LCAP including the following key activities:

- Convening a **Strategic Planning Task Force** to examine state and local data and generate key questions to guide, and synthesize the results from districtwide listening efforts.
- Holding three **Regional School-Community Forums** where 324 parents, students, staff, and community members representing 92% of our schools engaged in data-for-equity protocols and provided direct input into the strategic framework.
- Launching the **Cultural Brokers Network** to conduct listening and learning sessions with parents and students from groups facing particular challenges or whose voice was not captured through traditional engagement mechanisms.



The Strategic Planning Task Force drafts shared values statements based on stakeholder engagement input.



MISSION

We empower all in our inclusive learning community to contribute and thrive in a radically evolving world.

SHARED VALUES

Inclusivity: We commit to cultivating an inclusive community of belonging with genuine respect for diverse cultures, identities, and abilities.

Real World Knowledge: We commit to creating environments and providing experiences that build and apply relevant skills and knowledge for the real world.

Voice: We commit to hearing all voices, acknowledging, validating, and responding as we continuously grow together as a community.

Social and Emotional Intelligence: We commit to creating a culture that embraces, teaches, models, and applies social and emotional intelligence in all interactions with all stakeholders.

Perseverance: We commit to creating a learning atmosphere that models and instills perseverance through adversity and encourages risk taking.

EQUITY LENS

Through policies, practices, programs and decisions, San Juan Unified will reduce the predictability of which students fail by utilizing an equity lens to eliminate barriers for our specific populations.

FOCUS AREAS

Welcoming schools that support the social and emotional needs of our students form the foundation for academic excellence. We recognize this is built through the continuous improvement of intentional collaborative efforts that are focused on the following:

1. **Connected School Communities:** Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our schools have to offer.
2. **Healthy Environments for Social and Emotional Growth:** All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.
3. **Engaging Academic Programs:** All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.
4. **Clear Pathways to Bright Futures:** Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity.

LCAP DEVELOPMENT

Following the completion of the Strategic Framework development process, LCAP action program leads, and collaborative partners, convened in teams organized around the new Focus Areas. Teams re-mapped existing LCAP actions to new LCAP goals, considered the effectiveness of actions in light of state and local trend data, and refined actions into coherent and measurable programs by planning to modify, combine, or discontinue them.

Concurrently, the LCAP Parent Advisory Committee (LCAP PAC) also formed LCAP focus area/goal teams, analyzed state and local trend data, and stakeholder engagement input to develop considerations to inform the work of staff LCAP focus area/goal teams. The parallel activities merged, culminating in the collaborative planning and presentation of LCAP goal considerations on March 6, 2020. A sequence of training on the English Learner Roadmap and the LCAP, along with multiple input sessions, was also conducted with the District English Language Advisory Committee (DELAC) as part of the LCAP

development process. One week later, San Juan Unified leaders announced the closure of all schools to protect our staff, students, families, and community during the COVID-19 pandemic.

COVID-19 resulted in LCAP work being placed on hold until further guidance was received by the California Department of Education (CDE). In April 2020, a COVID Operations report was required by the CDE to explain the changes to program offerings that the district made in response to school closures to address the COVID-19 emergency, to explain the major impacts of such closures on students and families, and to include a description of how the district is meeting the needs of its unduplicated students. Senate Bill No. 98, approved in June 2020, suspended the 2020-2021 LCAP and, instead, required completion and adoption of the Budget Overview for Parents and the Learning Continuity and Attendance Plan (LCP) for the 2020-2021 school year.

The Learning Continuity and Attendance Plan (LCP), memorialized the planning process already underway for the 2020-2021 school year and required a stakeholder engagement strategy to inform the district's implementation of distance learning and educational supports and services. Information was gathered using surveys and outreach to statutorily required groups including students, parent/guardians, teachers, principals, administrators, and local bargaining units. Based on stakeholder, LCAP PAC, and DELAC input, the plan was developed and presented at a public meeting, approved at a subsequent district board meeting, and adopted by September 30, 2020.

Beginning in January 2021, and continuing through March 2021, the district continued its stakeholder engagement outreach to help inform the 2021-2022 LCAP. Stakeholder engagement listening sessions were held with the statutorily required groups including students, parents/guardians, teachers, principals, administrators, and local bargaining units. The questions asked to participants were based on the identified focus areas created in the 2020 school year and the LCP. On April 8, 2021, the LCAP PAC met to review their considerations from the previous school year and to review the current stakeholder key themes in order to add to, revise, or remove considerations developed in 2020. District focus teams began meeting to review the 2020 LCAP PAC considerations, current stakeholder key themes, and consolidated considerations to support the planning and development of the 2021-2022 LCAP. On May 6, 2021, a draft plan of the LCAP was presented to the LCAP PAC and on May 20, 2021, a draft plan of the LCAP was presented to the DELAC. Both groups developed questions for the district superintendent and the superintendent responses were shared with the LCAP PAC and the DELAC. On June 8, 2021, the LCAP draft plan was presented in a public meeting, and on June 22, 2021, the LCAP was adopted by the local governing board.

BUDGET CALENDAR

Key dates in the development of the San Juan Unified School District Budget include:

2020

September 8	Board Meeting: Review and Update of 2020-2 Annual LCAP
September 8	2019-20 Unaudited Actuals / 2020-21 Revised Budget submitted to SCOE
December 15	Board Meeting: 2020-21 First Interim and Budget/Financial Status Report approval Board Meeting: 2019-20 Audit Report

2021

January 10	Governor presents 2021-22 State Budget
February 23	Board Meeting: Recommendation for Reductions of Particular Kinds of Service (PKS) Certificated and Notice of Intent to Reduce Classified Positions – Discussion
February-May	Budget development for LCAP based on priorities delineated in the plan
March 9	Board Meeting: Recommendation for Reductions of Particular Kinds of Service (PKS) Certificated and Notice of Intent to Reduce Classified Positions - Adoption Board Meeting: 2019-20 Second Interim and Budget/Financial Status Report
April	Prioritize final LCAP recommendations
May 14	Governor presents May Revise
June 8	Board Meeting: Public Hearings, Presentations and Adoptions of the 2021-22 LCAP and Budget , including Education Protection Account (EPA) spending plan
June 15	Constitutional deadline for Legislature to send a budget to the Governor
July 1	Adopted Budget submitted to Sacramento County Office of Education (SCOE)
September 14	Board Meeting: 2020-21 Unaudited Actuals and Approve 2021-22 Revised Budget
September 15	2020-21 Unaudited Actuals / 2021-22 Revised Budget submitted to SCOE Upload EPA spending plan on District website upon Board of Education approval
December 14	Board Meeting: 2021-22 First Interim and Budget/Financial Status Report approval Board Meeting: 2020-21 Audit Report

FUND SUMMARIES

ALL FUNDS

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Expenditures by Object 26
Fund Balances 27

GENERAL FUND

Total 28
Unrestricted – Total 29
Unrestricted – Without Supplemental 30
Unrestricted – Supplemental Grant Only 31
Restricted 32

SPECIAL REVENUE FUND

Total 33
Charter Schools 34
Special Education Pass-through 35
Adult Education 36
Child Development 37
Cafeteria 38
Deferred Maintenance 39

CAPITAL PROJECTS FUND

Total 40
Building 41
Capital Facilities 42
County Schools Facilities 43
Special Reserve- Proposition 39 44
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SELF INSURANCE FUND 46

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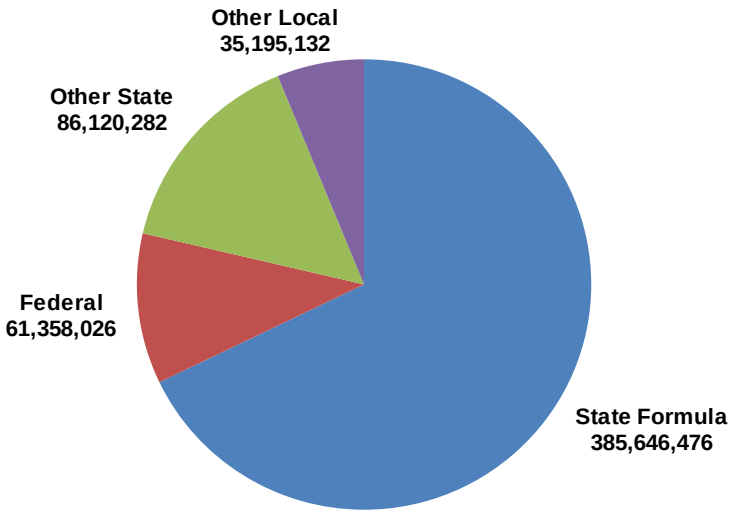
2021-22 ALL FUNDS

Revenues by Object

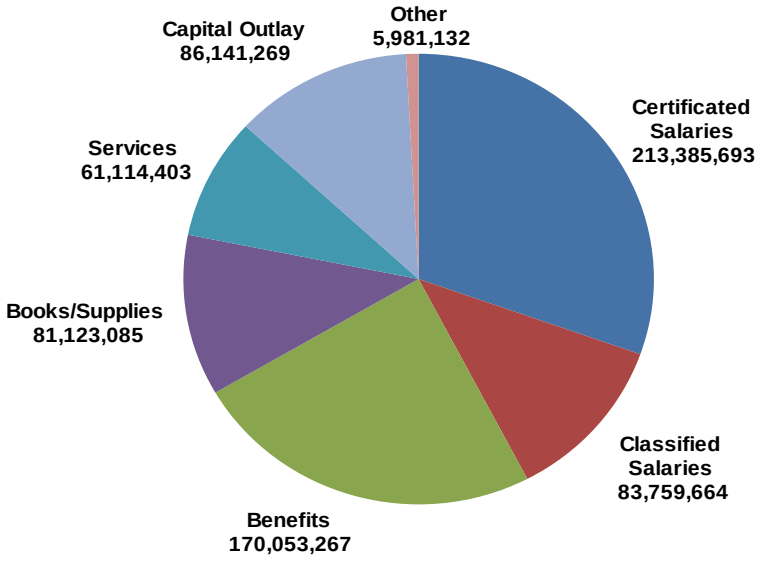
FUND	STATE FORMULA	FEDERAL	OTHER STATE	OTHER LOCAL	TOTAL
Supplemental/Concentrn	36,283,965				36,283,965
Base / Other	344,229,451	0	9,762,408	2,938,794	356,930,653
Total Unrestricted	380,513,416	0	9,762,408	2,938,794	393,214,618
Total Restricted	2,152,202	35,945,821	62,631,104	3,145,949	103,875,076
GENERAL FUND	**382,665,618**	**35,945,821**	**72,393,512**	**6,084,743**	**497,089,694**
Charter Schools	2,980,858	116,427	333,525	5,252	3,436,062
SPED (SELPA)	0	0	4,970,677	0	4,970,677
Adult Education	0	413,613	2,927,372	156,000	3,496,985
Child Development	0	13,282,868	4,655,252	2,229,165	20,167,285
Cafeteria	0	11,599,297	839,944	1,720,973	14,160,214
Deferred Maintenance	0	0	0	7,000	7,000
SPECIAL REVENUE	**2,980,858**	**25,412,205**	**13,726,770**	**4,118,390**	**46,238,223**
Building	0	0	0	2,294,395	2,294,395
Capital Facilities	0	0	0	1,256,000	1,256,000
County School Facilities	0	0	0	0	0
Special (Prop 39)	0	0	0	0	0
CAPITAL PROJECTS	**0**	**0**	**0**	**3,550,395**	**3,550,395**
SELF INSURANCE	**0**	**0**	**0**	**21,441,604**	**21,441,604**
TOTAL	**385,646,476**	**61,358,026**	**86,120,282**	**35,195,132**	**568,319,916**



2021-22 ALL FUNDS

Expenditures by Object

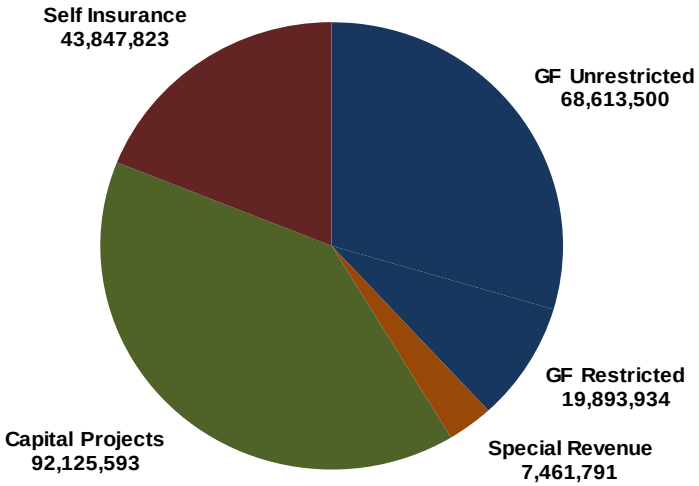
FUND	Cert. Salaries	Class. Salaries	Employee Benefits	Books/ Supplies	Services/ Operating	Capital Outlay	Other Expenses	TOTAL
Supplemental/Concentrn	16,380,211	4,351,596	9,760,164	1,940,912	2,928,568	0	1,273,519	36,634,970
Base / Other	145,121,719	38,236,672	85,174,194	6,738,218	16,207,966	4,359,600	(7,417,973)	288,420,396
Total Unrestricted	161,501,930	42,588,268	94,934,358	8,679,130	19,136,534	4,359,600	(6,144,454)	325,055,366
Total Restricted	40,567,420	29,469,742	60,176,277	64,146,505	13,383,540	73,000	5,862,524	213,679,008
GENERAL FUND	**202,069,350**	**72,058,010**	**155,110,635**	**72,825,635**	**32,520,074**	**4,432,600**	**(281,930)**	**538,734,374**
Charter Schools	1,462,348	280,818	879,732	254,090	457,070	0	9,638	3,343,696
SPED (SELPA)	0	0	0	0	0	0	4,970,677	4,970,677
Adult Education	1,089,560	311,649	697,611	212,751	1,029,113	0	56,825	3,397,509
Child Development	8,764,435	4,579,317	8,943,148	1,366,062	264,344	0	852,124	24,769,430
Cafeteria	0	5,187,687	3,617,828	6,412,306	746,424	0	373,798	16,338,043
Deferred Maintenance	0	0	0	0	0	2,000,000	0	2,000,000
SPECIAL REVENUE	**11,316,343**	**10,359,471**	**14,138,319**	**8,245,209**	**2,496,951**	**2,000,000**	**6,263,062**	**54,819,355**
Building	0	958,656	571,927	25,950	2,272,250	79,708,669	0	83,537,452
Capital Facilities	0	0	0	0	60,000	0	0	60,000
County School Facilities	0	0	0	0	0	0	0	0
Special (Prop 39)	0	0	0	0	0	0	0	0
CAPITAL PROJECTS	**0**	**958,656**	**571,927**	**25,950**	**2,332,250**	**79,708,669**	**0**	**83,597,452**
SELF INSURANCE	**0**	**383,527**	**232,386**	**26,291**	**23,765,128**	**0**	**0**	**24,407,332**
TOTAL	**213,385,693**	**83,759,664**	**170,053,267**	**81,123,085**	**61,114,403**	**86,141,269**	**5,981,132**	**701,558,513**



2021-22 ALL FUNDS

Summary - Reserves

FUND	Beginning Balance	Revenues	Expenses	Other Financing	Surplus/ (Deficit)	Ending Balance
Supplemental/Concentrn	3,135,744	36,283,965	36,634,970	(8,355)	(359,360)	2,776,384
Base / Other	55,264,013	356,930,653	288,420,396	(57,937,154)	10,573,103	65,837,116
Total Unrestricted	58,399,757	393,214,618	325,055,366	(57,945,509)	10,213,743	68,613,500
Total Restricted	83,449,878	103,875,076	213,679,008	46,247,988	(63,555,944)	19,893,934
GENERAL FUND	**141,849,635**	**497,089,694**	**538,734,374**	**(11,697,521)**	**(53,342,201)**	**88,507,434**
Charter Schools	1,054,874	3,436,062	3,343,696	(237,324)	(144,958)	909,916
SPED (SELPA)	0	4,970,677	4,970,677	0	0	0
Adult Education	1,893,043	3,496,985	3,397,509	(93,476)	6,000	1,899,043
Child Development	778,083	20,167,285	24,769,430	4,469,893	(132,252)	645,831
Cafeteria	2,010,812	14,160,214	16,338,043	3,167,017	989,188	3,000,000
Deferred Maintenance	1,000,001	7,000	2,000,000	2,000,000	7,000	1,007,001
SPECIAL REVENUE	**6,736,813**	**46,238,223**	**54,819,355**	**9,306,110**	**724,978**	**7,461,791**
Building	167,825,850	2,294,395	83,537,452	391,411	(80,851,646)	86,974,204
Capital Facilities	3,955,389	1,256,000	60,000	0	1,196,000	5,151,389
County School Facilities	0	0	0	0	0	0
Special (Prop 39)	0	0	0	0	0	0
CAPITAL PROJECTS	**171,781,239**	**3,550,395**	**83,597,452**	**391,411**	**(79,655,646)**	**92,125,593**
SELF INSURANCE	**44,813,551**	**21,441,604**	**24,407,332**	**2,000,000**	**(965,728)**	**43,847,823**
TOTAL	**365,181,238**	**568,319,916**	**701,558,513**	**0**	**(133,238,597)**	**231,942,641**



GENERAL FUND

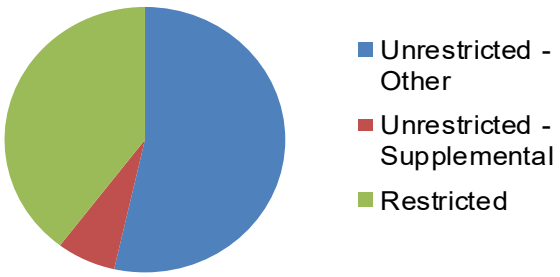
TOTAL

The General Fund is used to account for the ordinary operations of the district. It consists of two primary components; the Unrestricted General Fund and the Restricted General Fund.

	2019-20 Actual	2020-21 Estimated	2021-22 Adopted	2022-23 Projected	2023-24 Projected
REVENUES					
LCFF Base	332,535,302	331,736,525	346,381,653	352,228,916	360,610,064
LCFF Supplemental	36,297,202	34,781,689	36,283,965	36,963,222	40,260,498
Federal	29,540,268	117,391,428	35,945,821	34,396,597	33,895,821
Other State	75,707,595	112,502,109	72,393,512	69,382,718	69,866,503
Other Local	7,577,685	5,543,697	6,084,743	4,220,567	4,220,567
TOTAL REVENUES	**481,658,052**	**601,955,448**	**497,089,694**	**497,192,020**	**508,853,453**
EXPENSES					
Certificated Salaries	207,899,457	215,139,421	202,069,350	202,015,313	203,398,751
Classified Salaries	69,669,804	68,345,797	72,058,010	72,621,381	73,248,656
Employee Benefits	150,068,242	145,299,426	155,110,635	163,186,407	169,141,181
Books and Supplies	18,698,978	55,368,268	72,825,635	24,296,844	22,532,069
Services and Operating	25,787,690	36,148,805	32,520,074	29,229,578	29,075,252
Capital Outlay	593,360	938,748	4,432,600	73,000	73,000
Other	(35,468)	(379,939)	(281,930)	(208,063)	(153,558)
TOTAL EXPENSES	**472,682,063**	**520,860,526**	**538,734,374**	**491,214,460**	**497,315,351**
OTHER FINANCING[1]	**(13,498,635)**	**(17,571,720)**	**(11,697,521)**	**(4,227,628)**	**(4,227,628)**
INCREASE/(DECREASE)	**(4,522,646)**	**63,523,202**	**(53,342,201)**	**1,749,932**	**7,310,474**
BEGINNING BALANCE	**82,849,079**	**78,326,433**	**141,849,635**	**88,507,434**	**90,257,365**
ENDING BALANCE	**78,326,433**	**141,849,635**	**88,507,434**	**90,257,365**	**97,567,839**

2021-22

Full-time Employees (FTE)	3,985
Revenue Growth	-17.42%
Expense Growth	3.43%
Other Financing Growth	-33.43%



[1]Other Financing includes Sources (primarily transfers from another fund), Uses (primarily transfers to another fund) and Contributions (primarily from the Unrestricted General Fund to support other programs).

GENERAL FUND

UNRESTRICTED - TOTAL

The Unrestricted portion of the General Fund is used to account for activities that are funded with revenues that have no legal restrictions, and may be spent "generally". Most day-to-day operations are accounted for here.

	2019-20 Actual	2020-21 Estimated	2021-22 Adopted	2022-23 Projected	2023-24 Projected
REVENUES					
LCFF Base	330,750,718	330,029,673	344,229,451	350,023,339	358,404,487
LCFF Supplemental	36,297,202	34,781,689	36,283,965	36,963,222	40,260,498
Federal	0	0	0	0	0
Other State	11,933,682	7,390,660	9,762,408	7,722,512	7,920,208
Other Local	3,099,745	1,726,657	2,938,794	1,074,618	1,074,618
TOTAL REVENUES	**382,081,347**	**373,928,679**	**393,214,618**	**395,783,691**	**407,659,811**
EXPENSES					
Certificated Salaries	165,530,817	158,393,655	161,501,930	161,733,866	162,696,021
Classified Salaries	40,529,970	39,512,980	42,588,268	42,863,435	43,235,828
Employee Benefits	89,099,649	85,538,649	94,934,358	100,404,385	104,248,494
Books and Supplies	4,955,829	10,010,551	8,679,130	8,648,613	10,294,384
Services and Operating	16,505,466	20,565,876	19,136,534	20,487,704	20,995,865
Capital Outlay	22,000	199,761	4,359,600	0	0
Other	(4,224,382)	(7,301,975)	(6,144,454)	(4,682,591)	(4,672,454)
TOTAL EXPENSES	**312,419,348**	**306,919,497**	**325,055,366**	**329,455,412**	**336,798,138**
OTHER FINANCING[1]	**(63,445,887)**	**(59,971,471)**	**(57,945,509)**	**(58,200,365)**	**(60,032,057)**
INCREASE/(DECREASE)	**6,216,111**	**7,037,711**	**10,213,743**	**8,127,914**	**10,829,616**
BEGINNING BALANCE	**45,145,935**	**51,362,046**	**58,399,757**	**68,613,500**	**76,741,414**
ENDING BALANCE	**51,362,046**	**58,399,757**	**68,613,500**	**76,741,414**	**87,571,030**

[1]Other Financing includes Sources (primarily transfers from another fund), Uses (primarily transfers to another fund) and Contributions (primarily from the Unrestricted General Fund to support other programs).

GENERAL FUND

UNRESTRICTED - WITHOUT SUPPLEMENTAL GRANT

This portion of the Unrestricted General Fund is generally referred to as the Base Program. These funds are used to provide basic instructional and support services to all students. Most day to day operations are accounted for here.

	2019-20 Actual	2020-21 Estimated	2021-22 Adopted	2022-23 Projected	2023-24 Projected
REVENUES					
LCFF Base	330,750,718	330,029,673	344,229,451	350,023,339	358,404,487
LCFF Supplemental					
Federal	0	0	0	0	0
Other State	11,933,682	7,390,660	9,762,408	7,722,512	7,920,208
Other Local	3,099,745	1,726,657	2,938,794	1,074,618	1,074,618
TOTAL REVENUES	**345,784,145**	**339,146,990**	**356,930,653**	**358,820,469**	**367,399,313**
EXPENSES					
Certificated Salaries	148,142,280	143,038,425	145,121,719	145,636,194	146,453,470
Classified Salaries	36,845,596	35,951,745	38,236,672	38,548,901	38,882,463
Employee Benefits	80,248,313	77,450,316	85,174,194	90,261,255	93,687,276
Books and Supplies	4,077,061	6,437,401	6,738,218	6,707,701	6,735,246
Services and Operating	13,373,964	16,711,340	16,207,966	17,559,136	18,067,297
Capital Outlay	22,000	199,761	4,359,600	0	0
Other	(5,461,457)	(8,836,319)	(7,417,973)	(6,009,101)	(6,021,705)
TOTAL EXPENSES	**277,247,756**	**270,952,669**	**288,420,396**	**292,704,086**	**297,804,047**
OTHER FINANCING[1]	**(60,437,235)**	**(59,961,942)**	**(57,937,154)**	**(58,192,010)**	**(60,023,702)**
INCREASE/(DECREASE)	**8,099,153**	**8,232,379**	**10,573,103**	**7,924,373**	**9,571,564**
BEGINNING BALANCE	**38,932,481**	**47,031,634**	**55,264,013**	**65,837,116**	**73,761,489**
ENDING BALANCE	**47,031,634**	**55,264,013**	**65,837,116**	**73,761,489**	**83,333,053**

[1]Other Financing includes Sources (primarily transfers from another fund), Uses (primarily transfers to another fund) and Contributions (primarily from the Unrestricted General Fund to support other programs).

GENERAL FUND

UNRESTRICTED - SUPPLEMENTAL GRANT ONLY

The Local Control Funding Formula includes a Supplemental grant that is legally unrestricted, but is intended to be spent to improve and increase services to low-income students, English learners, and foster youth. It is a portion of the Unrestricted General Fund.

	2019-20 Actual	2020-21 Estimated	2021-22 Adopted	2022-23 Projected	2023-24 Projected
REVENUES					
LCFF Base					
LCFF Supplemental	36,297,202	34,781,689	36,283,965	36,963,222	40,260,498
Federal					
Other State					
Other Local					
TOTAL REVENUES	**36,297,202**	**34,781,689**	**36,283,965**	**36,963,222**	**40,260,498**
EXPENSES					
Certificated Salaries	17,388,537	15,355,230	16,380,211	16,097,672	16,242,551
Classified Salaries	3,684,373	3,561,235	4,351,596	4,314,534	4,353,365
Employee Benefits	8,851,336	8,088,333	9,760,164	10,143,130	10,561,218
Books and Supplies	878,768	3,573,150	1,940,912	1,940,912	3,559,138
Services and Operating	3,131,502	3,854,536	2,928,568	2,928,568	2,928,568
Capital Outlay	0		0	0	0
Other	1,237,075	1,534,344	1,273,519	1,326,510	1,349,251
TOTAL EXPENSES	**35,171,592**	**35,966,828**	**36,634,970**	**36,751,326**	**38,994,091**
OTHER FINANCING[1]	**(3,008,652)**	**(9,529)**	**(8,355)**	**(8,355)**	**(8,355)**
INCREASE/(DECREASE)	**(1,883,042)**	**(1,194,668)**	**(359,360)**	**203,541**	**1,258,052**
BEGINNING BALANCE	**6,213,454**	**4,330,412**	**3,135,744**	**2,776,384**	**2,979,925**
ENDING BALANCE	**4,330,412**	**3,135,744**	**2,776,384**	**2,979,925**	**4,237,977**

[1]Other Financing includes Sources (primarily transfers from another fund), Uses (primarily transfers to another fund) and Contributions (primarily from the Unrestricted General Fund to support other programs).

GENERAL FUND

RESTRICTED

The Restricted portion of the General Fund is used to account for ordinary activities that are funded with legally restricted revenues, for a very specific purpose. Such restricted funds include; Title I, Title II, IDEA (Special Education), and state lottery revenues.

	2019-20 Actual	2020-21 Estimated	2021-22 Adopted	2022-23 Projected	2023-24 Projected
REVENUES					
LCFF Base	1,784,584	1,706,852	2,152,202	2,205,577	2,205,577
LCFF Supplemental					
Federal	29,540,268	117,391,428	35,945,821	34,396,597	33,895,821
Other State	63,773,913	105,111,449	62,631,104	61,660,206	61,946,295
Other Local	4,477,940	3,817,040	3,145,949	3,145,949	3,145,949
TOTAL REVENUES	**99,576,706**	**228,026,769**	**103,875,076**	**101,408,329**	**101,193,642**
EXPENSES					
Certificated Salaries	42,368,640	56,745,766	40,567,420	40,281,447	40,702,730
Classified Salaries	29,139,834	28,832,817	29,469,742	29,757,946	30,012,828
Employee Benefits	60,968,593	59,760,777	60,176,277	62,782,022	64,892,687
Books and Supplies	13,743,149	45,357,717	64,146,505	15,648,231	12,237,685
Services and Operating	9,282,224	15,582,929	13,383,540	8,741,874	8,079,387
Capital Outlay	571,360	738,987	73,000	73,000	73,000
Other	4,188,914	6,922,036	5,862,524	4,474,528	4,518,896
TOTAL EXPENSES	**160,262,715**	**213,941,029**	**213,679,008**	**161,759,048**	**160,517,213**
OTHER FINANCING[1]	**49,947,252**	**42,399,751**	**46,247,988**	**53,972,737**	**55,804,429**
INCREASE/(DECREASE)	**(10,738,757)**	**56,485,491**	**(63,555,944)**	**(6,377,982)**	**(3,519,142)**
BEGINNING BALANCE	**37,703,144**	**26,964,387**	**83,449,878**	**19,893,934**	**13,515,952**
ENDING BALANCE	**26,964,387**	**83,449,878**	**19,893,934**	**13,515,952**	**9,996,810**

[1]Other Financing includes Sources (primarily transfers from another fund), Uses (primarily transfers to another fund) and Contributions (primarily from the Unrestricted General Fund to support other programs).

SPECIAL REVENUE FUND

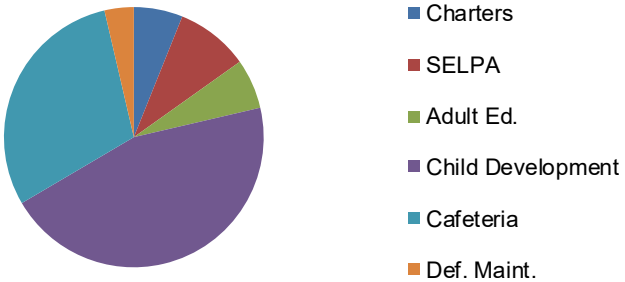
TOTAL

The Special Revenue Fund group consists of six independent funds. Each has restricted revenues, is self-balancing according to GAAP and has the goal of being self-sustaining.

	2019-20 Actual	2020-21 Estimated	2021-22 Adopted	2022-23 Projected	2023-24 Projected
REVENUES					
LCFF Base	2,849,702	2,814,446	2,980,858	2,980,858	2,980,858
LCFF Supplemental	0	0	0	0	0
Federal	22,590,957	22,114,992	25,412,205	26,937,302	27,301,579
Other State	12,347,197	12,809,569	13,726,770	14,090,859	14,108,911
Other Local	8,735,389	2,540,237	4,118,390	10,810,146	11,243,234
TOTAL REVENUES	**46,523,246**	**40,279,244**	**46,238,223**	**54,819,165**	**55,634,582**
EXPENSES					
Certificated Salaries	11,210,417	10,748,411	11,316,343	11,395,628	11,496,812
Classified Salaries	10,227,140	9,514,668	10,359,471	10,403,086	10,496,624
Employee Benefits	12,260,536	12,178,568	14,138,319	14,972,947	15,422,032
Books and Supplies	7,854,835	9,289,775	8,245,209	9,114,090	9,083,954
Services and Operating	2,253,852	2,727,457	2,496,951	2,484,874	2,472,418
Capital Outlay	1,990,470	1,816,960	2,000,000	2,000,000	2,000,000
Other	5,097,729	6,181,630	6,263,062	6,357,793	6,366,406
TOTAL EXPENSES	**50,894,978**	**52,457,469**	**54,819,355**	**56,728,418**	**57,338,246**
OTHER FINANCING[1]	**5,645,935**	**8,079,097**	**9,306,110**	**(164,079)**	**(164,079)**
INCREASE/(DECREASE)	**1,274,203**	**(4,099,128)**	**724,978**	**(2,073,332)**	**(1,867,743)**
BEGINNING BALANCE	**9,561,738**	**10,835,941**	**6,736,813**	**7,461,791**	**5,388,459**
ENDING BALANCE	**10,835,941**	**6,736,813**	**7,461,791**	**5,388,459**	**3,520,716**

2021-22

Full-time Employees (FTE)	483.5
Revenue Growth	14.79%
Expense Growth	4.50%
Other Financing Growth	15.19%



[1]Other Financing includes Sources (primarily transfers from another fund), Uses (primarily transfers to another fund) and Contributions (primarily from the Unrestricted General Fund to support other programs).

SPECIAL REVENUE FUND

CHARTER SCHOOLS

San Juan Unified School District charters and has fiduciary responsibility for the Choices Charter School. Their budget and accounting records are included within district documents. (budget and audit, etc.)
The charter school, Visions in Education became independent of SJUSD in July of 2018.

	2019-20 Actual	2020-21 Estimated	2021-22 Adopted	2022-23 Projected	2023-24 Projected
REVENUES					
LCFF Base	2,849,702	2,814,446	2,980,858	2,980,858	2,980,858
LCFF Supplemental	0	0	0	0	0
Federal	56,015	136,204	116,427	96,650	96,650
Other State	392,702	343,450	333,525	333,525	333,525
Other Local	47,941	5,252	5,252	5,252	5,252
TOTAL REVENUES	**3,346,359**	**3,299,352**	**3,436,062**	**3,416,285**	**3,416,285**
EXPENSES					
Certificated Salaries	1,398,561	1,479,388	1,462,348	1,475,509	1,488,789
Classified Salaries	252,868	277,673	280,818	283,345	285,895
Employee Benefits	923,092	830,426	879,732	931,900	963,943
Books and Supplies	193,631	273,475	254,090	216,401	203,064
Services and Operating	159,036	451,884	457,070	457,070	457,070
Capital Outlay	0	0	0	0	0
Other	8,780	11,741	9,638	10,381	10,425
TOTAL EXPENSES	**2,935,968**	**3,324,587**	**3,343,696**	**3,374,606**	**3,409,186**
OTHER FINANCING[1]	**(237,043)**	**(237,828)**	**(237,324)**	**(237,828)**	**(237,828)**
INCREASE/(DECREASE)	**173,349**	**(263,063)**	**(144,958)**	**(196,149)**	**(230,729)**
BEGINNING BALANCE	**1,144,588**	**1,317,937**	**1,054,874**	**909,916**	**713,767**
ENDING BALANCE	**1,317,937**	**1,054,874**	**909,916**	**713,767**	**483,038**

[1] Other Financing includes Sources (primarily transfers from another fund), Uses (primarily transfers to another fund) and Contributions (primarily from the Unrestricted General Fund to support other programs).

SPECIAL REVENUE FUND

SPECIAL EDUCATION PASS-THROUGH

As the Administrative Unit (AU) of a regional Special Education Local Plan Area (SELPA), the district uses this fund to account for Special Education revenue passed through to other participating districts.

	2019-20 Actual	2020-21 Estimated	2021-22 Adopted	2022-23 Projected	2023-24 Projected
REVENUES					
LCFF Base	0	0	0	0	0
LCFF Supplemental	0	0	0	0	0
Federal	0	0	0	0	0
Other State	3,931,720	4,791,286	4,970,677	4,970,677	4,970,677
Other Local	0	0	0	0	0
TOTAL REVENUES	**3,931,720**	**4,791,286**	**4,970,677**	**4,970,677**	**4,970,677**
EXPENSES					
Certificated Salaries	0	0	0	0	0
Classified Salaries	0	0	0	0	0
Employee Benefits	0	0	0	0	0
Books and Supplies	0	0	0	0	0
Services and Operating	0	0	0	0	0
Capital Outlay	0	0	0	0	0
Other	3,931,720	4,791,286	4,970,677	4,970,677	4,970,677
TOTAL EXPENSES	**3,931,720**	**4,791,286**	**4,970,677**	**4,970,677**	**4,970,677**
OTHER FINANCING[1]	**0**	**0**	**0**	**0**	**0**
INCREASE/(DECREASE)	**0**	**0**	**0**	**0**	**0**
BEGINNING BALANCE	**0**	**0**	**0**	**0**	**0**
ENDING BALANCE	**0**	**0**	**0**	**0**	**0**

[1]Other Financing includes Sources (primarily transfers from another fund), Uses (primarily transfers to another fund) and Contributions (primarily from the Unrestricted General Fund to support other programs).

SPECIAL REVENUE FUND

ADULT EDUCATION

The district serves nearly 4,000 students in adult education programs. This fund is used to account separately for the day-to-day operations of this program.

	2019-20 Actual	2020-21 Estimated	2021-22 Adopted	2022-23 Projected	2023-24 Projected
REVENUES					
LCFF Base	0	0	0	0	0
LCFF Supplemental	0	0	0	0	0
Federal	434,168	413,613	413,613	413,613	413,613
Other State	3,095,103	2,911,263	2,927,372	2,927,372	2,927,372
Other Local	176,710	168,989	156,000	156,000	156,000
TOTAL REVENUES	**3,705,981**	**3,493,865**	**3,496,985**	**3,496,985**	**3,496,985**
EXPENSES					
Certificated Salaries	1,250,893	1,039,086	1,089,560	1,076,804	1,085,117
Classified Salaries	284,995	284,649	311,649	314,454	317,284
Employee Benefits	643,917	585,159	697,611	745,930	752,389
Books and Supplies	161,544	250,577	212,751	194,504	191,251
Services and Operating	966,154	1,016,323	1,029,113	1,012,238	998,867
Capital Outlay	0	0	0	0	0
Other	59,023	68,038	56,825	56,825	56,825
TOTAL EXPENSES	**3,366,525**	**3,243,832**	**3,397,509**	**3,400,755**	**3,401,733**
OTHER FINANCING[1]	**(88,725)**	**(90,300)**	**(93,476)**	**(93,476)**	**(93,476)**
INCREASE/(DECREASE)	**250,731**	**159,733**	**6,000**	**2,754**	**1,776**
BEGINNING BALANCE	**1,482,578.61**	**1,733,310**	**1,893,043**	**1,899,043**	**1,901,797**
ENDING BALANCE	**1,733,310.02**	**1,893,043**	**1,899,043**	**1,901,797**	**1,903,573**

[1]Other Financing includes Sources (primarily transfers from another fund), Uses (primarily transfers to another fund) and Contributions (primarily from the Unrestricted General Fund to support other programs).

SPECIAL REVENUE FUND

CHILD DEVELOPMENT

The district serves over 3,000 students in three programs; infant toddler, preschool, and after school programs. This fund is used to account separately for federal, state, and local revenues.

	2019-20 Actual	2020-21 Estimated	2021-22 Adopted	2022-23 Projected	2023-24 Projected
REVENUES					
LCFF Base	0	0	0	0	0
LCFF Supplemental	0	0	0	0	0
Federal	12,261,778	14,520,897	13,282,868	13,477,434	13,660,848
Other State	4,222,685	4,287,625	4,655,252	4,937,206	4,937,206
Other Local	5,170,895	2,204,132	2,229,165	7,005,729	7,153,435
TOTAL REVENUES	**21,655,358**	**21,012,654**	**20,167,285**	**25,420,369**	**25,751,489**
EXPENSES					
Certificated Salaries	8,560,963	8,229,937	8,764,435	8,843,315	8,922,906
Classified Salaries	4,509,984	4,226,357	4,579,317	4,620,532	4,662,117
Employee Benefits	7,518,904	7,553,950	8,943,148	9,483,683	9,894,266
Books and Supplies	1,493,510	4,313,829	1,366,062	1,363,999	1,165,224
Services and Operating	315,619	474,092	264,344	264,344	264,344
Capital Outlay	0	0	0	0	0
Other	744,568	910,080	852,124	864,680	871,070
TOTAL EXPENSES	**23,143,549**	**25,708,245**	**24,769,430**	**25,440,553**	**25,779,927**
OTHER FINANCING[1]	**1,700,000**	**2,915,000**	**4,469,893**	**0**	**0**
INCREASE/(DECREASE)	**211,809**	**(1,780,591)**	**(132,252)**	**(20,184)**	**(28,438)**
BEGINNING BALANCE	**2,346,865**	**2,558,674**	**778,083**	**645,831**	**625,647**
ENDING BALANCE	**2,558,674**	**778,083**	**645,831**	**625,647**	**597,209**

[1]Other Financing includes Sources (primarily transfers from another fund), Uses (primarily transfers to another fund) and Contributions (primarily from the Unrestricted General Fund to support other programs).

SPECIAL REVENUE FUND

CAFETERIA

Typically serves approximately 21,000 meals each school day. This fund is used to account separately for federal, state, and local resources to operate the child nutrition program. Principal revenues in this fund are federal and state child nutrition programs and local sales.

	2019-20 Actual	2020-21 Estimated	2021-22 Adopted	2022-23 Projected	2023-24 Projected
REVENUES					
LCFF Base	0	0	0	0	0
LCFF Supplemental	0	0	0	0	0
Federal	9,838,996	7,044,278	11,599,297	12,949,605	13,130,468
Other State	703,317	475,298	839,944	922,079	940,131
Other Local	3,310,746	154,864	1,720,973	3,636,165	3,921,547
TOTAL REVENUES	**13,853,059**	**7,674,440**	**14,160,214**	**17,507,849**	**17,992,146**
EXPENSES					
Certificated Salaries	0	0	0	0	0
Classified Salaries	5,145,734	4,681,040	5,187,687	5,184,755	5,231,328
Employee Benefits	3,166,622	3,200,305	3,617,828	3,811,434	3,811,434
Books and Supplies	5,945,980	4,191,080	6,412,306	7,339,186	7,524,415
Services and Operating	715,030	685,830	746,424	751,222	752,137
Capital Outlay	0	0	0	0	0
Other	353,639	400,485	373,798	455,230	457,409
TOTAL EXPENSES	**15,327,005**	**13,158,740**	**16,338,043**	**17,541,827**	**17,776,723**
OTHER FINANCING[1]	**2,271,702**	**3,492,225**	**3,167,017**	**167,225**	**167,225**
INCREASE/(DECREASE)	**797,757**	**(1,992,075)**	**989,188**	**133,247**	**382,648**
BEGINNING BALANCE	**3,205,130**	**4,002,887**	**2,010,812**	**3,000,000**	**3,133,247**
ENDING BALANCE	**4,002,887**	**2,010,812**	**3,000,000**	**3,133,247**	**3,515,896**

[1]Other Financing includes Sources (primarily transfers from another fund), Uses (primarily transfers to another fund) and Contributions (primarily from the Unrestricted General Fund to support other programs).

SPECIAL REVENUE FUND

DEFERRED MAINTENANCE

This fund is used to account separately for the district deferred maintenance program. Funds may be expended for purposes such as the repair and replacement of major facility systems; plumbing, heating, cooling, electrical, roofing, etc.

	2019-20 Actual	2020-21 Estimated	2021-22 Adopted	2022-23 Projected	2023-24 Projected
REVENUES					
LCFF Base	0	0	0	0	0
LCFF Supplemental	0	0	0	0	0
Federal	0	0	0	0	0
Other State	1,671	647		0	0
Other Local	29,097	7,000	7,000	7,000	7,000
TOTAL REVENUES	**30,768**	**7,647**	**7,000**	**7,000**	**7,000**
EXPENSES					
Certificated Salaries	0	0	0	0	0
Classified Salaries	33,558	44,949	0	0	0
Employee Benefits	8,001	8,728	0	0	0
Books and Supplies	60,170	260,814	0	0	0
Services and Operating	98,013	99,328	0	0	0
Capital Outlay	1,990,470	1,816,960	2,000,000	2,000,000	2,000,000
Indirect Costs Out	0	0	0	0	0
TOTAL EXPENSES	**2,190,211**	**2,230,779**	**2,000,000**	**2,000,000**	**2,000,000**
OTHER FINANCING[1]	**2,000,000**	**2,000,000**	**2,000,000**	**0**	**0**
INCREASE/(DECREASE)	**(159,443)**	**(223,132)**	**7,000**	(1,993,000)	(1,993,000)
BEGINNING BALANCE	**1,382,576**	**1,223,133**	**1,000,001**	**1,007,001**	**(985,999)**
ENDING BALANCE	**1,223,133**	**1,000,001**	**1,007,001**	**(985,999)**	**(2,978,999)**

[1]Other Financing includes Sources (primarily transfers from another fund), Uses (primarily transfers to another fund) and Contributions (primarily from the Unrestricted General Fund to support other programs).

CAPITAL PROJECTS FUND

TOTAL

The Capital Projects Fund group includes four separate funds, each accounting for the activities, expenditures, and financing of district capital improvement projects. Bond Interest and Redemption Fund, Fund 51, is not included in this total since it is used for the repayment of bonds issued.

	2019-20 Actual	2020-21 Estimated	2021-22 Adopted	2022-23 Projected	2023-24 Projected
REVENUES					
LCFF Base	0	0	0	0	0
LCFF Supplemental	0	0	0	0	0
Federal	0	0	0	0	0
Other State	1,500,000	3,145,439	0	0	0
Other Local	7,773,353	6,819,993	3,550,395	3,621,403	3,693,831
TOTAL REVENUES	**9,273,353**	**9,965,432**	**3,550,395**	**3,621,403**	**3,693,831**
EXPENSES					
Certificated Salaries	0	0	0	0	0
Classified Salaries	1,324,233	1,726,910	958,656	967,284	975,990
Employee Benefits	656,965	719,060	571,927	405,582	409,233
Books and Supplies	291,846	3,093,655	25,950	26,573	27,166
Services and Operating	2,417,535	4,588,249	2,332,250	2,388,224	2,441,481
Capital Outlay	132,553,062	109,016,168	79,708,669	67,752,369	69,649,435
Debt Service	125,012	0	0	127,564	0
TOTAL EXPENSES	**137,368,654**	**119,144,042**	**83,597,452**	**71,667,596**	**73,503,305**
OTHER FINANCING[1]	**(40,914)**	**181,108,882**	**391,411**	**100,000,000**	**0**
INCREASE/(DECREASE)	**(128,136,215)**	**71,930,272**	**(79,655,646)**	**31,953,807**	**(69,809,474)**
BEGINNING BALANCE	**227,987,182**	**99,850,967**	**171,781,239**	**92,125,593**	**124,079,400**
ENDING BALANCE	**99,850,967**	**171,781,239**	**92,125,593**	**124,079,400**	**54,269,926**

2021-22	
Full-time Employees (FTE)	13.8%
Revenue Growth	-64.37%
Expense Growth	-29.83%
Other Financing Growth	-99.78%



[1]Other Financing includes Sources (primarily transfers from another fund), Uses (primarily transfers to another fund) and Contributions (primarily from the Unrestricted General Fund to support other programs).

CAPITAL PROJECTS FUND

BUILDING

This fund is used to account seperately for proceeds from the sale of bonds authorized by Measures S (1998), J (2002), N (2012), and P (2016). It is also used to account for activities related to leased properties and capital improvement projects. It may not be used for any other purpose.

	2019-20 Actual	2020-21 Estimated	2021-22 Adopted	2022-23 Projected	2023-24 Projected
REVENUES					
LCFF Base	0	0	0	0	0
LCFF Supplemental	0	0	0	0	0
Federal	0	0	0	0	0
Other State	0	3,696	0	0	0
Other Local	5,631,184	3,762,574	2,294,395	2,340,283	2,387,089
TOTAL REVENUES	**5,631,184**	**3,766,270**	**2,294,395**	**2,340,283**	**2,387,089**
EXPENSES					
Certificated Salaries	0	0	0	0	0
Classified Salaries	1,266,758	1,633,968	958,656	967,284	975,990
Employee Benefits	625,851	665,488	571,927	405,582	409,233
Books and Supplies	291,846	3,093,655	25,950	26,573	27,166
Services and Operating	2,366,199	4,522,973	2,272,250	2,326,784	2,378,671
Capital Outlay	131,611,965	109,016,168	79,708,669	67,752,369	69,649,435
Debt Service	0	0	0	0	0
TOTAL EXPENSES	**136,162,619**	**118,932,252**	**83,537,452**	**71,478,592**	**73,440,495**
OTHER FINANCING[1]	**4,094,898**	**184,252,259**	**391,411**	**100,000,000**	**0**
INCREASE/(DECREASE)	**(126,436,537)**	**69,086,277**	**(80,851,646)**	**30,861,691**	**(71,053,406)**
BEGINNING BALANCE	**225,176,110**	**98,739,573**	**167,825,850**	**86,974,204**	**117,835,895**
ENDING BALANCE	**98,739,573**	**167,825,850**	**86,974,204**	**117,835,895**	**46,782,489**

[1]Other Financing includes Sources (primarily transfers from another fund), Uses (primarily transfers to another fund) and Contributions (primarily from the Unrestricted General Fund to support other programs).

CAPITAL PROJECTS FUND

CAPITAL FACILITIES

Each year the district receives fees levied on developers or other agencies as a condition of approving a development within district boundaries. Funds must be spent on approved capital projects or for items specified in the agreements with developers.

	2019-20 Actual	2020-21 Estimated	2021-22 Adopted	2022-23 Projected	2023-24 Projected
REVENUES					
LCFF Base	0	0	0	0	0
LCFF Supplemental	0	0	0	0	0
Federal	0	0	0	0	0
Other State	0	0	0	0	0
Other Local	1,496,089	3,056,000	1,256,000	1,281,120	1,306,742
TOTAL REVENUES	**1,496,089**	**3,056,000**	**1,256,000**	**1,281,120**	**1,306,742**
EXPENSES					
Certificated Salaries	0	0	0	0	0
Classified Salaries	0	0	0	0	0
Employee Benefits	0	0	0	0	0
Books and Supplies	0	0	0	0	0
Services and Operating	51,336	65,276	60,000	61,440	62,810
Capital Outlay	0	0	0	0	0
Debt Service	125,012	0	0	127,564	0
TOTAL EXPENSES	**176,348**	**65,276**	**60,000**	**189,004**	**62,810**
OTHER FINANCING[1]	**(2,000,000)**	**0**	**0**	**0**	**0**
INCREASE/(DECREASE)	**(680,260)**	**2,990,724**	**1,196,000**	**1,092,116**	**1,243,932**
BEGINNING BALANCE	**1,644,925**	**964,665**	**3,955,389**	**5,151,389**	**6,243,505**
ENDING BALANCE	**964,665**	**3,955,389**	**5,151,389**	**6,243,505**	**7,487,437**

[1]Other Financing includes Sources (primarily transfers from another fund), Uses (primarily transfers to another fund) and Contributions (primarily from the Unrestricted General Fund to support other programs).

CAPITAL PROJECTS FUND

COUNTY SCHOOLS FACILITIES FUND

The County Schools Facility fund represents funds transferred from the State to the County for Modernization projects under the School Facilities Program.

	2019-20 Actual	2020-21 Estimated	2021-22 Adopted	2022-23 Projected	2023-24 Projected
REVENUES					
LCFF Base	0	0	0	0	0
LCFF Supplemental	0	0	0	0	0
Federal	0	0	0	0	0
Other State	1,500,000	3,141,743	0	0	0
Other Local	635,218	1,152	0	0	0
TOTAL REVENUES	**2,135,218**	**3,142,895**	**0**	**0**	**0**
EXPENSES					
Certificated Salaries	0	0	0	0	0
Classified Salaries	0	0	0	0	0
Employee Benefits	0	0	0	0	0
Books and Supplies	0	0	0	0	0
Services and Operating	0	0	0	0	0
Capital Outlay	0	0	0	0	0
Debt Service	0	0	0	0	0
TOTAL EXPENSES	**0**	**0**	**0**	**0**	**0**
OTHER FINANCING[1]	**(2,135,812)**	**(3,143,377)**	**0**	**0**	**0**
INCREASE/(DECREASE)	**(594)**	**(482)**	**0**	**0**	**0**
BEGINNING BALANCE	**1,076**	**482**	**0**	**0**	**0**
ENDING BALANCE	**482**	**0**	**0**	**0**	**0**

[1]Other Financing includes Sources (primarily transfers from another fund), Uses (primarily transfers to another fund) and Contributions (primarily from the Unrestricted General Fund to support other programs).

CAPITAL PROJECTS FUND

SPECIAL RESERVE - PROPOSITION 39

California voters approved the Clean Energy Jobs Act (Proposition 39) in 2012. Tax proceeds from Proposition 39 are appropriated to improve energy efficiency and expand clean energy generation in schools. The district energy expenditure plan has been approved by the state.

	2019-20 Actual	2020-21 Estimated	2021-22 Adopted	2022-23 Projected	2023-24 Projected
REVENUES					
LCFF Base	0	0	0	0	0
LCFF Supplemental	0	0	0	0	0
Federal	0	0	0	0	0
Other State	0	0	0	0	0
Other Local	10,862	267	0	0	0
TOTAL REVENUES	**10,862**	**267**	**0**	**0**	**0**
EXPENSES					
Certificated Salaries	0	0	0	0	0
Classified Salaries	57,476	92,942	0	0	0
Employee Benefits	31,114	53,572	0	0	0
Books and Supplies	0	0	0	0	0
Services and Operating	0	0	0	0	0
Capital Outlay	941,097	0	0	0	0
Debt Service	0	0	0	0	0
TOTAL EXPENSES	**1,029,687**	**146,514**	**0**	**0**	**0**
OTHER FINANCING[1]	**0**	**0**	**0**	**0**	**0**
INCREASE/(DECREASE)	**(1,018,825)**	**(146,247)**	**0**	**0**	**0**
BEGINNING BALANCE	**1,165,072**	**146,247**	**0**	**0**	**0**
ENDING BALANCE	**146,247**	**0**	**0**	**0**	**0**

[1]Other Financing includes Sources (primarily transfers from another fund), Uses (primarily transfers to another fund) and

CAPITAL PROJECTS FUND

BOND INTEREST AND REDEMPTION

This fund is used to account for the repayment of bonds issued by the district. The principal and interest on the bonds is paid by the county treasurer, from taxes levied by the county auditor-controller. The county auditor maintains control of this fund.

	2019-20 Actual	2020-21 Estimated	2021-22 Adopted	2022-23 Projected	2023-24 Projected
REVENUES					
LCFF Base	0	0	0	0	0
LCFF Supplemental	0	0	0	0	0
Federal	0	0	0	0	0
Other State	717,054	4,579,086	4,579,086	4,579,086	4,579,086
Other Local	83,648,953	75,978,814	75,978,814	75,978,814	75,978,814
TOTAL REVENUES	**84,366,007**	**80,557,900**	**80,557,900**	**80,557,900**	**80,557,900**
EXPENSES					
Certificated Salaries	0	0	0	0	0
Classified Salaries	0	0	0	0	0
Employee Benefits	0	0	0	0	0
Books and Supplies	0	0	0	0	0
Services and Operating	0	0	0	0	0
Capital Outlay	0	0	0	0	0
Debt Service	85,477,993	88,234,983	88,234,983	88,234,983	88,234,983
TOTAL EXPENSES	**85,477,993**	**88,234,983**	**88,234,983**	**88,234,983**	**88,234,983**
OTHER FINANCING[1]	**(555,000)**	**0**	**0**	**0**	**0**
INCREASE/(DECREASE)	**(1,666,986)**	**(7,677,083)**	**(7,677,083)**	**(7,677,083)**	**(7,677,083)**
BEGINNING BALANCE	**88,656,575**	**86,989,589**	**79,312,506**	**71,635,423**	**63,958,340**
ENDING BALANCE	**86,989,589**	**79,312,506**	**71,635,423**	**63,958,340**	**56,281,257**

[1]Other Financing includes Sources (primarily transfers from another fund), Uses (primarily transfers to another fund) and

SELF INSURANCE FUND

TOTAL

This fund is used to separately account for the district self insured workers' compensation and vision insurance plans. Amounts contributed to this fund, from other funds, are lawfully restricted for insurance purposes.

	2019-20 Actual	2020-21 Estimated	2021-22 Adopted	2022-23 Projected	2023-24 Projected
REVENUES					
LCFF Base	0	0	0	0	0
LCFF Supplemental	0	0	0	0	0
Federal	0	0	0	0	0
Other State	0	0	0	0	0
Other Local	20,747,985	20,482,089	21,441,604	21,607,964	21,778,927
TOTAL REVENUES	**20,747,985**	**20,482,089**	**21,441,604**	**21,607,964**	**21,778,927**
EXPENSES					
Certificated Salaries	0	0	0	0	0
Classified Salaries	395,533	393,167	383,527	386,979	390,462
Employee Benefits	204,056	217,094	232,386	234,477	236,587
Books and Supplies	3,397	26,291	26,291	26,291	26,291
Services and Operating	17,913,113	20,683,662	23,765,128	23,716,856	24,195,777
Capital Outlay	0	0	0	0	0
Indirect costs Out	0	0	0	0	0
TOTAL EXPENSES	**18,516,099**	**21,320,214**	**24,407,332**	**24,364,603**	**24,849,117**
OTHER FINANCING[1]	**7,500,000**	**9,000,000**	**2,000,000**	**2,000,000**	**2,000,000**
INCREASE/(DECREASE)	**9,731,886**	**8,161,875**	**(965,728)**	**(756,639)**	**(1,070,190)**
BEGINNING BALANCE	**26,919,790**	**36,651,676**	**44,813,551**	**43,847,823**	**43,091,184**
ENDING BALANCE	**36,651,676**	**44,813,551**	**43,847,823**	**43,091,184**	**42,020,994**

[1]Other Financing includes Sources (primarily transfers from another fund), Uses (primarily transfers to another fund) and Contributions (primarily from the Unrestricted General Fund to support other programs).

	G = General Ledger Data; S = Supplemental Data	Data Supplied For:		
	(Gray shaded items are non-SACS documents and are being provided in a more user friendly format)			
SACS Form	**Description**	Page	**2020-21 Estimated Actuals**	**2021-22 Budget**
01	General Fund/County School Service Fund	48	GS	GS
09	Charter Schools Special Revenue Fund	67	G	G
10	Special Education Pass-Through Fund	80	G	G
11	Adult Education Fund	88	G	G
12	Child Development Fund	100	G	G
13	Cafeteria Special Revenue Fund	110	G	G
14	Deferred Maintenance Fund	120	G	G
21	Building Fund	130	G	G
25	Capital Facilities Fund	141	G	G
35	County School Facilities Fund	151	G	G
40	Special Reserve Fund for Capital Outlay Projects	162	G	G
51	Bond Interest and Redemption Fund	173	G	G
67	Self-Insurance Fund	182	G	G
A	Average Daily Attendance	193	S	S
	Cashflow Worksheet	196		
CB	Budget Certification	198		S
CC	Workers' Compensation Certification	203		S
MYP	Multiyear Projections (MYP) - General Fund	204		GS
01CS	Criteria and Standards Review	210	GS	GS

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	364,811,362.00	1,706,852.00	366,518,214.00	380,513,416.00	2,152,202.00	382,665,618.00	4.4%
2) Federal Revenue		8100-8299	0.00	117,391,428.00	117,391,428.00	0.00	35,945,821.00	35,945,821.00	-69.4%
3) Other State Revenue		8300-8599	7,390,660.00	105,111,449.00	112,502,109.00	9,762,408.00	62,631,104.00	72,393,512.00	-35.7%
4) Other Local Revenue		8600-8799	1,726,657.00	3,817,040.00	5,543,697.00	2,938,794.00	3,145,949.00	6,084,743.00	9.8%
5) TOTAL, REVENUES			373,928,679.00	228,026,769.00	601,955,448.00	393,214,618.00	103,875,076.00	497,089,694.00	-17.4%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	158,393,655.00	56,745,766.00	215,139,421.00	161,501,930.00	40,567,420.00	202,069,350.00	-6.1%
2) Classified Salaries		2000-2999	39,512,980.00	28,832,817.00	68,345,797.00	42,588,268.00	29,469,742.00	72,058,010.00	5.4%
3) Employee Benefits		3000-3999	85,538,649.00	59,760,777.00	145,299,426.00	94,934,358.00	60,176,277.00	155,110,635.00	6.8%
4) Books and Supplies		4000-4999	10,010,551.00	45,357,717.00	55,368,268.00	8,679,130.00	64,146,505.00	72,825,635.00	31.5%
5) Services and Other Operating Expenditures		5000-5999	20,565,876.00	15,582,929.00	36,148,805.00	19,136,534.00	13,383,540.00	32,520,074.00	-10.0%
6) Capital Outlay		6000-6999	199,761.00	738,987.00	938,748.00	4,359,600.00	73,000.00	4,432,600.00	372.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,010,405.00	0.00	1,010,405.00	1,010,455.00	0.00	1,010,455.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(8,312,380.00)	6,922,036.00	(1,390,344.00)	(7,154,909.00)	5,862,524.00	(1,292,385.00)	-7.0%
9) TOTAL, EXPENDITURES			306,919,497.00	213,941,029.00	520,860,526.00	325,055,366.00	213,679,008.00	538,734,374.00	3.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			67,009,182.00	14,085,740.00	81,094,922.00	68,159,252.00	(109,803,932.00)	(41,644,680.00)	-151.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	9,152,872.00	8,418,848.00	17,571,720.00	2,223,655.00	9,473,866.00	11,697,521.00	-33.4%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(50,818,599.00)	50,818,599.00	0.00	(55,721,854.00)	55,721,854.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(59,971,471.00)	42,399,751.00	(17,571,720.00)	(57,945,509.00)	46,247,988.00	(11,697,521.00)	-33.4%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			7,037,711.00	56,485,491.00	63,523,202.00	10,213,743.00	(63,555,944.00)	(53,342,201.00)	-184.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	52,103,663.72	26,222,769.35	78,326,433.07	58,399,756.72	83,449,878.35	141,849,635.07	81.1%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			52,103,663.72	26,222,769.35	78,326,433.07	58,399,756.72	83,449,878.35	141,849,635.07	81.1%
d) Other Restatements		9795	(741,618.00)	741,618.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			51,362,045.72	26,964,387.35	78,326,433.07	58,399,756.72	83,449,878.35	141,849,635.07	81.1%
2) Ending Balance, June 30 (E + F1e)			58,399,756.72	83,449,878.35	141,849,635.07	68,613,499.72	19,893,934.35	88,507,434.07	-37.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	205,000.00	0.00	205,000.00	205,000.00	0.00	205,000.00	0.0%
Stores		9712	150,000.00	0.00	150,000.00	150,000.00	0.00	150,000.00	0.0%
Prepaid Items		9713	145,000.00	49,119.67	194,119.67	145,000.00	0.00	145,000.00	-25.3%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	83,400,758.68	83,400,758.68	0.00	19,893,934.35	19,893,934.35	-76.1%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	3,897,744.00	0.00	3,897,744.00	14,426,808.00	0.00	14,426,808.00	270.1%
Strategic Plan	0000	9780				*762,000.00*		*762,000.00*	
Negotiations	0000	9780				*11,751,337.00*		*11,751,337.00*	
LCFF Supplemental	0000	9780				*1,913,471.00*		*1,913,471.00*	
Strategic Plan	0000	9780	*762,000.00*		*762,000.00*				
LCFF Supplemental	0000	9780	*3,135,744.00*		*3,135,744.00*				
	0000	9780							
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	10,775,000.00	0.00	10,775,000.00	11,010,000.00	0.00	11,010,000.00	2.2%
Unassigned/Unappropriated Amount		9790	43,227,012.72	0.00	43,227,012.72	42,676,691.72	0.00	42,676,691.72	-1.3%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
G. ASSETS									
1) Cash									
a) in County Treasury		9110	95,492,708.46	(11,536,627.96)	83,956,080.50				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	205,000.00	0.00	205,000.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	81.00	81.00				
2) Investments		9150	12,533,780.03	0.00	12,533,780.03				
3) Accounts Receivable		9200	575,602.67	8,711,029.04	9,286,631.71				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	49,323.98	0.00	49,323.98				
7) Prepaid Expenditures		9330	194,414.43	49,119.67	243,534.10				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			109,050,829.57	(2,776,398.25)	106,274,431.32				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	18,649,877.64	4,206.55	18,654,084.19				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			18,649,877.64	4,206.55	18,654,084.19				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
(G9 + H2) - (I6 + J2)			90,400,951.93	(2,780,604.80)	87,620,347.13				

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	197,620,495.00	0.00	197,620,495.00	213,385,640.00	0.00	213,385,640.00	8.0%
Education Protection Account State Aid - Current Year		8012	75,088,371.00	0.00	75,088,371.00	74,360,803.00	0.00	74,360,803.00	-1.0%
State Aid - Prior Years		8019	(842,890.00)	0.00	(842,890.00)	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	844,657.00	0.00	844,657.00	844,657.00	0.00	844,657.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	96,982,588.00	0.00	96,982,588.00	96,982,588.00	0.00	96,982,588.00	0.0%
Unsecured Roll Taxes		8042	2,963,916.00	0.00	2,963,916.00	2,963,916.00	0.00	2,963,916.00	0.0%
Prior Years' Taxes		8043	785,708.00	0.00	785,708.00	785,708.00	0.00	785,708.00	0.0%
Supplemental Taxes		8044	3,775,579.00	0.00	3,775,579.00	3,775,579.00	0.00	3,775,579.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	15,251,608.00	0.00	15,251,608.00	15,251,608.00	0.00	15,251,608.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	166,100.00	0.00	166,100.00	166,100.00	0.00	166,100.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			392,636,132.00	0.00	392,636,132.00	408,516,599.00	0.00	408,516,599.00	4.0%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(27,824,770.00)	0.00	(27,824,770.00)	(28,003,183.00)	0.00	(28,003,183.00)	0.6%
Property Taxes Transfers		8097	0.00	1,706,852.00	1,706,852.00	0.00	2,152,202.00	2,152,202.00	26.1%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			364,811,362.00	1,706,852.00	366,518,214.00	380,513,416.00	2,152,202.00	382,665,618.00	4.4%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	8,558,869.00	8,558,869.00	0.00	9,902,405.00	9,902,405.00	15.7%
Special Education Discretionary Grants		8182	0.00	1,341,844.00	1,341,844.00	0.00	1,173,850.00	1,173,850.00	-12.5%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	27,500.00	27,500.00	0.00	0.00	0.00	-100.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		15,194,400.00	15,194,400.00		18,080,386.00	18,080,386.00	19.0%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		1,537,023.00	1,537,023.00		2,211,848.00	2,211,848.00	43.9%
Title III, Part A, Immigrant Student Program	4201	8290		459,193.00	459,193.00		469,009.00	469,009.00	2.1%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
Title III, Part A, English Learner Program	4203	8290		779,414.00	779,414.00		675,990.00	675,990.00	-13.3%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128, 5510, 5630	8290		2,625,875.00	2,625,875.00		2,005,230.00	2,005,230.00	-23.6%
Career and Technical Education	3500-3599	8290		420,685.00	420,685.00		380,585.00	380,585.00	-9.5%
All Other Federal Revenue	All Other	8290	0.00	86,446,625.00	86,446,625.00	0.00	1,046,518.00	1,046,518.00	-98.8%
TOTAL, FEDERAL REVENUE			0.00	117,391,428.00	117,391,428.00	0.00	35,945,821.00	35,945,821.00	-69.4%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311		29,504,759.00	29,504,759.00		30,108,160.00	30,108,160.00	2.0%
Prior Years	6500	8319		98,515.00	98,515.00		98,515.00	98,515.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	1,556,785.00	0.00	1,556,785.00	1,562,514.00	0.00	1,562,514.00	0.4%
Lottery - Unrestricted and Instructional Materials		8560	5,695,779.00	1,776,791.00	7,472,570.00	5,865,374.00	1,916,022.00	7,781,396.00	4.1%
Tax Relief Subventions Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		3,934,493.00	3,934,493.00		3,934,500.00	3,934,500.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		420,783.00	420,783.00		348,799.00	348,799.00	-17.1%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		1,454,095.00	1,454,095.00		1,035,060.00	1,035,060.00	-28.8%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	138,096.00	67,922,013.00	68,060,109.00	2,334,520.00	25,190,048.00	27,524,568.00	-59.6%
TOTAL, OTHER STATE REVENUE			7,390,660.00	105,111,449.00	112,502,109.00	9,762,408.00	62,631,104.00	72,393,512.00	-35.7%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	500,000.00	0.00	500,000.00	500,000.00	0.00	500,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	37,938.00	121,884.00	159,822.00	37,938.00	117,884.00	155,822.00	-2.5%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	305,236.00	305,236.00	0.00	838,535.00	838,535.00	174.7%
Other Local Revenue									
Plus: Misc Funds Non-LCFF									

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
(50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	1,188,719.00	3,057,890.00	4,246,609.00	2,400,856.00	1,857,500.00	4,258,356.00	0.3%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		332,030.00	332,030.00		332,030.00	332,030.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,726,657.00	3,817,040.00	5,543,697.00	2,938,794.00	3,145,949.00	6,084,743.00	9.8%
TOTAL, REVENUES			373,928,679.00	228,026,769.00	601,955,448.00	393,214,618.00	103,875,076.00	497,089,694.00	-17.4%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	129,120,074.00	39,424,193.00	168,544,267.00	132,006,550.00	28,783,658.00	160,790,208.00	-4.6%
Certificated Pupil Support Salaries		1200	8,625,367.00	5,469,497.00	14,094,864.00	8,886,562.00	5,186,393.00	14,072,955.00	-0.2%
Certificated Supervisors' and Administrators' Salaries		1300	16,623,723.00	3,270,396.00	19,894,119.00	16,590,926.00	2,550,071.00	19,140,997.00	-3.8%
Other Certificated Salaries		1900	4,024,491.00	8,581,680.00	12,606,171.00	4,017,892.00	4,047,298.00	8,065,190.00	-36.0%
TOTAL, CERTIFICATED SALARIES			158,393,655.00	56,745,766.00	215,139,421.00	161,501,930.00	40,567,420.00	202,069,350.00	-6.1%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	979,751.00	11,526,761.00	12,506,512.00	1,284,305.00	12,919,160.00	14,203,465.00	13.6%
Classified Support Salaries		2200	16,261,756.00	10,316,791.00	26,578,547.00	18,292,824.00	9,908,047.00	28,200,871.00	6.1%
Classified Supervisors' and Administrators' Salaries		2300	5,088,855.00	3,611,279.00	8,700,134.00	5,097,739.00	3,474,593.00	8,572,332.00	-1.5%
Clerical, Technical and Office Salaries		2400	15,893,027.00	2,069,528.00	17,962,555.00	16,534,308.00	1,510,455.00	18,044,763.00	0.5%
Other Classified Salaries		2900	1,289,591.00	1,308,458.00	2,598,049.00	1,379,092.00	1,657,487.00	3,036,579.00	16.9%
TOTAL, CLASSIFIED SALARIES			39,512,980.00	28,832,817.00	68,345,797.00	42,588,268.00	29,469,742.00	72,058,010.00	5.4%
EMPLOYEE BENEFITS									
STRS		3101-3102	25,133,871.00	28,670,167.00	53,804,038.00	26,874,758.00	27,565,556.00	54,440,314.00	1.2%
PERS		3201-3202	7,900,921.00	6,314,171.00	14,215,092.00	9,339,913.00	6,729,725.00	16,069,638.00	13.0%
OASDI/Medicare/Alternative		3301-3302	5,381,298.00	3,104,162.00	8,485,460.00	5,422,006.00	2,779,689.00	8,201,695.00	-3.3%
Health and Welfare Benefits		3401-3402	36,247,962.00	16,691,216.00	52,939,178.00	40,375,390.00	18,086,103.00	58,461,493.00	10.4%
Unemployment Insurance		3501-3502	101,162.00	42,958.00	144,120.00	2,469,543.00	861,940.00	3,331,483.00	2211.6%
Workers' Compensation		3601-3602	3,994,170.00	1,673,359.00	5,667,529.00	4,079,317.00	1,400,357.00	5,479,674.00	-3.3%
OPEB, Allocated		3701-3702	3,929,979.00	1,950,975.00	5,880,954.00	4,070,192.00	1,708,357.00	5,778,549.00	-1.7%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	2,849,286.00	1,313,769.00	4,163,055.00	2,303,239.00	1,044,550.00	3,347,789.00	-19.6%
TOTAL, EMPLOYEE BENEFITS			85,538,649.00	59,760,777.00	145,299,426.00	94,934,358.00	60,176,277.00	155,110,635.00	6.8%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	5,348,475.00	5,348,475.00	0.00	3,415,957.00	3,415,957.00	-36.1%
Books and Other Reference Materials		4200	414,969.00	1,435,410.00	1,850,379.00	352,071.00	289,827.00	641,898.00	-65.3%
Materials and Supplies		4300	8,566,678.00	35,271,344.00	43,838,022.00	7,735,756.00	59,123,876.00	66,859,632.00	52.5%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
Noncapitalized Equipment		4400	1,028,904.00	3,296,775.00	4,325,679.00	591,303.00	1,309,162.00	1,900,465.00	-56.1%
Food		4700	0.00	5,713.00	5,713.00	0.00	7,683.00	7,683.00	34.5%
TOTAL, BOOKS AND SUPPLIES			10,010,551.00	45,357,717.00	55,368,268.00	8,679,130.00	64,146,505.00	72,825,635.00	31.5%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	397,149.00	5,884,201.00	6,281,350.00	384,010.00	6,120,639.00	6,504,649.00	3.6%
Travel and Conferences		5200	406,523.00	276,110.00	682,633.00	603,402.00	235,986.00	839,388.00	23.0%
Dues and Memberships		5300	136,313.00	92,819.00	229,132.00	135,254.00	83,961.00	219,215.00	-4.3%
Insurance		5400 - 5450	2,844,728.00	0.00	2,844,728.00	3,640,871.00	0.00	3,640,871.00	28.0%
Operations and Housekeeping Services		5500	7,271,667.00	0.00	7,271,667.00	7,427,674.00	0.00	7,427,674.00	2.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,068,165.00	362,261.00	1,430,426.00	939,839.00	250,760.00	1,190,599.00	-16.8%
Transfers of Direct Costs		5710	552,537.00	(552,537.00)	0.00	(1,203,109.00)	1,203,109.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(1,681,617.00)	(3,948,507.00)	(5,630,124.00)	(1,738,571.00)	(4,202,961.00)	(5,941,532.00)	5.5%
Professional/Consulting Services and Operating Expenditures		5800	8,120,284.00	12,338,284.00	20,458,568.00	7,367,844.00	9,517,775.00	16,885,619.00	-17.5%
Communications		5900	1,450,127.00	1,130,298.00	2,580,425.00	1,579,320.00	174,271.00	1,753,591.00	-32.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			20,565,876.00	15,582,929.00	36,148,805.00	19,136,534.00	13,383,540.00	32,520,074.00	-10.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	147,000.00	592,987.00	739,987.00	0.00	0.00	0.00	-100.0%
Equipment Replacement		6500	52,761.00	146,000.00	198,761.00	4,359,600.00	73,000.00	4,432,600.00	2130.1%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			199,761.00	738,987.00	938,748.00	4,359,600.00	73,000.00	4,432,600.00	372.2%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	710,463.00	0.00	710,463.00	710,463.00	0.00	710,463.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	24,897.00	0.00	24,897.00	17,498.00	0.00	17,498.00	-29.7%
Other Debt Service - Principal		7439	275,045.00	0.00	275,045.00	282,494.00	0.00	282,494.00	2.7%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,010,405.00	0.00	1,010,405.00	1,010,455.00	0.00	1,010,455.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(6,922,036.00)	6,922,036.00	0.00	(5,862,524.00)	5,862,524.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(1,390,344.00)	0.00	(1,390,344.00)	(1,292,385.00)	0.00	(1,292,385.00)	-7.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(8,312,380.00)	6,922,036.00	(1,390,344.00)	(7,154,909.00)	5,862,524.00	(1,292,385.00)	-7.0%
TOTAL, EXPENDITURES			306,919,497.00	213,941,029.00	520,860,526.00	325,055,366.00	213,679,008.00	538,734,374.00	3.4%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	2,915,000.00	2,915,000.00	0.00	4,469,893.00	4,469,893.00	53.3%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	3,500,000.00	3,500,000.00	175,000.00	3,000,000.00	3,175,000.00	-9.3%
Other Authorized Interfund Transfers Out		7619	9,152,872.00	2,003,848.00	11,156,720.00	2,048,655.00	2,003,973.00	4,052,628.00	-63.7%
(b) TOTAL, INTERFUND TRANSFERS OUT			9,152,872.00	8,418,848.00	17,571,720.00	2,223,655.00	9,473,866.00	11,697,521.00	-33.4%
OTHER SOURCES/USES									
SOURCES									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(50,818,599.00)	50,818,599.00	0.00	(55,721,854.00)	55,721,854.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(50,818,599.00)	50,818,599.00	0.00	(55,721,854.00)	55,721,854.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(59,971,471.00)	42,399,751.00	(17,571,720.00)	(57,945,509.00)	46,247,988.00	(11,697,521.00)	-33.4%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	364,811,362.00	1,706,852.00	366,518,214.00	380,513,416.00	2,152,202.00	382,665,618.00	4.4%
2) Federal Revenue		8100-8299	0.00	117,391,428.00	117,391,428.00	0.00	35,945,821.00	35,945,821.00	-69.4%
3) Other State Revenue		8300-8599	7,390,660.00	105,111,449.00	112,502,109.00	9,762,408.00	62,631,104.00	72,393,512.00	-35.7%
4) Other Local Revenue		8600-8799	1,726,657.00	3,817,040.00	5,543,697.00	2,938,794.00	3,145,949.00	6,084,743.00	9.8%
5) TOTAL, REVENUES			373,928,679.00	228,026,769.00	601,955,448.00	393,214,618.00	103,875,076.00	497,089,694.00	-17.4%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		185,901,233.00	115,460,385.00	301,361,618.00	196,296,064.00	103,261,097.00	299,557,161.00	-0.6%
2) Instruction - Related Services	2000-2999		53,466,636.00	40,437,003.00	93,903,639.00	52,368,626.00	23,339,863.00	75,708,489.00	-19.4%
3) Pupil Services	3000-3999		22,367,753.00	15,632,665.00	38,000,418.00	29,067,599.00	15,136,963.00	44,204,562.00	16.3%
4) Ancillary Services	4000-4999		2,228,767.00	175,664.00	2,404,431.00	2,235,631.00	66,862.00	2,302,493.00	-4.2%
5) Community Services	5000-5999		0.00	192,274.00	192,274.00	0.00	478.00	478.00	-99.8%
6) Enterprise	6000-6999		0.00	40,143.00	40,143.00	0.00	37,918.00	37,918.00	-5.5%
7) General Administration	7000-7999		14,823,719.00	26,022,594.00	40,846,313.00	15,889,556.00	58,023,247.00	73,912,803.00	81.0%
8) Plant Services	8000-8999		27,120,984.00	15,980,301.00	43,101,285.00	28,187,435.00	13,812,580.00	42,000,015.00	-2.6%
9) Other Outgo	9000-9999	Except 7600-7699	1,010,405.00	0.00	1,010,405.00	1,010,455.00	0.00	1,010,455.00	0.0%
10) TOTAL, EXPENDITURES			306,919,497.00	213,941,029.00	520,860,526.00	325,055,366.00	213,679,008.00	538,734,374.00	3.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			67,009,182.00	14,085,740.00	81,094,922.00	68,159,252.00	(109,803,932.00)	(41,644,680.00)	-151.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	9,152,872.00	8,418,848.00	17,571,720.00	2,223,655.00	9,473,866.00	11,697,521.00	-33.4%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(50,818,599.00)	50,818,599.00	0.00	(55,721,854.00)	55,721,854.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(59,971,471.00)	42,399,751.00	(17,571,720.00)	(57,945,509.00)	46,247,988.00	(11,697,521.00)	-33.4%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			7,037,711.00	56,485,491.00	63,523,202.00	10,213,743.00	(63,555,944.00)	(53,342,201.00)	-184.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	52,103,663.72	26,222,769.35	78,326,433.07	58,399,756.72	83,449,878.35	141,849,635.07	81.1%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			52,103,663.72	26,222,769.35	78,326,433.07	58,399,756.72	83,449,878.35	141,849,635.07	81.1%
d) Other Restatements		9795	(741,618.00)	741,618.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			51,362,045.72	26,964,387.35	78,326,433.07	58,399,756.72	83,449,878.35	141,849,635.07	81.1%
2) Ending Balance, June 30 (E + F1e)			58,399,756.72	83,449,878.35	141,849,635.07	68,613,499.72	19,893,934.35	88,507,434.07	-37.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	205,000.00	0.00	205,000.00	205,000.00	0.00	205,000.00	0.0%
Stores		9712	150,000.00	0.00	150,000.00	150,000.00	0.00	150,000.00	0.0%
Prepaid Items		9713	145,000.00	49,119.67	194,119.67	145,000.00	0.00	145,000.00	-25.3%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	83,400,758.68	83,400,758.68	0.00	19,893,934.35	19,893,934.35	-76.1%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	3,897,744.00	0.00	3,897,744.00	14,426,808.00	0.00	14,426,808.00	270.1%
Strategic Plan	0000	9780				*762,000.00*		*762,000.00*	
Negotiations	0000	9780				*11,751,337.00*		*11,751,337.00*	
LCFF Supplemental	0000	9780				*1,913,471.00*		*1,913,471.00*	
Strategic Plan	0000	9780	*762,000.00*		*762,000.00*				
LCFF Supplemental	0000	9780	*3,135,744.00*		*3,135,744.00*				
	0000	9780							
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	10,775,000.00	0.00	10,775,000.00	11,010,000.00	0.00	11,010,000.00	2.2%
Unassigned/Unappropriated Amount		9790	43,227,012.72	0.00	43,227,012.72	42,676,691.72	0.00	42,676,691.72	-1.3%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
3212	Elementary and Secondary School Relief II (ESSER II) Fund	42,921,000.00	0.00
5640	Medi-Cal Billing Option	1,028,764.15	682,797.00
6300	Lottery: Instructional Materials	122,740.00	122,740.00
7311	Classified School Employee Professional Development Block Grant	160,389.00	88.00
7425	Expanded Learning Opportunities (ELO) Grant	15,000,000.00	0.00
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Sta	2,000,000.00	0.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Sectio	4,019,829.00	5,674,033.00
9010	Other Restricted Local	18,148,036.53	13,414,276.35
Total, Restricted Balance		83,400,758.68	19,893,934.35

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	2,814,446.00	2,980,858.00	5.9%
2) Federal Revenue		8100-8299	136,204.00	116,427.00	-14.5%
3) Other State Revenue		8300-8599	343,450.00	333,525.00	-2.9%
4) Other Local Revenue		8600-8799	5,252.00	5,252.00	0.0%
5) TOTAL, REVENUES			3,299,352.00	3,436,062.00	4.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	1,479,388.00	1,462,348.00	-1.2%
2) Classified Salaries		2000-2999	277,673.00	280,818.00	1.1%
3) Employee Benefits		3000-3999	830,426.00	879,732.00	5.9%
4) Books and Supplies		4000-4999	273,475.00	254,090.00	-7.1%
5) Services and Other Operating Expenditures		5000-5999	451,884.00	457,070.00	1.1%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	11,741.00	9,638.00	-17.9%
9) TOTAL, EXPENDITURES			3,324,587.00	3,343,696.00	0.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(25,235.00)	92,366.00	-466.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	237,828.00	237,324.00	-0.2%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(237,828.00)	(237,324.00)	-0.2%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(263,063.00)	(144,958.00)	-44.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,317,936.53	1,054,873.53	-20.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,317,936.53	1,054,873.53	-20.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,317,936.53	1,054,873.53	-20.0%
2) Ending Balance, June 30 (E + F1e)			1,054,873.53	909,915.53	-13.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	111,859.42	113,412.42	1.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	943,014.11	796,503.11	-15.5%
LCFF Revenue	0000	9780		*639,481.00*	
Reserve for Economic Uncertainties	0000	9780		*157,022.11*	
LCFF revenue	0000	9780	*797,726.00*		
Reserve for Economic Uncertainties	0000	9780	*145,288.11*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,001,519.02		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	18,596.67		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,020,115.69		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			1,020,115.69		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
LCFF SOURCES					
Principal Apportionment State Aid - Current Year		8011	1,478,053.00	1,623,848.00	9.9%
Education Protection Account State Aid - Current Year		8012	647,010.00	652,552.00	0.9%
State Aid - Prior Years		8019	(10,587.00)	0.00	-100.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	699,970.00	704,458.00	0.6%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			2,814,446.00	2,980,858.00	5.9%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3150, 3155, 3180, 3181, 3182, 3185, 4037, 4124, 4126, 4127, 4128, 5510, 5630	8290	116,427.00	116,427.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	19,777.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			136,204.00	116,427.00	-14.5%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan Current Year	6500	8311	117,908.00	119,747.00	1.6%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	11,065.00	11,065.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	54,450.00	54,437.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	160,027.00	148,276.00	-7.3%
TOTAL, OTHER STATE REVENUE			343,450.00	333,525.00	-2.9%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	5,252.00	5,252.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5,252.00	5,252.00	0.0%
TOTAL, REVENUES			3,299,352.00	3,436,062.00	4.1%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	1,017,447.00	1,010,630.00	-0.7%
Certificated Pupil Support Salaries		1200	127,685.00	137,813.00	7.9%
Certificated Supervisors' and Administrators' Salaries		1300	252,025.00	251,674.00	-0.1%
Other Certificated Salaries		1900	82,231.00	62,231.00	-24.3%
TOTAL, CERTIFICATED SALARIES			1,479,388.00	1,462,348.00	-1.2%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	167,016.00	149,305.00	-10.6%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	110,657.00	131,513.00	18.8%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			277,673.00	280,818.00	1.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	361,171.00	388,986.00	7.7%
PERS		3201-3202	73,893.00	58,258.00	-21.2%
OASDI/Medicare/Alternative		3301-3302	50,603.00	42,718.00	-15.6%
Health and Welfare Benefits		3401-3402	269,899.00	307,061.00	13.8%
Unemployment Insurance		3501-3502	886.00	18,252.00	1960.0%
Workers' Compensation		3601-3602	34,835.00	34,906.00	0.2%
OPEB, Allocated		3701-3702	7,667.00	10,663.00	39.1%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	31,472.00	18,888.00	-40.0%
TOTAL, EMPLOYEE BENEFITS			830,426.00	879,732.00	5.9%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	11,947.00	11,606.00	-2.9%
Books and Other Reference Materials		4200	6,336.00	3,498.00	-44.8%
Materials and Supplies		4300	241,422.00	226,512.00	-6.2%
Noncapitalized Equipment		4400	13,770.00	12,474.00	-9.4%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			273,475.00	254,090.00	-7.1%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	18,872.00	17,998.00	-4.6%
Dues and Memberships		5300	2,593.00	2,593.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,176.00	1,176.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	170,709.00	182,220.00	6.7%
Professional/Consulting Services and Operating Expenditures		5800	257,548.00	252,249.00	-2.1%
Communications		5900	986.00	834.00	-15.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			451,884.00	457,070.00	1.1%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	11,741.00	9,638.00	-17.9%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			11,741.00	9,638.00	-17.9%
TOTAL, EXPENDITURES			3,324,587.00	3,343,696.00	0.6%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	237,828.00	237,324.00	-0.2%
(b) TOTAL, INTERFUND TRANSFERS OUT			237,828.00	237,324.00	-0.2%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(237,828.00)	(237,324.00)	-0.2%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	2,814,446.00	2,980,858.00	5.9%
2) Federal Revenue		8100-8299	136,204.00	116,427.00	-14.5%
3) Other State Revenue		8300-8599	343,450.00	333,525.00	-2.9%
4) Other Local Revenue		8600-8799	5,252.00	5,252.00	0.0%
5) TOTAL, REVENUES			3,299,352.00	3,436,062.00	4.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		2,220,528.00	2,181,427.00	-1.8%
2) Instruction - Related Services	2000-2999		719,940.00	765,097.00	6.3%
3) Pupil Services	3000-3999		192,378.00	207,534.00	7.9%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		191,741.00	189,638.00	-1.1%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			3,324,587.00	3,343,696.00	0.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(25,235.00)	92,366.00	-466.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	237,828.00	237,324.00	-0.2%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(237,828.00)	(237,324.00)	-0.2%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(263,063.00)	(144,958.00)	-44.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,317,936.53	1,054,873.53	-20.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,317,936.53	1,054,873.53	-20.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,317,936.53	1,054,873.53	-20.0%
2) Ending Balance, June 30 (E + F1e)			1,054,873.53	909,915.53	-13.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	111,859.42	113,412.42	1.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	943,014.11	796,503.11	-15.5%
LCFF Revenue	0000	9780		*639,481.00*	
Reserve for Economic Uncertainties	0000	9780		*157,022.11*	
LCFF revenue	0000	9780	*797,726.00*		
Reserve for Economic Uncertainties	0000	9780	*145,288.11*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
6300	Lottery: Instructional Materials	3,715.86	5,268.86
6500	Special Education	1,146.00	1,146.00
9010	Other Restricted Local	106,997.56	106,997.56
Total, Restricted Balance		111,859.42	113,412.42

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	4,791,286.00	4,970,677.00	3.7%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			4,791,286.00	4,970,677.00	3.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	4,791,286.00	4,970,677.00	3.7%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			4,791,286.00	4,970,677.00	3.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
LCFF SOURCES					
LCFF Transfers					
Property Taxes Transfers		8097	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan Current Year	6500	8311	4,422,805.00	4,602,188.00	4.1%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	368,481.00	368,489.00	0.0%
TOTAL, OTHER STATE REVENUE			4,791,286.00	4,970,677.00	3.7%
OTHER LOCAL REVENUE					
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.0%
Transfers of Apportionments					
From Districts or Charter Schools		8791	0.00	0.00	0.0%
From County Offices		8792	0.00	0.00	0.0%
From JPAs		8793	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			4,791,286.00	4,970,677.00	3.7%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	368,481.00	368,489.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments					
To Districts or Charter Schools	6500	7221	4,422,805.00	4,602,188.00	4.1%
To County Offices	6500	7222	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			4,791,286.00	4,970,677.00	3.7%
TOTAL, EXPENDITURES			4,791,286.00	4,970,677.00	3.7%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	4,791,286.00	4,970,677.00	3.7%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			4,791,286.00	4,970,677.00	3.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	4,791,286.00	4,970,677.00	3.7%
10) TOTAL, EXPENDITURES			4,791,286.00	4,970,677.00	3.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	413,613.00	413,613.00	0.0%
3) Other State Revenue		8300-8599	2,911,263.00	2,927,372.00	0.6%
4) Other Local Revenue		8600-8799	168,989.00	156,000.00	-7.7%
5) TOTAL, REVENUES			3,493,865.00	3,496,985.00	0.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	1,039,086.00	1,089,560.00	4.9%
2) Classified Salaries		2000-2999	284,649.00	311,649.00	9.5%
3) Employee Benefits		3000-3999	585,159.00	697,611.00	19.2%
4) Books and Supplies		4000-4999	250,577.00	212,751.00	-15.1%
5) Services and Other Operating Expenditures		5000-5999	1,016,323.00	1,029,113.00	1.3%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	68,038.00	56,825.00	-16.5%
9) TOTAL, EXPENDITURES			3,243,832.00	3,397,509.00	4.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			250,033.00	99,476.00	-60.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	90,300.00	93,476.00	3.5%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(90,300.00)	(93,476.00)	3.5%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			159,733.00	6,000.00	-96.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,733,310.02	1,893,043.02	9.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,733,310.02	1,893,043.02	9.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,733,310.02	1,893,043.02	9.2%
2) Ending Balance, June 30 (E + F1e)			1,893,043.02	1,899,043.02	0.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,851,953.04	1,851,953.04	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	41,089.98	47,089.98	14.6%
Resource 0000	0000	9780		*47,089.98*	
Resource 0000	0000	9780	*41,089.98*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,529,853.11		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	11,480.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,541,333.11		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			1,541,333.11		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	7,181.00	7,181.00	0.0%
All Other Federal Revenue	All Other	8290	406,432.00	406,432.00	0.0%
TOTAL, FEDERAL REVENUE			413,613.00	413,613.00	0.0%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	824,513.00	824,513.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Adult Education Program	6391	8590	1,663,611.00	1,663,611.00	0.0%
All Other State Revenue	All Other	8590	423,139.00	439,248.00	3.8%
TOTAL, OTHER STATE REVENUE			2,911,263.00	2,927,372.00	0.6%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	6,000.00	6,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Adult Education Fees		8671	162,989.00	150,000.00	-8.0%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			168,989.00	156,000.00	-7.7%
TOTAL, REVENUES			3,493,865.00	3,496,985.00	0.1%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	601,724.00	632,398.00	5.1%
Certificated Pupil Support Salaries		1200	21,133.00	29,310.00	38.7%
Certificated Supervisors' and Administrators' Salaries		1300	278,196.00	278,196.00	0.0%
Other Certificated Salaries		1900	138,033.00	149,656.00	8.4%
TOTAL, CERTIFICATED SALARIES			1,039,086.00	1,089,560.00	4.9%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	101,311.00	102,882.00	1.6%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	183,338.00	196,767.00	7.3%
Other Classified Salaries		2900	0.00	12,000.00	New
TOTAL, CLASSIFIED SALARIES			284,649.00	311,649.00	9.5%
EMPLOYEE BENEFITS					
STRS		3101-3102	243,319.00	288,452.00	18.5%
PERS		3201-3202	52,962.00	65,656.00	24.0%
OASDI/Medicare/Alternative		3301-3302	37,450.00	39,020.00	4.2%
Health and Welfare Benefits		3401-3402	172,006.00	215,242.00	25.1%
Unemployment Insurance		3501-3502	664.00	17,239.00	2496.2%
Workers' Compensation		3601-3602	25,736.00	28,024.00	8.9%
OPEB, Allocated		3701-3702	26,463.00	28,421.00	7.4%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	26,559.00	15,557.00	-41.4%
TOTAL, EMPLOYEE BENEFITS			585,159.00	697,611.00	19.2%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	15,159.00	16,633.00	9.7%
Materials and Supplies		4300	217,754.00	182,262.00	-16.3%
Noncapitalized Equipment		4400	17,664.00	13,856.00	-21.6%
TOTAL, BOOKS AND SUPPLIES			250,577.00	212,751.00	-15.1%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	10,000.00	10,000.00	0.0%
Travel and Conferences		5200	710.00	2,563.00	261.0%
Dues and Memberships		5300	2,620.00	2,120.00	-19.1%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	6,415.00	6,415.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	105,426.00	104,492.00	-0.9%
Professional/Consulting Services and Operating Expenditures		5800	865,152.00	877,523.00	1.4%
Communications		5900	26,000.00	26,000.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,016,323.00	1,029,113.00	1.3%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	68,038.00	56,825.00	-16.5%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			68,038.00	56,825.00	-16.5%
TOTAL, EXPENDITURES			3,243,832.00	3,397,509.00	4.7%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	90,300.00	93,476.00	3.5%
(b) TOTAL, INTERFUND TRANSFERS OUT			90,300.00	93,476.00	3.5%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(90,300.00)	(93,476.00)	3.5%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	413,613.00	413,613.00	0.0%
3) Other State Revenue		8300-8599	2,911,263.00	2,927,372.00	0.6%
4) Other Local Revenue		8600-8799	168,989.00	156,000.00	-7.7%
5) TOTAL, REVENUES			3,493,865.00	3,496,985.00	0.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		2,091,359.00	2,051,808.00	-1.9%
2) Instruction - Related Services	2000-2999		955,944.00	1,149,809.00	20.3%
3) Pupil Services	3000-3999		23,837.00	34,671.00	45.5%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		68,038.00	56,825.00	-16.5%
8) Plant Services	8000-8999		104,654.00	104,396.00	-0.2%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			3,243,832.00	3,397,509.00	4.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			250,033.00	99,476.00	-60.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	90,300.00	93,476.00	3.5%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(90,300.00)	(93,476.00)	3.5%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			159,733.00	6,000.00	-96.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,733,310.02	1,893,043.02	9.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,733,310.02	1,893,043.02	9.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,733,310.02	1,893,043.02	9.2%
2) Ending Balance, June 30 (E + F1e)			1,893,043.02	1,899,043.02	0.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,851,953.04	1,851,953.04	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	41,089.98	47,089.98	14.6%
Resource 0000	0000	9780		*47,089.98*	
Resource 0000	0000	9780	*41,089.98*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
6371	CalWORKs for ROCP or Adult Education	1,084,165.00	1,084,165.00
6391	Adult Education Program	535,796.63	535,796.63
9010	Other Restricted Local	231,991.41	231,991.41
Total, Restricted Balance		1,851,953.04	1,851,953.04

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	14,520,897.00	13,282,868.00	-8.5%
3) Other State Revenue		8300-8599	4,287,625.00	4,655,252.00	8.6%
4) Other Local Revenue		8600-8799	2,204,132.00	2,229,165.00	1.1%
5) TOTAL, REVENUES			21,012,654.00	20,167,285.00	-4.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	8,229,937.00	8,764,435.00	6.5%
2) Classified Salaries		2000-2999	4,226,357.00	4,579,317.00	8.4%
3) Employee Benefits		3000-3999	7,553,950.00	8,943,148.00	18.4%
4) Books and Supplies		4000-4999	4,313,829.00	1,366,062.00	-68.3%
5) Services and Other Operating Expenditures		5000-5999	474,092.00	264,344.00	-44.2%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	910,080.00	852,124.00	-6.4%
9) TOTAL, EXPENDITURES			25,708,245.00	24,769,430.00	-3.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(4,695,591.00)	(4,602,145.00)	-2.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	2,915,000.00	4,469,893.00	53.3%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			2,915,000.00	4,469,893.00	53.3%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,780,591.00)	(132,252.00)	-92.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,558,674.23	778,083.23	-69.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,558,674.23	778,083.23	-69.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,558,674.23	778,083.23	-69.6%
2) Ending Balance, June 30 (E + F1e)			778,083.23	645,831.23	-17.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	497,894.62	497,894.62	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	280,188.61	147,936.61	-47.2%
Reserve for Economic Uncertainties	0000	9780		*147,936.61*	
Reserve for Economic Uncertainties	0000	9780	*280,188.61*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	4,965,586.98		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	6,317.62		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			4,971,904.60		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			4,971,904.60		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	(17,051.00)	462,777.00	-2814.1%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	14,537,948.00	12,820,091.00	-11.8%
TOTAL, FEDERAL REVENUE			14,520,897.00	13,282,868.00	-8.5%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	(1,551.00)	25,406.00	-1738.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	3,559,988.00	3,774,789.00	6.0%
All Other State Revenue	All Other	8590	729,188.00	855,057.00	17.3%
TOTAL, OTHER STATE REVENUE			4,287,625.00	4,655,252.00	8.6%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	12,754.00	12,754.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	1,386,951.00	1,800,260.00	29.8%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	804,427.00	416,151.00	-48.3%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,204,132.00	2,229,165.00	1.1%
TOTAL, REVENUES			21,012,654.00	20,167,285.00	-4.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	6,446,548.00	6,690,968.00	3.8%
Certificated Pupil Support Salaries		1200	404,047.00	409,923.00	1.5%
Certificated Supervisors' and Administrators' Salaries		1300	358,916.00	496,039.00	38.2%
Other Certificated Salaries		1900	1,020,426.00	1,167,505.00	14.4%
TOTAL, CERTIFICATED SALARIES			8,229,937.00	8,764,435.00	6.5%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	1,902,892.00	2,066,601.00	8.6%
Classified Support Salaries		2200	1,285,555.00	1,389,175.00	8.1%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	1,037,910.00	1,123,541.00	8.3%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			4,226,357.00	4,579,317.00	8.4%
EMPLOYEE BENEFITS					
STRS		3101-3102	1,856,758.00	2,211,799.00	19.1%
PERS		3201-3202	1,109,369.00	1,229,943.00	10.9%
OASDI/Medicare/Alternative		3301-3302	523,341.00	529,313.00	1.1%
Health and Welfare Benefits		3401-3402	3,272,503.00	4,053,054.00	23.9%
Unemployment Insurance		3501-3502	7,623.00	164,130.00	2053.1%
Workers' Compensation		3601-3602	257,609.00	266,873.00	3.6%
OPEB, Allocated		3701-3702	295,857.00	305,288.00	3.2%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	230,890.00	182,748.00	-20.9%
TOTAL, EMPLOYEE BENEFITS			7,553,950.00	8,943,148.00	18.4%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	61,376.00	36,450.00	-40.6%
Materials and Supplies		4300	3,872,546.00	792,153.00	-79.5%
Noncapitalized Equipment		4400	225,885.00	33,183.00	-85.3%
Food		4700	154,022.00	504,276.00	227.4%
TOTAL, BOOKS AND SUPPLIES			4,313,829.00	1,366,062.00	-68.3%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	116,024.00	79,807.00	-31.2%
Dues and Memberships		5300	6,610.00	6,054.00	-8.4%
Insurance		5400-5450	4,068.00	4,068.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	22,139.00	23,104.00	4.4%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	75,566.00	8,269.00	-89.1%
Professional/Consulting Services and Operating Expenditures		5800	248,514.00	141,881.00	-42.9%
Communications		5900	1,171.00	1,161.00	-0.9%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			474,092.00	264,344.00	-44.2%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	910,080.00	852,124.00	-6.4%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			910,080.00	852,124.00	-6.4%
TOTAL, EXPENDITURES			25,708,245.00	24,769,430.00	-3.7%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	2,915,000.00	4,469,893.00	53.3%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			2,915,000.00	4,469,893.00	53.3%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			2,915,000.00	4,469,893.00	53.3%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	14,520,897.00	13,282,868.00	-8.5%
3) Other State Revenue		8300-8599	4,287,625.00	4,655,252.00	8.6%
4) Other Local Revenue		8600-8799	2,204,132.00	2,229,165.00	1.1%
5) TOTAL, REVENUES			21,012,654.00	20,167,285.00	-4.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		16,344,257.00	15,561,332.00	-4.8%
2) Instruction - Related Services	2000-2999		6,439,482.00	5,755,263.00	-10.6%
3) Pupil Services	3000-3999		1,456,419.00	1,710,276.00	17.4%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		910,080.00	852,124.00	-6.4%
8) Plant Services	8000-8999		558,007.00	890,435.00	59.6%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			25,708,245.00	24,769,430.00	-3.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(4,695,591.00)	(4,602,145.00)	-2.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	2,915,000.00	4,469,893.00	53.3%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			2,915,000.00	4,469,893.00	53.3%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,780,591.00)	(132,252.00)	-92.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,558,674.23	778,083.23	-69.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,558,674.23	778,083.23	-69.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,558,674.23	778,083.23	-69.6%
2) Ending Balance, June 30 (E + F1e)			778,083.23	645,831.23	-17.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	497,894.62	497,894.62	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	280,188.61	147,936.61	-47.2%
Reserve for Economic Uncertainties	0000	9780		*147,936.61*	
Reserve for Economic Uncertainties	0000	9780	*280,188.61*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
6130	Child Development: Center-Based Reserve Account	441,478.26	441,478.26
9010	Other Restricted Local	56,416.36	56,416.36
Total, Restricted Balance		497,894.62	497,894.62

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	7,044,278.00	11,599,297.00	64.7%
3) Other State Revenue		8300-8599	475,298.00	839,944.00	76.7%
4) Other Local Revenue		8600-8799	154,864.00	1,720,973.00	1011.3%
5) TOTAL, REVENUES			7,674,440.00	14,160,214.00	84.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	4,681,040.00	5,187,687.00	10.8%
3) Employee Benefits		3000-3999	3,200,305.00	3,617,828.00	13.0%
4) Books and Supplies		4000-4999	4,191,080.00	6,412,306.00	53.0%
5) Services and Other Operating Expenditures		5000-5999	685,830.00	746,424.00	8.8%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	400,485.00	373,798.00	-6.7%
9) TOTAL, EXPENDITURES			13,158,740.00	16,338,043.00	24.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(5,484,300.00)	(2,177,829.00)	-60.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	3,500,000.00	3,175,000.00	-9.3%
b) Transfers Out		7600-7629	7,775.00	7,983.00	2.7%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			3,492,225.00	3,167,017.00	-9.3%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,992,075.00)	989,188.00	-149.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,002,886.82	2,010,811.82	-49.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,002,886.82	2,010,811.82	-49.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,002,886.82	2,010,811.82	-49.8%
2) Ending Balance, June 30 (E + F1e)			2,010,811.82	2,999,999.82	49.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	1,192.00	1,192.00	0.0%
Stores		9712	351,911.82	360,342.04	2.4%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,657,708.00	2,638,465.78	59.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	961,060.77		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	605.81		
c) in Revolving Cash Account		9130	1,192.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	1,644,862.10		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	351,911.82		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			2,959,632.50		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	(2.67)		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	28,789.59		
6) TOTAL, LIABILITIES			28,786.92		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			2,930,845.58		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	5,872,661.00	10,611,059.00	80.7%
Donated Food Commodities		8221	1,166,240.00	988,238.00	-15.3%
All Other Federal Revenue		8290	5,377.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			7,044,278.00	11,599,297.00	64.7%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	475,298.00	839,944.00	76.7%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			475,298.00	839,944.00	76.7%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	77,864.00	1,712,973.00	2100.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	3,000.00	3,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	74,000.00	5,000.00	-93.2%
TOTAL, OTHER LOCAL REVENUE			154,864.00	1,720,973.00	1011.3%
TOTAL, REVENUES			7,674,440.00	14,160,214.00	84.5%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	3,462,468.00	3,910,425.00	12.9%
Classified Supervisors' and Administrators' Salaries		2300	933,944.00	950,122.00	1.7%
Clerical, Technical and Office Salaries		2400	281,408.00	294,702.00	4.7%
Other Classified Salaries		2900	3,220.00	32,438.00	907.4%
TOTAL, CLASSIFIED SALARIES			4,681,040.00	5,187,687.00	10.8%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	810,632.00	916,643.00	13.1%
OASDI/Medicare/Alternative		3301-3302	355,221.00	390,633.00	10.0%
Health and Welfare Benefits		3401-3402	1,660,575.00	1,845,275.00	11.1%
Unemployment Insurance		3501-3502	2,340.00	63,508.00	2614.0%
Workers' Compensation		3601-3602	91,311.00	103,913.00	13.8%
OPEB, Allocated		3701-3702	173,235.00	192,240.00	11.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	106,991.00	105,616.00	-1.3%
TOTAL, EMPLOYEE BENEFITS			3,200,305.00	3,617,828.00	13.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	228,948.00	268,934.00	17.5%
Noncapitalized Equipment		4400	138,558.00	67,950.00	-51.0%
Food		4700	3,823,574.00	6,075,422.00	58.9%
TOTAL, BOOKS AND SUPPLIES			4,191,080.00	6,412,306.00	53.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	950.00	2,950.00	210.5%
Dues and Memberships		5300	3,600.00	3,600.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	94,350.00	77,350.00	-18.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	360,372.00	361,429.00	0.3%
Professional/Consulting Services and Operating Expenditures		5800	211,208.00	283,845.00	34.4%
Communications		5900	15,350.00	17,250.00	12.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			685,830.00	746,424.00	8.8%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	400,485.00	373,798.00	-6.7%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			400,485.00	373,798.00	-6.7%
TOTAL, EXPENDITURES			13,158,740.00	16,338,043.00	24.2%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	3,500,000.00	3,175,000.00	-9.3%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			3,500,000.00	3,175,000.00	-9.3%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	7,775.00	7,983.00	2.7%
(b) TOTAL, INTERFUND TRANSFERS OUT			7,775.00	7,983.00	2.7%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			3,492,225.00	3,167,017.00	-9.3%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	7,044,278.00	11,599,297.00	64.7%
3) Other State Revenue		8300-8599	475,298.00	839,944.00	76.7%
4) Other Local Revenue		8600-8799	154,864.00	1,720,973.00	1011.3%
5) TOTAL, REVENUES			7,674,440.00	14,160,214.00	84.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		12,192,452.00	15,386,364.00	26.2%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		400,485.00	373,798.00	-6.7%
8) Plant Services	8000-8999		565,803.00	577,881.00	2.1%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			13,158,740.00	16,338,043.00	24.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(5,484,300.00)	(2,177,829.00)	-60.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	3,500,000.00	3,175,000.00	-9.3%
b) Transfers Out		7600-7629	7,775.00	7,983.00	2.7%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			3,492,225.00	3,167,017.00	-9.3%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,992,075.00)	989,188.00	-149.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,002,886.82	2,010,811.82	-49.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,002,886.82	2,010,811.82	-49.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,002,886.82	2,010,811.82	-49.8%
2) Ending Balance, June 30 (E + F1e)			2,010,811.82	2,999,999.82	49.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	1,192.00	1,192.00	0.0%
Stores		9712	351,911.82	360,342.04	2.4%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,657,708.00	2,638,465.78	59.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School I	1,657,708.00	2,638,465.78
Total, Restricted Balance		1,657,708.00	2,638,465.78

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	647.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	7,000.00	7,000.00	0.0%
5) TOTAL, REVENUES			7,647.00	7,000.00	-8.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	44,949.00	0.00	-100.0%
3) Employee Benefits		3000-3999	8,728.00	0.00	-100.0%
4) Books and Supplies		4000-4999	260,814.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	99,328.00	0.00	-100.0%
6) Capital Outlay		6000-6999	1,816,960.00	2,000,000.00	10.1%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,230,779.00	2,000,000.00	-10.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(2,223,132.00)	(1,993,000.00)	-10.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	2,000,000.00	2,000,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			2,000,000.00	2,000,000.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(223,132.00)	7,000.00	-103.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,223,132.98	1,000,000.98	-18.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,223,132.98	1,000,000.98	-18.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,223,132.98	1,000,000.98	-18.2%
2) Ending Balance, June 30 (E + F1e)			1,000,000.98	1,007,000.98	0.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,000,000.98	1,007,000.98	0.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,316,103.26		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			2,316,103.26		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			2,316,103.26		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	647.00	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			647.00	0.00	-100.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	7,000.00	7,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			7,000.00	7,000.00	0.0%
TOTAL, REVENUES			7,647.00	7,000.00	-8.5%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	44,949.00	0.00	-100.0%
TOTAL, CLASSIFIED SALARIES			44,949.00	0.00	-100.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	2,344.00	0.00	-100.0%
PERS		3201-3202	266.00	0.00	-100.0%
OASDI/Medicare/Alternative		3301-3302	2,896.00	0.00	-100.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	23.00	0.00	-100.0%
Workers' Compensation		3601-3602	904.00	0.00	-100.0%
OPEB, Allocated		3701-3702	1,716.00	0.00	-100.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	579.00	0.00	-100.0%
TOTAL, EMPLOYEE BENEFITS			8,728.00	0.00	-100.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	32,840.00	0.00	-100.0%
Noncapitalized Equipment		4400	227,974.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			260,814.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	70,328.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	29,000.00	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			99,328.00	0.00	-100.0%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	1,764,545.00	2,000,000.00	13.3%
Equipment		6400	52,415.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,816,960.00	2,000,000.00	10.1%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			2,230,779.00	2,000,000.00	-10.3%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	2,000,000.00	2,000,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			2,000,000.00	2,000,000.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			2,000,000.00	2,000,000.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	647.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	7,000.00	7,000.00	0.0%
5) TOTAL, REVENUES			7,647.00	7,000.00	-8.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		2,230,779.00	2,000,000.00	-10.3%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,230,779.00	2,000,000.00	-10.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(2,223,132.00)	(1,993,000.00)	-10.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	2,000,000.00	2,000,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			2,000,000.00	2,000,000.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(223,132.00)	7,000.00	-103.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,223,132.98	1,000,000.98	-18.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,223,132.98	1,000,000.98	-18.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,223,132.98	1,000,000.98	-18.2%
2) Ending Balance, June 30 (E + F1e)			1,000,000.98	1,007,000.98	0.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,000,000.98	1,007,000.98	0.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
9010	Other Restricted Local	1,000,000.98	1,007,000.98
Total, Restricted Balance		1,000,000.98	1,007,000.98

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	3,696.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	3,762,574.00	2,294,395.00	-39.0%
5) TOTAL, REVENUES			3,766,270.00	2,294,395.00	-39.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	1,633,968.00	958,656.00	-41.3%
3) Employee Benefits		3000-3999	665,488.00	571,926.57	-14.1%
4) Books and Supplies		4000-4999	3,093,655.00	25,950.00	-99.2%
5) Services and Other Operating Expenditures		5000-5999	4,522,973.00	2,272,250.00	-49.8%
6) Capital Outlay		6000-6999	109,016,168.00	79,708,669.34	-26.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			118,932,252.00	83,537,451.91	-29.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(115,165,982.00)	(81,243,056.91)	-29.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	3,636,000.00	391,411.00	-89.2%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	180,616,259.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			184,252,259.00	391,411.00	-99.8%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			69,086,277.00	(80,851,645.91)	-217.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	98,739,573.32	167,825,850.32	70.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			98,739,573.32	167,825,850.32	70.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			98,739,573.32	167,825,850.32	70.0%
2) Ending Balance, June 30 (E + F1e)			167,825,850.32	86,974,204.41	-48.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	166,814,249.40	85,797,991.49	-48.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,011,600.92	1,176,212.92	16.3%
Site re-use	0000	9780		*1,176,212.92*	
Site re-use	0000	9780	*1,011,600.92*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	30,178,902.33		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	151,953,940.45		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			182,132,842.78		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	28,141.05		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			28,141.05		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			182,104,701.73		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	3,696.00	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			3,696.00	0.00	-100.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	66,348.00	120,000.00	80.9%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	1,701,021.00	1,726,314.00	1.5%
Interest		8660	329,285.00	423,081.00	28.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	1,665,920.00	25,000.00	-98.5%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,762,574.00	2,294,395.00	-39.0%
TOTAL, REVENUES			3,766,270.00	2,294,395.00	-39.1%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	205,644.00	175,808.00	-14.5%
Classified Supervisors' and Administrators' Salaries		2300	632,327.00	485,611.00	-23.2%
Clerical, Technical and Office Salaries		2400	283,827.00	297,237.00	4.7%
Other Classified Salaries		2900	512,170.00	0.00	-100.0%
TOTAL, CLASSIFIED SALARIES			1,633,968.00	958,656.00	-41.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	13,389.00	0.00	-100.0%
PERS		3201-3202	223,665.00	220,268.32	-1.5%
OASDI/Medicare/Alternative		3301-3302	116,717.00	73,332.37	-37.2%
Health and Welfare Benefits		3401-3402	195,643.00	197,248.00	0.8%
Unemployment Insurance		3501-3502	807.00	11,805.19	1362.8%
Workers' Compensation		3601-3602	31,901.00	19,173.68	-39.9%
OPEB, Allocated		3701-3702	60,475.00	35,470.21	-41.3%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	22,891.00	14,628.80	-36.1%
TOTAL, EMPLOYEE BENEFITS			665,488.00	571,926.57	-14.1%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	2,872,740.00	25,950.00	-99.1%
Noncapitalized Equipment		4400	220,915.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			3,093,655.00	25,950.00	-99.2%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	2,842.00	3,250.00	14.4%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,155,550.00	62,768.00	-94.6%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1,512,501.00	1,850,253.00	22.3%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	1,851,586.00	355,979.00	-80.8%
Communications		5900	494.00	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			4,522,973.00	2,272,250.00	-49.8%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	95,463,550.00	79,708,669.34	-16.5%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	13,552,618.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			109,016,168.00	79,708,669.34	-26.9%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			118,932,252.00	83,537,451.91	-29.8%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	3,636,000.00	391,411.00	-89.2%
(a) TOTAL, INTERFUND TRANSFERS IN			3,636,000.00	391,411.00	-89.2%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	180,000,000.00	0.00	-100.0%
Proceeds from Disposal of Capital Assets		8953	4,259.00	0.00	-100.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	612,000.00	0.00	-100.0%
(c) TOTAL, SOURCES			180,616,259.00	0.00	-100.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			184,252,259.00	391,411.00	-99.8%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	3,696.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	3,762,574.00	2,294,395.00	-39.0%
5) TOTAL, REVENUES			3,766,270.00	2,294,395.00	-39.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		118,030,218.00	83,505,422.91	-29.3%
9) Other Outgo	9000-9999	Except 7600-7699	902,034.00	32,029.00	-96.4%
10) TOTAL, EXPENDITURES			118,932,252.00	83,537,451.91	-29.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(115,165,982.00)	(81,243,056.91)	-29.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	3,636,000.00	391,411.00	-89.2%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	180,616,259.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			184,252,259.00	391,411.00	-99.8%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			69,086,277.00	(80,851,645.91)	-217.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	98,739,573.32	167,825,850.32	70.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			98,739,573.32	167,825,850.32	70.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			98,739,573.32	167,825,850.32	70.0%
2) Ending Balance, June 30 (E + F1e)			167,825,850.32	86,974,204.41	-48.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	166,814,249.40	85,797,991.49	-48.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,011,600.92	1,176,212.92	16.3%
Site re-use	0000	9780		*1,176,212.92*	
Site re-use	0000	9780	*1,011,600.92*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
9010	Other Restricted Local	166,814,249.40	85,797,991.49
Total, Restricted Balance		166,814,249.40	85,797,991.49

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,056,000.00	1,256,000.00	-58.9%
5) TOTAL, REVENUES			3,056,000.00	1,256,000.00	-58.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	65,276.00	60,000.00	-8.1%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			65,276.00	60,000.00	-8.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			2,990,724.00	1,196,000.00	-60.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2,990,724.00	1,196,000.00	-60.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	964,664.76	3,955,388.76	310.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			964,664.76	3,955,388.76	310.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			964,664.76	3,955,388.76	310.0%
2) Ending Balance, June 30 (E + F1e)			3,955,388.76	5,151,388.76	30.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	3,955,388.76	5,151,388.76	30.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	3,910,449.18		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			3,910,449.18		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			3,910,449.18		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	6,000.00	6,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	3,050,000.00	1,250,000.00	-59.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,056,000.00	1,256,000.00	-58.9%
TOTAL, REVENUES			3,056,000.00	1,256,000.00	-58.9%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	65,276.00	60,000.00	-8.1%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			65,276.00	60,000.00	-8.1%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			65,276.00	60,000.00	-8.1%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,056,000.00	1,256,000.00	-58.9%
5) TOTAL, REVENUES			3,056,000.00	1,256,000.00	-58.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		65,276.00	60,000.00	-8.1%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			65,276.00	60,000.00	-8.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			2,990,724.00	1,196,000.00	-60.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2,990,724.00	1,196,000.00	-60.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	964,664.76	3,955,388.76	310.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			964,664.76	3,955,388.76	310.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			964,664.76	3,955,388.76	310.0%
2) Ending Balance, June 30 (E + F1e)			3,955,388.76	5,151,388.76	30.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	3,955,388.76	5,151,388.76	30.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
9010	Other Restricted Local	3,955,388.76	5,151,388.76
Total, Restricted Balance		3,955,388.76	5,151,388.76

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	3,141,743.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	1,152.00	0.00	-100.0%
5) TOTAL, REVENUES			3,142,895.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			3,142,895.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	3,143,377.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(3,143,377.00)	0.00	-100.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(482.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	482.00	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			482.00	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			482.00	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,961.96		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,961.96		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			1,961.96		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	3,141,743.00	0.00	-100.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			3,141,743.00	0.00	-100.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	1,152.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,152.00	0.00	-100.0%
TOTAL, REVENUES			3,142,895.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/ County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	3,143,377.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			3,143,377.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(3,143,377.00)	0.00	-100.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	3,141,743.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	1,152.00	0.00	-100.0%
5) TOTAL, REVENUES			3,142,895.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			3,142,895.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	3,143,377.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(3,143,377.00)	0.00	-100.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(482.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	482.00	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			482.00	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			482.00	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	267.00	0.00	-100.0%
5) TOTAL, REVENUES			267.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	92,942.00	0.00	-100.0%
3) Employee Benefits		3000-3999	53,572.00	0.00	-100.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			146,514.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(146,247.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(146,247.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	146,247.13	0.13	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			146,247.13	0.13	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			146,247.13	0.13	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.13	0.13	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.13	0.13	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	73,961.77		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			73,961.77		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			73,961.77		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	267.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			267.00	0.00	-100.0%
TOTAL, REVENUES			267.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	19,911.00	0.00	-100.0%
Classified Supervisors' and Administrators' Salaries		2300	73,031.00	0.00	-100.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			92,942.00	0.00	-100.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	19,239.00	0.00	-100.0%
OASDI/Medicare/Alternative		3301-3302	6,871.00	0.00	-100.0%
Health and Welfare Benefits		3401-3402	20,881.00	0.00	-100.0%
Unemployment Insurance		3501-3502	45.00	0.00	-100.0%
Workers' Compensation		3601-3602	1,814.00	0.00	-100.0%
OPEB, Allocated		3701-3702	3,440.00	0.00	-100.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,282.00	0.00	-100.0%
TOTAL, EMPLOYEE BENEFITS			53,572.00	0.00	-100.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			146,514.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	267.00	0.00	-100.0%
5) TOTAL, REVENUES			267.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		146,514.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			146,514.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(146,247.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(146,247.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	146,247.13	0.13	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			146,247.13	0.13	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			146,247.13	0.13	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.13	0.13	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.13	0.13	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
6230	California Clean Energy Jobs Act	0.13	0.13
Total, Restricted Balance		0.13	0.13

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	4,579,086.00	4,579,086.00	0.0%
4) Other Local Revenue		8600-8799	75,978,814.00	75,978,814.00	0.0%
5) TOTAL, REVENUES			80,557,900.00	80,557,900.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	88,234,983.00	88,234,983.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			88,234,983.00	88,234,983.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(7,677,083.00)	(7,677,083.00)	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(7,677,083.00)	(7,677,083.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	86,989,589.00	79,312,506.00	-8.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			86,989,589.00	79,312,506.00	-8.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			86,989,589.00	79,312,506.00	-8.8%
2) Ending Balance, June 30 (E + F1e)			79,312,506.00	71,635,423.00	-9.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	79,312,506.00	71,635,423.00	-9.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	86,549,882.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	12,964,222.00		
3) Accounts Receivable		9200	480,488.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			99,994,592.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	4,466,243.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	8,538,760.00		
6) TOTAL, LIABILITIES			13,005,003.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			86,989,589.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Voted Indebtedness Levies					
Homeowners' Exemptions		8571	702,747.00	702,747.00	0.0%
Other Subventions/In-Lieu Taxes		8572	3,876,339.00	3,876,339.00	0.0%
TOTAL, OTHER STATE REVENUE			4,579,086.00	4,579,086.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes Voted Indebtedness Levies					
Secured Roll		8611	74,808,260.00	74,808,260.00	0.0%
Unsecured Roll		8612	1,170,554.00	1,170,554.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			75,978,814.00	75,978,814.00	0.0%
TOTAL, REVENUES			80,557,900.00	80,557,900.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	26,000.00	26,000.00	0.0%
Debt Service - Interest		7438	24,026,057.00	24,026,057.00	0.0%
Other Debt Service - Principal		7439	64,182,926.00	64,182,926.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			88,234,983.00	88,234,983.00	0.0%
TOTAL, EXPENDITURES			88,234,983.00	88,234,983.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	4,579,086.00	4,579,086.00	0.0%
4) Other Local Revenue		8600-8799	75,978,814.00	75,978,814.00	0.0%
5) TOTAL, REVENUES			80,557,900.00	80,557,900.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	88,234,983.00	88,234,983.00	0.0%
10) TOTAL, EXPENDITURES			88,234,983.00	88,234,983.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(7,677,083.00)	(7,677,083.00)	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(7,677,083.00)	(7,677,083.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	86,989,589.00	79,312,506.00	-8.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			86,989,589.00	79,312,506.00	-8.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			86,989,589.00	79,312,506.00	-8.8%
2) Ending Balance, June 30 (E + F1e)			79,312,506.00	71,635,423.00	-9.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	79,312,506.00	71,635,423.00	-9.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
9010	Other Restricted Local	79,312,506.00	71,635,423.00
Total, Restricted Balance		79,312,506.00	71,635,423.00

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	20,482,089.00	21,441,604.00	4.7%
5) TOTAL, REVENUES			20,482,089.00	21,441,604.00	4.7%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	393,167.00	383,527.00	-2.5%
3) Employee Benefits		3000-3999	217,094.00	232,386.00	7.0%
4) Books and Supplies		4000-4999	26,291.00	26,291.00	0.0%
5) Services and Other Operating Expenses		5000-5999	20,683,662.00	23,765,128.00	14.9%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			21,320,214.00	24,407,332.00	14.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(838,125.00)	(2,965,728.00)	253.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	9,000,000.00	2,000,000.00	-77.8%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			9,000,000.00	2,000,000.00	-77.8%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			8,161,875.00	(965,728.00)	-111.8%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	36,651,675.78	44,813,550.78	22.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			36,651,675.78	44,813,550.78	22.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			36,651,675.78	44,813,550.78	22.3%
2) Ending Net Position, June 30 (E + F1e)			44,813,550.78	43,847,822.78	-2.2%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	44,813,550.78	43,847,822.78	-2.2%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	43,460,459.50		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	4,943.30		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	325,000.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
10) TOTAL, ASSETS			43,790,402.80		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
I. LIABILITIES					
1) Accounts Payable		9500	6,741,548.56		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Net Pension Liability		9663	0.00		
b) Total/Net OPEB Liability		9664	0.00		
c) Compensated Absences		9665	0.00		
d) COPs Payable		9666	0.00		
e) Capital Leases Payable		9667	0.00		
f) Lease Revenue Bonds Payable		9668	0.00		
g) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			6,741,548.56		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G10 + H2) - (I7 + J2)			37,048,854.24		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	150,000.00	150,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/ Contributions		8674	20,322,089.00	21,281,604.00	4.7%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	10,000.00	10,000.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			20,482,089.00	21,441,604.00	4.7%
TOTAL, REVENUES			20,482,089.00	21,441,604.00	4.7%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	128,563.00	134,343.00	4.5%
Clerical, Technical and Office Salaries		2400	264,020.00	248,600.00	-5.8%
Other Classified Salaries		2900	584.00	584.00	0.0%
TOTAL, CLASSIFIED SALARIES			393,167.00	383,527.00	-2.5%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	89,509.00	87,733.00	-2.0%
OASDI/Medicare/Alternative		3301-3302	30,076.00	29,339.00	-2.5%
Health and Welfare Benefits		3401-3402	67,931.00	81,488.00	20.0%
Unemployment Insurance		3501-3502	196.00	4,721.00	2308.7%
Workers' Compensation		3601-3602	7,470.00	7,671.00	2.7%
OPEB, Allocated		3701-3702	14,548.00	14,191.00	-2.5%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	7,364.00	7,243.00	-1.6%
TOTAL, EMPLOYEE BENEFITS			217,094.00	232,386.00	7.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	23,041.00	23,041.00	0.0%
Noncapitalized Equipment		4400	3,250.00	3,250.00	0.0%
TOTAL, BOOKS AND SUPPLIES			26,291.00	26,291.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,369.00	1,369.00	0.0%
Transfers of Direct Costs - Interfund		5750	3,405,550.00	3,434,869.00	0.9%
Professional/Consulting Services and Operating Expenditures		5800	17,267,543.00	20,319,690.00	17.7%
Communications		5900	9,200.00	9,200.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			20,683,662.00	23,765,128.00	14.9%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
TOTAL, EXPENSES			21,320,214.00	24,407,332.00	14.5%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	9,000,000.00	2,000,000.00	-77.8%
(a) TOTAL, INTERFUND TRANSFERS IN			9,000,000.00	2,000,000.00	-77.8%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			9,000,000.00	2,000,000.00	-77.8%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	20,482,089.00	21,441,604.00	4.7%
5) TOTAL, REVENUES			20,482,089.00	21,441,604.00	4.7%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		21,320,214.00	24,407,332.00	14.5%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			21,320,214.00	24,407,332.00	14.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(838,125.00)	(2,965,728.00)	253.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	9,000,000.00	2,000,000.00	-77.8%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			9,000,000.00	2,000,000.00	-77.8%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			8,161,875.00	(965,728.00)	-111.8%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	36,651,675.78	44,813,550.78	22.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			36,651,675.78	44,813,550.78	22.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			36,651,675.78	44,813,550.78	22.3%
2) Ending Net Position, June 30 (E + F1e)			44,813,550.78	43,847,822.78	-2.2%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	44,813,550.78	43,847,822.78	-2.2%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
Total, Restricted Net Position		0.00	0.00

Description	2020-21 Estimated Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	37,436.91	37,287.17	37,436.91	37,126.62	36,976.65	37,126.62
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	37,436.91	37,287.17	37,436.91	37,126.62	36,976.65	37,126.62
5. District Funded County Program ADA						
a. County Community Schools	72.41	72.41	72.41	72.41	72.41	72.41
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	72.41	72.41	72.41	72.41	72.41	72.41
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	37,509.32	37,359.58	37,509.32	37,199.03	37,049.06	37,199.03
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2020-21 Estimated Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2020-21 Estimated Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA	282.99	282.99	282.99	282.99	282.99	282.99
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	282.99	282.99	282.99	282.99	282.99	282.99
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	282.99	282.99	282.99	282.99	282.99	282.99

SAN JUAN UNIFIED SCHOOL DISTRICT
2021-22 PROJECTED
CASHFLOW WORKSHEET

	Object	BEG. BAL. (Ref. Only)	July	August	September	October	November	December	January
ESTIMATE THROUGH THE MONTH OF	June								
A. BEGINNING CASH			6,313,963.81	16,676,973.12	9,355,507.46	13,979,049.21	92,987,016.33	73,036,108.89	118,243,786.32
B. RECEIPTS									
Revenue Limit Sources									
Principal Apportionment	8010-8019		9,881,025.00	9,881,025.00	36,376,046.00	17,785,845.00	17,785,845.00	36,376,046.00	17,785,845.00
Property Taxes	8020-8079		0.00	0.00	(14.46)	0.00	0.00	59,722,622.00	9,710,384.12
Miscellaneous Funds	8080-8099		0.00	430,688.27	(4,105,206.97)	(2,469,941.41)	(2,102,971.39)	(2,102,217.81)	(1,184,026.32)
Federal	8100-8299		(32,320.44)	634,169.98	4,895,521.71	4,938,231.26	167,819.85	1,931,443.08	57,737.85
Other State	8300-8599		1,549,859.91	2,516,840.80	5,943,915.46	2,159,522.22	3,516,083.37	5,445,717.91	2,824,048.96
Other Local	8600-8799		352,001.95	302,748.52	455,553.14	485,001.82	861,938.19	402,405.98	332,302.87
Interfund Transfers In	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			**11,750,566.42**	**13,765,472.57**	**43,565,814.88**	**22,898,658.89**	**20,228,715.02**	**101,776,017.16**	**29,526,292.48**
C. DISBURSEMENTS									
Certificated Salaries	1000-1999		1,775,829.22	14,253,505.42	17,224,236.09	17,120,889.41	17,061,874.11	17,068,720.04	16,950,803.10
Classified Salaries	2000-2999		3,039,740.91	5,614,019.05	6,001,279.18	5,862,381.83	5,683,875.50	5,975,271.93	5,776,344.76
Employee Benefits	3000-3999		1,506,726.83	5,552,389.49	12,227,090.21	12,211,523.99	12,127,474.13	12,191,243.07	12,035,064.92
Books and Supplies	4000-4999		63,229.96	1,672,641.84	2,264,966.50	2,695,189.54	1,002,032.05	4,807,636.89	1,298,749.24
Services	5000-5999		627,298.71	2,025,357.09	2,711,380.36	2,425,697.95	848,317.83	1,970,811.04	1,629,672.27
Equipment	6000-6599		0.00	0.00	490,945.62	0.00	492,349.85	200,405.79	0.00
Other Outgo	7000-7499		218,668.52	26,359.49	(95,737.33)	54,866.40	42,967.70	(236,491.44)	158,302.20
Interfund Transfers Out	7600-7629		0.00	1,331,403.07	0.00	1,940,519.98	2,561.62	1,337,746.54	0.00
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			**7,231,494.15**	**30,475,675.45**	**40,824,160.63**	**42,311,069.10**	**37,261,452.79**	**43,315,343.86**	**37,848,936.49**
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199	12,738,861.03	81.00	0.00	0.00	0.00	0.00	0.00	0.00
Accounts Receivable	9200-9299	204,452,841.66	20,004,831.93	16,811,933.80	17,165,763.22	103,111,820.74	10,261,902.91	(74,540.04)	1,459,374.28
Due From Other Funds	9310	(0.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Stores	9320	60,000.00	6,359.17	(22,986.64)	2,828.83	8,344.03	3,362.18	4,978.93	6,214.43
Prepaid Expenditures	9330	100,000.00	0.00	0.00	76,638.19	(984.82)	0.00	0.00	0.00
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUB TOTAL ASSETS		217,351,702.69	20,011,272.10	16,788,947.16	17,245,230.24	103,119,179.95	10,265,265.09	(69,561.11)	1,465,588.71
Liabilities									
Accounts Payable	9500-9599	(75,596,816.57)	14,167,335.06	(7,599,790.06)	15,363,342.74	4,698,802.62	13,183,434.76	13,183,434.76	13,183,434.76
Due To Other Funds	9610	(15,000,000.00)	0.00	15,000,000.00	0.00	0.00	0.00	0.00	0.00
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deferred Revenues	9650	(700,000.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUB TOTAL LIABILITIES		(91,296,816.57)	14,167,335.06	7,400,209.94	15,363,342.74	4,698,802.62	13,183,434.76	13,183,434.76	13,183,434.76
Non-operating									
Suspense Clearing		(8,776.62)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL BLANCE SHEET TRANSACTIONS		(126,046,109.50)	5,843,937.04	9,388,737.22	1,881,887.50	98,420,377.33	(2,918,169.67)	(13,252,995.87)	(11,717,846.05)
E. NET CHANGE (B - C + D)			**10,363,009.31**	**(7,321,465.66)**	**4,623,541.75**	**79,007,967.12**	**(19,950,907.44)**	**45,207,677.43**	**(20,040,490.06)**
F. ENDING CASH (A + E)			**16,676,973.12**	**9,355,507.46**	**13,979,049.21**	**92,987,016.33**	**73,036,108.89**	**118,243,786.32**	**98,203,296.26**
G. ENDING CASH, PLUS ACCRUALS AND ADJUSTMENTS									

SAN JUAN UNIFIED SCHOOL DISTRICT
2021-22 PROJECTED
CASHFLOW WORKSHEET

	Object	February	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATE THROUGH THE MONTH OF	June									
A. BEGINNING CASH		98,203,296.26	56,416,299.37	40,672,979.59	39,784,083.11	63,853,462.71				
B. RECEIPTS										
Revenue Limit Sources										
Principal Apportionment	8010-8019	9,841,270.00	22,359,198.00	3,768,997.00	3,768,997.00	18,590,200.00	83,546,104.00		287,746,443.00	287,746,443.00
Property Taxes	8020-8079	294,761.08	(125,776.92)	46,363,913.69	11,530.59	501,732.38	4,291,003.52		120,770,156.00	120,770,156.00
Miscellaneous Funds	8080-8099	(2,102,971.39)	(3,545,390.28)	(2,665,544.51)	35,838.21	(1,814,563.53)	(4,224,673.87)		(25,850,981.00)	(25,850,981.00)
Federal	8100-8299	42,058.60	342,198.60	(5,484,523.60)	648,308.64	3,176,942.01	24,628,233.46		35,945,821.00	35,945,821.00
Other State	8300-8599	805,673.56	2,056,018.56	1,658,007.00	916,990.56	175,237.07	42,825,596.62		72,393,512.00	72,393,512.00
Other Local	8600-8799	168,113.36	122,920.94	462,927.45	(166,297.24)	194,729.38	2,110,396.64		6,084,743.00	6,084,743.00
Interfund Transfers In	8910-8929	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00
TOTAL RECEIPTS		**9,048,905.21**	**21,209,168.90**	**44,103,777.03**	**5,215,367.76**	**20,824,277.31**	**153,176,660.37**	**0.00**	**497,089,694.00**	**497,089,694.00**
C. DISBURSEMENTS										
Certificated Salaries	1000-1999	16,999,101.86	20,048,082.79	17,296,771.64	17,663,043.43	18,284,356.26	10,322,136.63		202,069,350.00	202,069,350.00
Classified Salaries	2000-2999	5,558,961.81	6,440,896.18	5,943,483.38	6,323,293.29	4,782,488.75	5,055,973.43		72,058,010.00	72,058,010.00
Employee Benefits	3000-3999	11,955,232.33	12,569,918.63	12,129,900.05	12,203,616.59	37,437,559.51	962,895.25		155,110,635.00	155,110,635.00
Books and Supplies	4000-4999	1,992,576.56	2,198,067.37	7,802,532.22	1,816,188.77	7,359,636.58	37,852,187.48		72,825,635.00	72,825,635.00
Services	5000-5999	2,477,664.10	1,544,686.48	1,982,803.78	1,603,222.22	2,641,643.62	10,031,518.55		32,520,074.00	32,520,074.00
Equipment	6000-6599	515,951.16	376,550.82	337,094.72	254,995.28	206,002.71	1,558,304.05		4,432,600.00	4,432,600.00
Other Outgo	7000-7499	24,320.37	(33,651.75)	95,496.86	1,917,926.68	(952,110.41)	(1,502,847.29)		(281,930.00)	(281,930.00)
Interfund Transfers Out	7600-7629	0.00	28,853.50	0.00	0.00	6,608,347.83	448,088.46		11,697,521.00	11,697,521.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00
TOTAL DISBURSEMENTS		**39,523,808.19**	**43,173,404.02**	**45,588,082.65**	**41,782,286.26**	**76,367,924.85**	**64,728,256.56**		**550,431,895.00**	**550,431,895.00**
D. BALANCE SHEET TRANSACTIONS										
Assets										
Cash Not In Treasury	9111-9199	0.00	0.00	0.00	0.00	0.00	0.00		81.00	
Accounts Receivable	9200-9299	2,066,287.91	3,184,772.96	(73,018.51)	627,936.51	(795,830.27)	(153,176,660.37)		20,574,575.07	
Due From Other Funds	9310	0.00	0.00	0.00	0.00	0.00	0.00		0.00	
Stores	9320	(14,302.88)	14,420.71	(7,523.05)	8,361.59	(20,987.45)	(60,000.00)		(70,930.15)	
Prepaid Expenditures	9330	0.00	(68,939.45)	0.00	0.00	26,355.43	(100,000.00)		(66,930.65)	
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00		0.00	
SUB TOTAL ASSETS		2,051,985.03	3,130,254.22	(80,541.56)	636,298.10	(790,462.29)	(153,336,660.37)		20,436,795.27	
Liabilities										
Accounts Payable	9500-9599	13,183,433.75	(3,090,661.12)	(675,950.70)	0.00	0.00	(64,728,256.56)		10,868,560.01	
Due To Other Funds	9610	180,645.19	0.00	0.00	0.00	0.00	0.00		15,180,645.19	
Current Loans	9640	0.00	0.00	0.00	(60,000,000.00)	0.00	0.00		(60,000,000.00)	
Deferred Revenues	9650	0.00	0.00	0.00	0.00	0.00	0.00		0.00	
SUB TOTAL LIABILITIES		13,364,078.94	(3,090,661.12)	(675,950.70)	(60,000,000.00)	0.00	(64,728,256.56)		(33,950,794.80)	
Non-operating										
Suspense Clearing		0.00	0.00	0.00	0.00	0.00	0.00		0.00	
TOTAL BLANCE SHEET TRANSACTIONS		(11,312,093.91)	6,220,915.34	595,409.14	60,636,298.10	(790,462.29)	(88,608,403.81)	0.00	13,513,999.53	
E. NET CHANGE (B - C + D)		**(41,786,996.89)**	**(15,743,319.78)**	**(888,896.48)**	**24,069,379.60**	**(56,334,109.83)**	**(160,000.00)**	**0.00**	**(39,828,201.47)**	**(53,342,201.00)**
F. ENDING CASH (A + E)		**56,416,299.37**	**40,672,979.59**	**39,784,083.11**	**63,853,462.71**	**7,519,352.88**				
G. ENDING CASH, PLUS ACCRUALS AND ADJUSTMENTS									**7,359,352.88**	

ANNUAL BUDGET REPORT:
July 1, 2021 Budget Adoption

Insert "X" in applicable boxes:

[x] This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

[x] If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: 3738 Walnut Avenue Carmichael, Ca
Date: June 08, 2021

Public Hearing:

Place: 3738 Walnut Avenue
Date: June 08, 2021
Time: 6:30 p.m.

Adoption Date: June 22, 2021

Signed: _____
Clerk/Secretary of the Governing Board
(Original signature required)

Contact person for additional information on the budget reports:

Name: Fil Duldulao
Telephone: (916) 971-7268

Title: Director, Fiscal Services
E-mail: fil.duldulao@sanjuan.edu

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2020-21) annual payment?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?		X
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)		X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:	6.22.2021	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	

ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?		X
A7	Independent Financial System	Is the district's financial system independent from the county office system?		X
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

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ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to EC Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

(X) Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	$ 9,344,514.00
Less: Amount of total liabilities reserved in budget:	$ 9,344,514.00
Estimated accrued but unfunded liabilities:	$ 0.00

( ) This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

( ) This school district is not self-insured for workers' compensation claims.

Signed _____
Clerk/Secretary of the Governing Board
(Original signature required)

Date of Meeting: Jun 22, 2021

For additional information on this certification, please contact:

Name: Susan Kane

Title: Director Business Support Services

Telephone: 916-971-7293

E-mail: susan.kane@sanjuan.edu

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	380,513,416.00	1.70%	386,986,561.00	3.02%	398,664,985.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	9,762,408.00	-20.90%	7,722,512.00	2.56%	7,920,208.00
4. Other Local Revenues	8600-8799	2,938,794.00	-63.43%	1,074,618.00	0.00%	1,074,618.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(55,721,854.00)	0.46%	(55,976,710.00)	3.27%	(57,808,402.00)
6. Total (Sum lines A1 thru A5c)		337,492,764.00	0.69%	339,806,981.00	2.96%	349,851,409.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				161,501,930.00		161,733,866.00
b. Step & Column Adjustment				1,436,926.00		1,438,882.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(1,204,990.00)		(476,727.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	161,501,930.00	0.14%	161,733,866.00	0.59%	162,696,021.00
2. Classified Salaries						
a. Base Salaries				42,588,268.00		42,863,435.00
b. Step & Column Adjustment				370,027.00		372,392.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(94,860.00)		1.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	42,588,268.00	0.65%	42,863,435.00	0.87%	43,235,828.00
3. Employee Benefits	3000-3999	94,934,358.00	5.76%	100,404,385.00	3.83%	104,248,494.00
4. Books and Supplies	4000-4999	8,679,130.00	-0.35%	8,648,613.00	19.03%	10,294,384.00
5. Services and Other Operating Expenditures	5000-5999	19,136,534.00	7.06%	20,487,704.00	2.48%	20,995,865.00
6. Capital Outlay	6000-6999	4,359,600.00	-100.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,010,455.00	0.00%	1,010,455.00	0.00%	1,010,455.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(7,154,909.00)	-20.43%	(5,693,046.00)	-0.18%	(5,682,909.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	2,223,655.00	0.00%	2,223,655.00	0.00%	2,223,655.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		327,279,021.00	1.34%	331,679,067.00	2.21%	339,021,793.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		10,213,743.00		8,127,914.00		10,829,616.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		58,399,756.72		68,613,499.72		76,741,413.72
2. Ending Fund Balance (Sum lines C and D1)		68,613,499.72		76,741,413.72		87,571,029.72
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	500,000.00		500,000.00		500,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	14,426,808.00		25,128,695.00		36,885,093.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	11,010,000.00		10,000,000.00		10,200,000.00
2. Unassigned/Unappropriated	9790	42,676,691.72		41,112,718.72		39,985,936.72
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		68,613,499.72		76,741,413.72		87,571,029.72

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	11,010,000.00		10,000,000.00		10,200,000.00
c. Unassigned/Unappropriated	9790	42,676,691.72		41,112,718.72		39,985,936.72
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		53,686,691.72		51,112,718.72		50,185,936.72

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

See detailed assumptions included in this document.

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	2,152,202.00	2.48%	2,205,577.00	0.00%	2,205,577.00
2. Federal Revenues	8100-8299	35,945,821.00	-4.31%	34,396,597.00	-1.46%	33,895,821.00
3. Other State Revenues	8300-8599	62,631,104.00	-1.55%	61,660,206.00	0.46%	61,946,295.00
4. Other Local Revenues	8600-8799	3,145,949.00	0.00%	3,145,949.00	0.00%	3,145,949.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	55,721,854.00	0.46%	55,976,710.00	3.27%	57,808,402.00
6. Total (Sum lines A1 thru A5c)		159,596,930.00	-1.39%	157,385,039.00	1.03%	159,002,044.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				40,567,420.00		40,281,447.00
b. Step & Column Adjustment				362,556.00		359,973.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(648,529.00)		61,310.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	40,567,420.00	-0.70%	40,281,447.00	1.05%	40,702,730.00
2. Classified Salaries						
a. Base Salaries				29,469,742.00		29,757,946.00
b. Step & Column Adjustment				265,227.00		267,820.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				22,977.00		(12,938.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	29,469,742.00	0.98%	29,757,946.00	0.86%	30,012,828.00
3. Employee Benefits	3000-3999	60,176,277.00	4.33%	62,782,022.00	3.36%	64,892,687.00
4. Books and Supplies	4000-4999	64,146,505.00	-75.61%	15,648,231.00	-21.80%	12,237,685.00
5. Services and Other Operating Expenditures	5000-5999	13,383,540.00	-34.68%	8,741,874.00	-7.58%	8,079,387.00
6. Capital Outlay	6000-6999	73,000.00	0.00%	73,000.00	0.00%	73,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	5,862,524.00	-23.68%	4,474,528.00	0.99%	4,518,896.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	9,473,866.00	-78.85%	2,003,973.00	0.00%	2,003,973.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		223,152,874.00	-26.61%	163,763,021.00	-0.76%	162,521,186.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(63,555,944.00)		(6,377,982.00)		(3,519,142.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		83,449,878.35		19,893,934.35		13,515,952.35
2. Ending Fund Balance (Sum lines C and D1)		19,893,934.35		13,515,952.35		9,996,810.35
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	19,893,934.35		13,515,952.35		9,996,810.35
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		19,893,934.35		13,515,952.35		9,996,810.35

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2						
in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

See detailed assumptions included in this document

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	382,665,618.00	1.71%	389,192,138.00	3.00%	400,870,562.00
2. Federal Revenues	8100-8299	35,945,821.00	-4.31%	34,396,597.00	-1.46%	33,895,821.00
3. Other State Revenues	8300-8599	72,393,512.00	-4.16%	69,382,718.00	0.70%	69,866,503.00
4. Other Local Revenues	8600-8799	6,084,743.00	-30.64%	4,220,567.00	0.00%	4,220,567.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		497,089,694.00	0.02%	497,192,020.00	2.35%	508,853,453.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				202,069,350.00		202,015,313.00
b. Step & Column Adjustment				1,799,482.00		1,798,855.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(1,853,519.00)		(415,417.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	202,069,350.00	-0.03%	202,015,313.00	0.68%	203,398,751.00
2. Classified Salaries						
a. Base Salaries				72,058,010.00		72,621,381.00
b. Step & Column Adjustment				635,254.00		640,212.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(71,883.00)		(12,937.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	72,058,010.00	0.78%	72,621,381.00	0.86%	73,248,656.00
3. Employee Benefits	3000-3999	155,110,635.00	5.21%	163,186,407.00	3.65%	169,141,181.00
4. Books and Supplies	4000-4999	72,825,635.00	-66.64%	24,296,844.00	-7.26%	22,532,069.00
5. Services and Other Operating Expenditures	5000-5999	32,520,074.00	-10.12%	29,229,578.00	-0.53%	29,075,252.00
6. Capital Outlay	6000-6999	4,432,600.00	-98.35%	73,000.00	0.00%	73,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,010,455.00	0.00%	1,010,455.00	0.00%	1,010,455.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(1,292,385.00)	-5.72%	(1,218,518.00)	-4.47%	(1,164,013.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	11,697,521.00	-63.86%	4,227,628.00	0.00%	4,227,628.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		550,431,895.00	-9.99%	495,442,088.00	1.23%	501,542,979.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(53,342,201.00)		1,749,932.00		7,310,474.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		141,849,635.07		88,507,434.07		90,257,366.07
2. Ending Fund Balance (Sum lines C and D1)		88,507,434.07		90,257,366.07		97,567,840.07
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	500,000.00		500,000.00		500,000.00
b. Restricted	9740	19,893,934.35		13,515,952.35		9,996,810.35
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	14,426,808.00		25,128,695.00		36,885,093.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	11,010,000.00		10,000,000.00		10,200,000.00
2. Unassigned/Unappropriated	9790	42,676,691.72		41,112,718.72		39,985,936.72
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		88,507,434.07		90,257,366.07		97,567,840.07

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	11,010,000.00		10,000,000.00		10,200,000.00
c. Unassigned/Unappropriated	9790	42,676,691.72		41,112,718.72		39,985,936.72
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		53,686,691.72		51,112,718.72		50,185,936.72
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		9.75%		10.32%		10.01%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
San Juan Unified School District						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		4,970,677.00		4,970,677.00		4,970,677.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d						
(Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		37,126.62		36,813.06		36,610.88
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		550,431,895.00		495,442,088.00		501,542,979.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		550,431,895.00		495,442,088.00		501,542,979.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		2%		2%		2%
e. Reserve Standard - By Percent (Line F3c times F3d)		11,008,637.90		9,908,841.76		10,030,859.58
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		11,008,637.90		9,908,841.76		10,030,859.58
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 37,127

District's ADA Standard Percentage Level: **1.0%**

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2018-19)				
District Regular	37,727	37,694		
Charter School				
Total ADA	**37,727**	**37,694**	**0.1%**	**Met**
Second Prior Year (2019-20)				
District Regular	37,799	37,437		
Charter School				
Total ADA	**37,799**	**37,437**	**1.0%**	**Met**
First Prior Year (2020-21)				
District Regular	37,342	37,437		
Charter School		0		
Total ADA	**37,342**	**37,437**	**N/A**	**Met**
Budget Year (2021-22)				
District Regular	37,127			
Charter School	0			
Total ADA	**37,127**			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 37,127

District's Enrollment Standard Percentage Level: 1.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2018-19)				
District Regular	39,779	39,779		
Charter School				
Total Enrollment	**39,779**	**39,779**	**0.0%**	**Met**
Second Prior Year (2019-20)				
District Regular	39,445	39,445		
Charter School				
Total Enrollment	**39,445**	**39,445**	**0.0%**	**Met**
First Prior Year (2020-21)				
District Regular	38,944	38,944		
Charter School				
Total Enrollment	**38,944**	**38,944**	**0.0%**	**Met**
Budget Year (2021-22)				
District Regular	38,944			
Charter School				
Total Enrollment	**38,944**			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2018-19)			
District Regular	37,694	39,779	
Charter School		0	
Total ADA/Enrollment	**37,694**	**39,779**	**94.8%**
Second Prior Year (2019-20)			
District Regular	37,437	39,445	
Charter School			
Total ADA/Enrollment	**37,437**	**39,445**	**94.9%**
First Prior Year (2020-21)			
District Regular	37,437	38,944	
Charter School	0		
Total ADA/Enrollment	**37,437**	**38,944**	**96.1%**
		Historical Average Ratio:	95.3%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	**95.8%**

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2021-22)				
District Regular	37,127	38,944		
Charter School	0			
Total ADA/Enrollment	**37,127**	**38,944**	**95.3%**	**Met**
1st Subsequent Year (2022-23)				
District Regular	36,813	38,944		
Charter School				
Total ADA/Enrollment	**36,813**	**38,944**	**94.5%**	**Met**
2nd Subsequent Year (2023-24)				
District Regular	36,611	38,944		
Charter School				
Total ADA/Enrollment	**36,611**	**38,944**	**94.0%**	**Met**

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)[1] and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA[1] and its economic recovery target payment, plus or minus one percent.

[1] Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.
LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

Projected LCFF Revenue

	Prior Year (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	37,509.32	37,199.03	36,885.47	36,683.29
b. Prior Year ADA (Funded)		37,509.32	37,199.03	36,885.47
c. Difference (Step 1a minus Step 1b)		(310.29)	(313.56)	(202.18)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		-0.83%	-0.84%	-0.55%
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		380,513,416.00	386,986,561.00	398,664,986.00
b1. COLA percentage		5.07%	2.48%	3.11%
b2. COLA amount (proxy for purposes of this criterion)		19,292,030.19	9,597,266.71	12,398,481.06
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		5.07%	2.48%	3.11%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)		4.24%	1.64%	2.56%
LCFF Revenue Standard (Step 3, plus/minus 1%):		**3.24% to 5.24%**	**.64% to 2.64%**	**1.56% to 3.56%**

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	120,770,156.00	120,770,156.00	120,770,156.00	120,770,156.00
Percent Change from Previous Year		**N/A**	**N/A**	**N/A**
Basic Aid Standard (percent change from previous year, plus/minus 1%):		**N/A**	**N/A**	**N/A**

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	**N/A**	**N/A**	**N/A**

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	393,479,022.00	408,516,599.00	415,172,094.00	426,969,423.00
District's Projected Change in LCFF Revenue:		3.82%	1.63%	2.84%
LCFF Revenue Standard:		**3.24% to 5.24%**	**.64% to 2.64%**	**1.56% to 3.56%**
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2018-19)	297,066,392.84	317,141,738.30	93.7%
Second Prior Year (2019-20)	295,160,436.01	312,419,348.33	94.5%
First Prior Year (2020-21)	283,445,284.00	306,919,497.00	92.4%
		Historical Average Ratio:	93.5%

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	2.0%	2.0%	2.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**90.5% to 96.5%**	**90.5% to 96.5%**	**90.5% to 96.5%**

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2021-22)	299,024,556.00	325,055,366.00	92.0%	Met
1st Subsequent Year (2022-23)	305,001,686.00	329,455,412.00	92.6%	Met
2nd Subsequent Year (2023-24)	310,180,343.00	336,798,138.00	92.1%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	4.24%	1.64%	2.56%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-5.76% to 14.24%**	**-8.36% to 11.64%**	**-7.44% to 12.56%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-.76% to 9.24%	-3.36% to 6.64%	-2.44% to 7.56%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2020-21)	117,391,428.00		
Budget Year (2021-22)	35,945,821.00	-69.38%	Yes
1st Subsequent Year (2022-23)	34,396,597.00	-4.31%	Yes
2nd Subsequent Year (2023-24)	33,895,821.00	-1.46%	No

Explanation: (required if Yes)
The 2020-21 budget included $85m in Federal Covid funds. The 2021-22 net decrease is due to a $1.35m reduction of Federal revenues for grants not yet received and an increase in Title I carryover of $3m. The 2022-23 decrease is primarily due to a reduction of the Title 1 carryover of $1.5m.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2020-21)	112,502,109.00		
Budget Year (2021-22)	72,393,512.00	-35.65%	Yes
1st Subsequent Year (2022-23)	69,382,718.00	-4.16%	Yes
2nd Subsequent Year (2023-24)	69,866,503.00	0.70%	No

Explanation: (required if Yes)
The 2020-21 budget included $42m in State Covid funds which is netted against the 2021-22 State COLAs. An addtional increase and subsequent decrease in 2021-22 and 2022-23, respectively, is because the district is receiving grants for the purchase of electric buses of approximately $2.2m.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2020-21)	5,543,697.00		
Budget Year (2021-22)	6,084,743.00	9.76%	Yes
1st Subsequent Year (2022-23)	4,220,567.00	-30.64%	Yes
2nd Subsequent Year (2023-24)	4,220,567.00	0.00%	No

Explanation: (required if Yes)
The 2021-22 net increase is primarily due to programs projecting pre-Covid revenue levels, notably Use of Facilities $295k and Bridges $190k. Donations of approximately $869k are not included in the budget and interest has decreased by $588k. An addtional increase and subsequent decrease in 2021-22 and 2022-23, respectively, is because the district is receiving grants for the purchase of electric buses of approximately $1.8m.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)			
First Prior Year (2020-21)	55,368,268.00		
Budget Year (2021-22)	72,825,635.00	31.53%	Yes
1st Subsequent Year (2022-23)	24,296,844.00	-66.64%	Yes
2nd Subsequent Year (2023-24)	22,532,069.00	-7.26%	Yes

Explanation: (required if Yes)
The 2021-22 net increase is due to budgeted expenditure of Covid funds that were recognized as revenue in the prior year. The 2022-23 decrease is due to a reduction of $48m in Covid expenditure. The 2023-24 budget is reduced due to the $1.5m reduction in Title I carryover.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2020-21)	36,148,805.00		
Budget Year (2021-22)	32,520,074.00	-10.04%	Yes
1st Subsequent Year (2022-23)	29,229,578.00	-10.12%	Yes
2nd Subsequent Year (2023-24)	29,075,252.00	-0.53%	No

Explanation: (required if Yes)
The 2021-22 decrease is due to a reduction in professional and consulting services as schools return to in-person instruction. The 2022-23 decrease is due to reduced Covid expenditure of $4.7m and an increase in insurance and utilities of $1.3m.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2020-21)	235,437,234.00		
Budget Year (2021-22)	114,424,076.00	-51.40%	Not Met
1st Subsequent Year (2022-23)	107,999,882.00	-5.61%	Met
2nd Subsequent Year (2023-24)	107,982,891.00	-0.02%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2020-21)	91,517,073.00		
Budget Year (2021-22)	105,345,709.00	15.11%	Not Met
1st Subsequent Year (2022-23)	53,526,422.00	-49.19%	Not Met
2nd Subsequent Year (2023-24)	51,607,321.00	-3.59%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Federal Revenue (linked from 6B if NOT met)
The 2020-21 budget included $85m in Federal Covid funds. The 2021-22 net decrease is due to a $1.35m reduction of Federal revenues for grants not yet received and an increase in Title I carryover of $3m. The 2022-23 decrease is primarily due to a reduction of the Title 1 carryover of $1.5m.

Explanation: Other State Revenue (linked from 6B if NOT met)
The 2020-21 budget included $42m in State Covid funds which is netted against the 2021-22 State COLAs. An addtional increase and subsequent decrease in 2021-22 and 2022-23, respectively, is because the district is receiving grants for the purchase of electric buses of approximately $2.2m.

Explanation: Other Local Revenue (linked from 6B if NOT met)
The 2021-22 net increase is primarily due to programs projecting pre-Covid revenue levels, notably Use of Facilities $295k and Bridges $190k. Donations of approximately $869k are not included in the budget and interest has decreased by $588k. An addtional increase and subsequent decrease in 2021-22 and 2022-23, respectively, is because the district is receiving grants for the purchase of electric buses of approximately $1.8m.

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Books and Supplies (linked from 6B if NOT met)
The 2021-22 net increase is due to budgeted expenditure of Covid funds that were recognized as revenue in the prior year. The 2022-23 decrease is due to a reduction of $48m in Covid expenditure. The 2023-24 budget is reduced due to the $1.5m reduction in Title I carryover.

Explanation: Services and Other Exps (linked from 6B if NOT met)
The 2021-22 decrease is due to a reduction in professional and consulting services as schools return to in-person instruction. The 2022-23 decrease is due to reduced Covid expenditure of $4.7m and an increase in insurance and utilities of $1.3m.

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Per SB 98 and SB 820 of 2020, resources 3210, 3215, 3220, 5316, 7027, 7420, and 7690 are excluded from the total general fund expenditures calculation.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?

   b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) — 4,970,677.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3210, 3215, 3220, 5316, 7027, 7420, and 7690)	528,123,040.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution[1] to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	528,123,040.00	15,843,691.20	15,877,152.00	Met

[1] Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- Other (explanation must be provided)

Explanation:
(required if NOT met and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2018-19)	Second Prior Year (2019-20)	First Prior Year (2020-21)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	9,400,000.00	9,725,000.00	10,775,000.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	27,687,727.31	36,859,846.69	43,227,012.72
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	(5,831,664.00)	0.00
e. Available Reserves (Lines 1a through 1d)	37,087,727.31	40,753,182.69	54,002,012.72
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	488,732,014.99	486,185,198.34	538,432,246.00
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	3,313,341.00	3,931,719.84	4,791,286.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	492,045,355.99	490,116,918.18	543,223,532.00
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	7.5%	8.3%	9.9%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**2.5%**	**2.8%**	**3.3%**

[1]Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2]A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2018-19)	(404,263.74)	317,468,914.61	0.1%	Met
Second Prior Year (2019-20)	6,957,729.05	320,118,802.82	N/A	Met
First Prior Year (2020-21)	7,037,711.00	316,072,369.00	N/A	Met
Budget Year (2021-22) (Information only)	10,213,743.00	327,279,021.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

9. CRITERION: Fund Balance

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level [1]	District ADA		
1.7%	0	to	300
1.3%	301	to	1,000
1.0%	1,001	to	30,000
0.7%	30,001	to	400,000
0.3%	400,001	and	over

[1] Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4): 37,199

District's Fund Balance Standard Percentage Level: 0.7%

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance [2] (Form 01, Line F1e, Unrestricted Column) Original Budget	Estimated/Unaudited Actuals	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2018-19)	44,057,208.31	45,550,198.41	N/A	Met
Second Prior Year (2019-20)	42,721,894.41	45,145,934.67	N/A	Met
First Prior Year (2020-21)	40,760,783.67	51,362,045.72	N/A	Met
Budget Year (2021-22) (Information only)	58,399,756.72			

[2] Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves[1] for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA		
5% or $71,000 (greater of)	0	to	300
4% or $71,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

[1] Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2] Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

[3] A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	37,127	36,813	36,611
District's Reserve Standard Percentage Level:	**2%**	**2%**	**2%**

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? Yes
2. If you are the SELPA AU and are excluding special education pass-through funds:
   a. Enter the name(s) of the SELPA(s): San Juan Unified School District

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	4,970,677.00	4,970,677.00	4,970,677.00

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

		Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1.	Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	550,431,895.00	495,442,088.00	501,542,979.00
2.	Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3.	Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	550,431,895.00	495,442,088.00	501,542,979.00
4.	Reserve Standard Percentage Level	2%	2%	2%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	11,008,637.90	9,908,841.76	10,030,859.58
6.	Reserve Standard - by Amount ($71,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7.	**District's Reserve Standard (Greater of Line B5 or Line B6)**	**11,008,637.90**	**9,908,841.76**	**10,030,859.58**

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	11,010,000.00	10,000,000.00	10,200,000.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	42,676,691.72	41,112,718.72	39,985,936.72
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	53,686,691.72	51,112,718.72	50,185,936.72
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	9.75%	10.32%	10.01%
District's Reserve Standard (Section 10B, Line 7):	**11,008,637.90**	**9,908,841.76**	**10,030,859.58**
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget? — No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources? — No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues? — No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? — No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: **-10.0% to +10.0% or -$20,000 to +$20,000**

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. **Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)**				
First Prior Year (2020-21)	(50,818,599.00)			
Budget Year (2021-22)	(55,721,854.00)	4,903,255.00	9.6%	Met
1st Subsequent Year (2022-23)	(55,976,710.00)	254,856.00	0.5%	Met
2nd Subsequent Year (2023-24)	(57,808,402.00)	1,831,692.00	3.3%	Met
1b. **Transfers In, General Fund ***				
First Prior Year (2020-21)	0.00			
Budget Year (2021-22)	0.00	0.00	0.0%	Met
1st Subsequent Year (2022-23)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2023-24)	0.00	0.00	0.0%	Met
1c. **Transfers Out, General Fund ***				
First Prior Year (2020-21)	17,571,720.00			
Budget Year (2021-22)	11,697,521.00	(5,874,199.00)	-33.4%	Not Met
1st Subsequent Year (2022-23)	4,227,628.00	(7,469,893.00)	-63.9%	Not Met
2nd Subsequent Year (2023-24)	4,227,628.00	0.00	0.0%	Met

1d. **Impact of Capital Projects**
Do you have any capital projects that may impact the general fund operational budget? No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1c. NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

FY 20/21 includes 1x transfer to Child Development Fund $2,915m and 1x transfer to Cafeteria Fund $3.5m

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] and their annual required payments for the budget year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

[1] Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments? (If No, skip item 2 and Sections S6B and S6C) — Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2021
Leases	3	FD 01/OB 8982	FD 01/OB 7438/7439	727,898
Certificates of Participation				
General Obligation Bonds	various	FD 01/OB 8571/8572/8611/8612	FD o1/OB 7438/7439	666,805,642
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences	1	Various funds/ objects	Various funds/objects	6,883,757
Other Long-term Commitments (do not include OPEB):				
TOTAL:				674,417,297

Type of Commitment (continued)	Prior Year (2020-21) Annual Payment (P & I)	Budget Year (2021-22) Annual Payment (P & I)	1st Subsequent Year (2022-23) Annual Payment (P & I)	2nd Subsequent Year (2023-24) Annual Payment (P & I)
Leases	299,992	299,992	299,992	149,996
Certificates of Participation				
General Obligation Bonds	97,289,212	96,631,669	94,589,226	83,205,172
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	97,589,204	96,931,661	94,889,218	83,355,168
Has total annual payment increased over prior year (2020-21)?		**No**	**No**	**No**

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

1a. No - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

Explanation:
(required if Yes to increase in total annual payments)

The increase in general obligation bond is being funded from the Bond Interest Redemption Fund held by the County Tresurer's office.

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2.

No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5) — Yes

2. For the district's OPEB:
   a. Are they lifetime benefits? — No
   b. Do benefits continue past age 65? — No
   c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

3. a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method? — Pay-as-you-go

   b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund	Governmental Fund
10,614,150	0

4. OPEB Liabilities

a. Total OPEB liability	134,897,401.00
b. OPEB plan(s) fiduciary net position (if applicable)	134,897,401.00
c. Total/Net OPEB liability (Line 4a minus Line 4b)	0.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	May 26, 2021

5. OPEB Contributions

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	9,897,575.00	9,897,575.00	9,897,575.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	6,364,822.21	6,467,291.00	6,525,497.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	7,517,137.00	6,451,075.00	6,709,118.00
d. Number of retirees receiving OPEB benefits	539	459	460

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

   Yes

2. Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs	9,120,276.00
b. Unfunded liability for self-insurance programs	0.00

4. Self-Insurance Contributions

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
a. Required contribution (funding) for self-insurance programs	14,881,999.00	16,990,673.00	17,103,430.00
b. Amount contributed (funded) for self-insurance programs	14,881,999.00	16,990,673.00	17,103,430.00

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:
The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of certificated (non-management) full-time-equivalent (FTE) positions	2,227.3	2,186.1	2,160.0	2,151.3

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Salary and benefits are unsettled

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?
If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?
If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits	2,300,719	

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
7. Amount included for any tentative salary schedule increases	0	0	0

Certificated (Non-management) Health and Welfare (H&W) Benefits	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	31,803,268	33,780,325	36,167,246
3. Percent of H&W cost paid by employer	100.0%	100.0%	100.0%
4. Percent projected change in H&W cost over prior year	4.6%	6.2%	7.1%

Certificated (Non-management) Prior Year Settlements			
Are any new costs from prior year settlements included in the budget?	No		
If Yes, amount of new costs included in the budget and MYPs			
If Yes, explain the nature of the new costs:			

Certificated (Non-management) Step and Column Adjustments	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	2,102,793	1,968,252	1,984,385
3. Percent change in step & column over prior year	5.0%	-6.4%	0.8%

Certificated (Non-management) Attrition (layoffs and retirements)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Certificated (Non-management) - Other
List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of classified (non-management) FTE positions	1,540.4	1,514.6	1,512.6	1,512.6

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Salary and benefits are unsettled

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?
If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?
If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits 885,284

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
7. Amount included for any tentative salary schedule increases	0	0	0

Classified (Non-management) Health and Welfare (H&W) Benefits	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	18,938,688	20,332,437	21,857,370
3. Percent of H&W cost paid by employer	100.0%	100.0%	100.0%
4. Percent projected change in H&W cost over prior year	4.5%	7.4%	7.5%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?	No		
If Yes, amount of new costs included in the budget and MYPs			

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	669,596	728,343	745,735
3. Percent change in step & column over prior year	-0.3%	8.8%	2.4%

Classified (Non-management) Attrition (layoffs and retirements)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of management, supervisor, and confidential FTE positions	288.7	284.1	284.4	284.4

Management/Supervisor/Confidential
Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

Salary and benefits are unsettled

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits 428,453

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
4. Amount included for any tentative salary schedule increases	0	0	0

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	4,615,184	4,966,038	5,338,491
3. Percent of H&W cost paid by employer	100.0%	100.0%	100.0%
4. Percent projected change in H&W cost over prior year	4.7%	7.6%	7.5%

Management/Supervisor/Confidential Step and Column Adjustments	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step and column adjustments	347,302	341,625	348,492
3. Percent change in step & column over prior year	11.7%	-1.6%	2.0%

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are costs of other benefits included in the budget and MYPs?	No	No	No
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?	Yes
2. Adoption date of the LCAP or an update to the LCAP.	6.22.2021

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?	Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	No
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	Yes
A7.	Is the district's financial system independent of the county office system?	Yes
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

OTHER INFORMATION

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General Fund Multi-Year Planning Factors

2021-22 Average Salaries

Average salaries based on 2020-21.
Health & Welfare (H&W) and Payroll-Related (P/R) Costs are updated for 2021-22 rates.

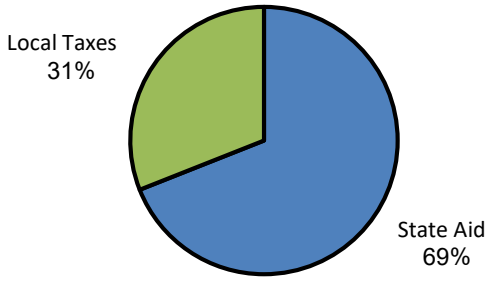
		Average/ Average New Hire			Current	Actual	Average	
Classification	Job Code	Salary	H/W	PR Cost	Total	FTE's	Range/Step	Days/Yr
Counselor K-6/7-8/9-12	121 /122 /124	$78,104	$13,701	$18,901	$110,706	73.50	10-09-04	186/195
Nurse	100	$78,323	$13,947	$18,954	$111,224	21.20	14-09-05	187
Psychologist	392 / 136	$106,442	$17,877	$25,759	$150,078	28.40	63-16-06	198
Special Ed Teacher	Various	$76,860	$15,482	$18,600	$110,942	304.80	10-09-04	186/187
Elem. Principal	202 / 203	$121,071	$17,209	$29,299	$167,579	41.00	62-19-06	208
Elem. VP /Adm. Instr. Spclst.	194 /218 / 219	$112,247	$15,380	$27,164	$154,791	13.00	62-16-06	208
Elem. Teacher	Various	$79,695	$15,052	$19,286	$114,033	710.40	11-10-04	186
Elem Prep Tchr (& SpEd)	Various	$79,695	$15,052	$19,286	$114,033	91.68	11-10-04	186
Elem. Secretary	936	$37,355	$14,779	$14,471	$66,605	38.00	85-25-05	229
MS Principal	206	$131,741	$17,508	$31,881	$181,130	9.00	62-21-06	208
MS VP /Adm. Instr. Spclst.	195 / 222	$114,382	$14,360	$27,680	$156,422	11.00	62-17-06	208
MS Teacher	30 / 1013	$79,695	$15,052	$19,286	$114,033	213.30	11-10-04	186
MS Secretary	938	$39,616	$13,621	$15,347	$68,584	7.00	85-25-06	229
Librarian	133	$90,392	$12,683	$21,875	$124,950	8.00	18-11-05	186/195
Teacher on Special Assign	68	$84,728	$16,694	$20,504	$121,926	20.80	07-11-04	190
HS Principal	208 / 209	$146,236	$19,731	$35,389	$201,356	8.00	61-23-06	225
HS VP / Admin. Instr. Spclst.	196 / 224 / 225	$125,192	$18,769	$30,296	$174,257	19.00	62-18-06	208
HS Teacher	40 / 1024	$79,695	$15,052	$19,286	$114,033	450.61	11-10-04	186
HS Secty I	933	$38,275	$13,133	$14,828	$66,236	17.00	85-23-06	239
HS Secty II	931	$43,064	$9,465	$16,683	$69,212	10.00	21-26-06	260
Instructional Asst II	978	$26,609	$14,954	$10,308	$51,871	153.41	85-14-06	206
Instructional Asst III	919	$27,790	$15,293	$10,766	$53,849	128.10	85-17-05	206
Instructional Assist Bilingual	Various	$25,521	$10,612	$9,887	$46,020	38.69	85-14-05	206
Bus Driver	832	$35,117	$13,005	$13,604	$61,726	73.47	88-24-06	212
Admin. Asst.(Gen.Unit)	930	$45,766	$16,316	$17,730	$79,812	11.00	21-28-05	260
Campus Monitor / Rep	759 / 985	$25,393	$12,015	$9,837	$47,245	38.94	85-13-05	205
Custodian	648	$38,546	$12,115	$14,933	$65,594	124.00	83-20-05	260
Clerk (Elem Add'l Staff)	946	$28,216	$21,038	$10,931	$60,185	26.63	85-14-06	218
ICT (ES,MS,HS Add'l Staff)	944	$32,465	$15,415	$12,577	$60,457	62.48	85-18-06	218
Avg New Hire Teacher	Various	$54,781	$11,049	$13,257	$79,087	130.61	10-06-02	186/187
Avg. Blended(New&AvgTchr)	Various	$67,238	$13,247	$16,272	$96,757		10-07-04	186/187
Average Teacher	Various	$79,695	$15,052	$19,286	$114,033	1,946.12	11-10-04	186/187

Education Protection Account (EPA)

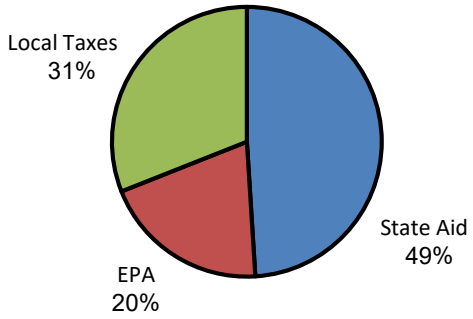
The Education Protection Account (EPA) provides local educational agencies (LEAs) with general purpose state aid funding pursuant to Proposition 30, the Schools and Local Public Safety Protection Act of 2012, approved by the voters on November 6, 2012. Proposition 55 (2016), continues the use of EPA. The EPA funding is a component of an LEA's or Charter School's total Local Control Funding Formula (LCFF) revenue. Proposition 55 takes effect on January 1, 2018, and remains in effect through December 31, 2030.

The revenues generated from Propositions 30 and 55 are deposited into the EPA and a corresponding reduction is made to the district's or charter school's LCFF revenue. For 2021-22, the reduction is approximately 17% of the total LCFF funding. The district began receiving EPA payments quarterly in Fiscal Year 2013−14.

Funding Before Proposition 30



Funding After Proposition 30



Proposition 30 requires that each LEA shall have sole authority to determine how the moneys received from the Education Protection Account are spent in the school or schools within its jurisdiction, provided, however, that **the appropriate governing board or body shall make these spending determinations in open session of a public meeting of the governing board or body and shall not use any of the funds from the Education Protection Account for salaries or benefits of administrators or for any other administrative costs.** An LEA may allocate the EPA entitlement entirely to one program for expenditure.

Propositions 30 and 55 require all districts, counties, and charter schools to report on their Web sites an accounting of how much money was received from the EPA and how that money was spent. District EPA information for previous years can be found by selecting the Budget Info link on the District's website.

Listed on the next page is the Education Protection Account Expenditure plan listing how the moneys received from the Education Protection Account are proposed to be spent in 2021-22.

Education Protection Account, Fund 01, Resource 1400

Projected Expenditures through: June 30, 2022

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	
Revenue Limit Sources	8010-8099	75,088,371
Federal Revenue	8100-8299	
Other State Revenue	8300-8599	
Other Local revenue	8600-8799	
All Other Financing Sources and Contributions	8900-8999	
Deferred revenue	9650	
TOTAL AVAILABLE		75,088,371
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)	**Function Code**	
Instruction	1000-1999	75,088,371
Instruction-Related Services		
Instructional Supervision & Administration	2100-2150	
AU of a Multidistrict SELPA	2200	
Instructional Library, Media, and Technology	2420	
Other Instructional Resources	2490-2495	
School Administration	2700	
Pupil Services		
Guidance and counseling services	3110	
Psychological Services	3120	
Attendance and Social Work services	3130	
Health Services	3140	
Speech Pathology and Audiology Services	3150	
Pupil Testing Services	3160	
Pupil Transportation	3600	
Food Services	3700	
Other Pupil Services	3900	
Ancillary Services	4000-4999	
Community Services	5000-5999	
Enterprise	6000-6999	
General Administration	7000-7999	
Plant Services	8000-8999	
Other Outgo	9000-9999	
TOTAL EXPENDITURES AND OTHER FINANCING USES		75,088,371
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		**-**

Education Protection Account, Fund 09-Choices, Sub fund 08 Resource 1400
Expenditures through; June 30, 2022

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	
Revenue Limit Sources	8010-8099	647,010
Federal Revenue	8100-8299	
Other State Revenue	8300-8599	
Other Local revenue	8600-8799	
All Other Financing Sources and Contributions	8900-8999	
Deferred revenue	9650	
TOTAL AVAILABLE		647,010
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)	**Function Code**	
Instruction	1000-1999	647,010
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	
AU of a Multidistrict SELPA	2200	
Instructional Library, Media, and Technology	2420	
Other Instructional Resources	2490-2495	
School Administration	2700	
Pupil Services		
Guidance and counseling services	3110	
Psychological Services	3120	
Attendance and Social Work services	3130	
Health Services	3140	
Speech Pathology and Audiology Services	3150	
Pupil Testing Services	3160	
Pupil Transportation	3600	
Food Services	3700	
Other Pupil Services	3900	
Ancillary Services	4000-4999	
Community Services	5000-5999	
Enterprise	6000-6999	
General Administration	7000-7999	
Plant Services	8000-8999	
Other Outgo	9000-9999	
TOTAL EXPENDITURES AND OTHER FINANCING USES		647,010
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		**0**

2021-22 Budget Adoption Reserves

Substantiation of need for reserves greater than the state required minimum reserve for economic uncertainty

District: San Juan Unified School District

The governing board of a school district that proposes to adopt a budget that includes a combined assigned and unassigned ending fund balance in excess of the minimum recommended reserve for economic uncertainties, shall, at the Budget Adoption public hearing, provide:

The minimum recommended reserve for economic uncertainties;

The combined assigned and unassigned ending fund balances that are in excess of the minimum recommended reserve for economic uncertainties for each fiscal year identified in the budget; and per Education Code Section 42127(a)(2)(B), a statement of the reasons that substantiate the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties.

		2021-22	2022-23	2023-24
Total General Fund Expenditures & Other Uses		$ 550,431,895	$ 495,442,088	$ 501,542,979
Minimum Reserve requirement	2%	$ 11,008,638	$ 9,908,842	$ 10,030,860
General Fund (Combined Ending Fund Balance)		$ 88,507,434	$ 90,257,366	$ 97,567,840
Special Reserve Fund EFB		$ -	$ -	$ -
Components of ending balance:				
Nonspendable (revolving, prepaid, etc.)		$ 500,000	$ 500,000	$ 500,000
Restricted		$ 19,893,934	$ 13,515,952	$ 9,996,810
Committed		$ -	$ -	$ -
Assigned		$ 14,426,808	$ 25,128,695	$ 36,885,093
Reserve for economic uncertainties		$ 11,010,000	$ 10,000,000	$ 10,200,000
Unassigned and Unappropriated		$ 42,676,692	$ 41,112,719	$ 39,985,937
Subtotal Assigned, Unassigned & Unappropriated		$ 68,113,500	$ 76,241,414	$ 87,071,030
Total Components of ending balance		$ 88,507,434	$ 90,257,366	$ 97,567,840
		TRUE	TRUE	TRUE
Assigned & Unassigned balances above the minimum reserve requirement		$ 57,104,862	$ 66,332,572	$ 77,040,170

Statement of Reasons		
The District's Fund Balance includes assigned, unassigned and unappropriated components, that in total are greater than the Minimum Recommended Reserve for Economic Uncertainties because:		
Reserve for one year's growth in LCFF funding (School Services of CA recommends 100% of one year's growth)	$	6,473,145
Additional Economic Uncertainty		$1,362
Possible Negotiations		$11,751,337
ADA/Staffing Uncertainty		$38,879,018
Total Needs	$	57,104,862
Remaining Balance	**$**	**-**

PLANNING FACTORS - MULTI-YEAR PROJECTIONS

Dollars relate to unrestricted General Fund unless otherwise noted	Adopted Budget 2021-22 Budget Assumptions			
	2020-21	2021-22	2022-23	2023-24
AVERAGE DAILY ATTENDANCE (ADA)				
Actual P-2	37,437	37,127	36,813	36,611
Funded	37,510	37,199	36,885	36,683
Change from prior year	(217.92)	(310.52)	(313.56)	(202.18)
% change from prior	-0.58%	-0.83%	-0.84%	-0.55%
LCFF REVENUES				
State Funded COLA	0.00%	5.07%	2.48%	3.11%
LCFF Targeted Student %, 3 yr avg	53.81%	53.89%	53.97%	55.68%
Transportation and TIIG Growth	$ -	$ -	$ -	$ -
Supplemental Grant Growth	$ 774,146	$ 1,502,276	$ 679,257	$ 3,297,276
Base Grant Growth	$ 10,347,053	$ 14,199,778	$ 5,793,888	$ 8,381,148
TOTAL LCFF FUNDING	**$ 364,811,362**	**$ 380,513,416**	**$ 386,986,561**	**$ 398,664,985**
Transportation and TIIG	$ 7,581,042	$ 7,581,042	$ 7,581,042	$ 7,581,042
Supplemental Grant	$ 34,781,689	$ 36,283,965	$ 36,963,222	$ 40,260,498
Base Grant	$ 322,448,631	$ 336,648,409	$ 342,442,297	$ 350,823,445
	ok	ok	ok	ok
TOTAL LCFF FUNDING PER ADA	**$ 9,725**	**$ 10,229**	**$ 10,492**	**$ 10,869**
Supplemental Grant	**$ 927**	**$ 975**	**$ 1,002**	**$ 1,098**
$ Growth from prior year	$ 159	$ 48	$ 27	$ 96
% Growth from prior year	20.7%	5.1%	2.8%	9.6%
Base Grant	**$ 8,596**	**$ 9,050**	**$ 9,284**	**$ 9,564**
$ Growth from prior year	$ 757	$ 454	$ 234	$ 280
% Growth from prior year	9.7%	5.3%	2.6%	3.0%
Transportation and TIIG	**$ 202**	**$ 204**	**$ 206**	**$ 207**
FEDERAL REVENUES				
Special Education-restricted	$ 9,996,153	$ 11,076,255	$ 11,076,255	$ 11,076,255
Change from prior year	$ (186,283)	$ 1,080,102	$ -	$ -
Title I, NCLB, Part A, Low Income - restricted	$ 15,080,386	$ 15,080,386	$ 15,080,386	$ 15,080,386
Change from prior year	$ 1,621,369	$ -	$ -	$ -
All Other Federal Programs - unrestricted & restricted	$ 92,314,889	$ 9,789,180	$ 8,239,956	$ 7,739,180
Change from prior year		**$ (82,525,709)**	$ (1,549,224)	$ (500,776)

PLANNING FACTORS - MULTI-YEAR PROJECTIONS

Dollars relate to unrestricted General Fund unless otherwise noted	Adopted Budget 2021-22 Budget Assumptions			
	2020-21	2021-22	2022-23	2023-24
OTHER STATE REVENUES				
Special Education (RS 6500/6501/520) - restricted	$ 30,080,716	$ 30,652,400	$ 30,599,025	$ 30,599,025
Change from prior year	$ 3,467,168	$ 571,684	$ (53,375)	$ -
Special Education Mental Health - restricted	$ 2,594,638	$ 2,594,629	$ 2,594,629	$ 2,594,629
Change from prior year	$ (201,523)	$ (9)	$ -	$ -
Mandate Block Grant	$ 1,556,785	$ 1,562,514	$ 1,601,029	$ 1,635,284
Change from prior year	$ 47,071	$ 5,729	$ 38,515	$ 34,255
Lottery-unrestricted	$ 5,695,779	$ 5,865,374	$ 5,865,374	$ 5,865,374
Change from prior year	$ (294,509)	$ 169,595	$ -	$ -
$ per qualified ADA	$ 150	$ 150	$ 150	$ 150
Lottery-restricted	$ 1,776,791	$ 1,916,022	$ 1,916,022	$ 1,916,022
Change from prior year	$ (367,089)	$ 139,231	$ -	$ -
$ per qualified ADA	$ 49	$ 49	$ 49	$ 49
OTHER LOCAL REVENUES				
ROP pass-through from SCOE	$ -	$ -	$ -	$ -
Change from prior year		$ -	$ -	$ -
All Other Local Revenue	$ 1,726,657	$ 2,938,794	$ 1,074,618	$ 1,074,618
Change from prior year	$ (2,546,405)	$ 1,212,137	$ (1,864,176)	$ -

PLANNING FACTORS - MULTI-YEAR PROJECTIONS

Dollars relate to unrestricted General Fund unless otherwise noted	Adopted Budget 2021-22 Budget Assumptions			
	2020-21	2021-22	2022-23	2023-24
EXPENDITURES				
Staffing FTE				
Includes Unschool staffing				
Certificated				
Reg. Ed. based on enrollment	1,350.13	1,377.91	1,372.14	1,363.53
Change from prior year	(46.14)	27.78	(5.77)	(8.61)
Reg. Ed. Reserve	8.00	16.00	8.00	8.00
Change from prior year	2.00	8.00	(8.00)	-
Reg. Ed. Other Tchr (beyond ratio)	24.44	(3.24)	(3.37)	(3.35)
Change from prior year	21.19	(27.68)	(0.13)	0.02
Reg. Ed. Other Certificated	84.60	91.30	91.30	91.30
Change from prior year	(16.69)	6.70	0.00	0.00
Reg. Ed. Class Size Reduction	127.75	130.20	129.96	129.83
Change from prior year	2.56	2.45	(0.24)	(0.13)
Expense	$ 12,123,409	$ 12,597,579	$ 12,804,027	$ 12,929,878
Change from prior year	$ 301,586	$ 474,170	$ 206,448	$ 125,851
Grade Span implemented	Sixth grade	Fully Implemented	Fully Implemented	Fully Implemented
Supplemental Grant	173.39	174.43	167.78	167.78
Change from prior year	(18.82)	1.04	(6.65)	0.00
Expense	$ 15,355,230	$ 16,380,211	$ 16,097,672	$ 16,242,551
Change from prior year	$ (2,033,307)	$ 1,024,981	$ (282,539)	$ 144,879
Classified				
Reg. Ed. based on enrollment	192.75	195.50	195.50	195.50
Change from prior year	(0.13)	2.75	-	-
Reg. Ed. Classified Other, includes reductions	606.18	589.16	589.16	589.16
Change from prior year	(8.95)	(17.02)	-	-
Supplemental Grant	108.33	109.62	107.67	107.67
Change from prior year	(2.93)	1.29	(1.95)	0.00
Expense	$ 3,561,235	$ 4,351,596	$ 4,314,534	$ 4,353,365
Change from prior year	$ (123,138)	$ 790,361	$ (37,062)	$ 38,831

PLANNING FACTORS - MULTI-YEAR PROJECTIONS

Dollars relate to unrestricted General Fund unless otherwise noted	Adopted Budget 2021-22 Budget Assumptions			
	2020-21	2021-22	2022-23	2023-24
EXPENDITURES				
Staffing FTE				
Management				
Reg. Ed. based on enrollment	91.00	92.00	92.00	92.00
Change from prior year	-	1.00	0.00	-
Reg. Ed. Other Management, including reductions	43.77	42.48	42.48	42.48
Change from prior year	0.54	(1.29)	-	-
Other Staffing Costs				
Minimum wage (estimated impact)-unrestricted and restricted	$ 133,612	$ 1,983,612		
Change from prior year	$ 41,694	$ 1,850,000		
Other Collective Bargaining, includes One-Time 2% , Optional Prof Development days, etc.	$ 2,786,502	$ 2,786,502	$ 2,786,502	$ 2,786,502
Change from prior year	$ (5,093,765)	$ -	$ -	$ -
Step and Column (net of retirements) General Fund Unrestricted & Restricted	$ 2,985,359	$ 3,119,691	$ 3,038,220	$ 3,078,612
Certificated non management %	0.90%	0.90%	0.90%	0.90%
Certificated management %	0.70%	0.80%	0.80%	0.80%
Classified %	0.90%	0.90%	0.90%	0.90%
Benefits				
Medical Insurance	$ 36,247,962	$ 40,375,390	$ 42,863,335	$ 45,676,566
Change due to rate change	$ 535,684	$ 4,127,428	$ 3,028,154	$ 3,214,750
Premium rate change; % annualized	1.50%	4.00%	7.50%	7.50%
Retiree Medical Insurance (unrestricted and restricted)	$ 5,880,954	$ 5,778,549	$ 5,848,597	$ 5,944,111
Change due to salaries, rate, & transfers	$ 800,984	$ (102,405)	$ 70,048	$ 95,514
% of qualified payroll - certificated	1.45%	1.55%	1.55%	1.55%
% of qualified payroll - classified	3.60%	3.70%	3.70%	3.70%
Affordable Care Act (30 hour plus)	$ 30,000	$ 30,000	$ 30,000	$ 30,000
Change from prior year	$ 30,000	$ -	$ -	$ -
Unemployment Insurance	$ 101,162	$ 2,469,543	$ 421,203	$ 424,041
Change due to salary changes	$ -	$ 2,368,381	$ (2,048,340)	$ 2,838
% of qualified payroll	0.05%	1.23%	0.20%	0.20%

PLANNING FACTORS - MULTI-YEAR PROJECTIONS

Dollars relate to unrestricted General Fund unless otherwise noted	Adopted Budget 2021-22 Budget Assumptions			
	2020-21	2021-22	2022-23	2023-24
EXPENDITURES				
Benefits				
Workers' Compensation Insurance (unrestricted and restricted)	$ 5,667,529	$ 5,479,674	$ 5,545,428	$ 5,642,099
Change due to salaries, rate, & transfers	$ 378,847	$ (187,855)	$ 65,754	$ 96,671
% of qualified payroll	1.95%	2.00%	2.00%	2.00%
State Teachers Retirement (STRS)	$ 25,133,871	$ 26,874,758	$ 30,379,102	$ 30,577,661
Change due to rate change	$ 2,676,796	$ 1,740,887	$ 3,504,344	$ 198,559
% of qualified payroll	16.15%	16.92%	19.10%	19.10%
Public Employee Retirement (PERS)	$ 7,900,921	$ 9,339,913	$ 10,711,645	$ 11,221,997
Change due to rate change	$ 1,972,940	$ 1,438,992	$ 1,371,732	$ 510,352
% of qualified payroll	20.700%	22.910%	26.10%	27.10%
Other Benefits (LTSL, Life, Cash option) (unrestricted and restricted)	$ 4,163,055	$ 3,347,789	$ 3,385,023	$ 3,543,490
Change due to salaries, rate, & transfers	$ 1,049,769	$ (815,266)	$ 37,234	$ 158,467
% of qualified payroll - Certificated	1.05%	1.05%	1.05%	1.05%
% of qualified payroll - Classified	1.25%	1.25%	1.25%	1.25%
Supplies and Materials				
Transportation Fuel and Supplies	$ 831,471	$ 896,264	$ 1,016,847	$ 1,047,352
Change from prior year	$ 208,114	$ 64,793	$ 120,583	$ 30,505
COLA %	25%	8%	3%	3%
Supplemental Grant	$ 3,573,150	$ 1,940,912	$ 1,940,912	$ 4,422,051
Change from prior year	$ 2,694,382	$ (1,632,238)	$ -	$ 2,481,139
Services and Operating				
Utilities (electric, gas, water, etc.)	$ 7,271,667	$ 7,427,674	$ 7,687,643	$ 7,918,272
Change from prior year	$ 677,303	$ 156,007	$ 259,969	$ 230,629
Inflation % increase	10.52%	3.50%	3.50%	3.50%
Property and Liability Insurance	$ 2,844,728	$ 3,640,871	$ 4,675,321	$ 5,127,853
Change from prior year	$ 798,503	$ 796,143	$ 1,034,450	$ 452,532
Inflation % increase	33.36%	27.99%	28.41%	9.68%
Supplemental Grant	$ 3,854,536	$ 2,928,568	$ 2,928,568	$ 2,928,568
Change from prior year	$ 723,034	$ (925,968)	$ -	$ -
Board Election	$ 263,700		$ 175,000	
Change from prior year	$ 263,700	$ (263,700)	$ 175,000	$ (175,000)
Other				
CTEIG & Crane Grants-restricted	$ 2,288,734	$ 2,097,622	$ -	$ -
Change from prior year	$ (709,935)	$ (191,112)	$ (2,097,622)	$ -

PLANNING FACTORS - MULTI-YEAR PROJECTIONS

Dollars relate to unrestricted General Fund unless otherwise noted	Adopted Budget 2021-22 Budget Assumptions			
	2020-21	2021-22	2022-23	2023-24
EXPENDITURES				
Services and Operating				
Deferred Maintenance Transfer Out	$ 2,000,000	$ 2,000,000	$ 2,000,000	$ 2,000,000
Change from prior year, Base $ RRMA		$ -	$ -	$ -
Special Education Contribution	$ 34,589,209	$ 38,222,239	$ 40,190,965	$ 41,839,630
Change from prior year	$ (4,749,259)	$ 3,633,030	$ 1,968,726	$ 1,648,665
Restricted Maintenance Account	$ 12,593,165	$ 13,877,152	$ 12,227,458	$ 12,410,485
Change from prior year	$ 548,993	$ 1,283,987	$ (1,649,694)	$ 183,027

2021-22 **SCHOOL SITE STAFFING, SUPPLY AND EQUIPMENT GUIDELINES**
Division of Teaching and Learning

These guidelines are grouped by level (elementary, middle, high, and other programs). Each level identifies the staffing levels and supply allocations *which could be determined by the Superintendent or designee as needed.*

(Changes from prior publication are identified by a ~~strikethrough~~ or *italics*)

A. ELEMENTARY SCHOOLS

PERSONNEL	ALLOCATION	COMMENTS
1. Principals Principal K-8 Stipends	1.00 FTE per school 1.00 FTE per each K-8 school	Schools with enrollment below 275 will require additional District assignment for administrators.
2. Vice-Principals	1.00 FTE per school with enrollment over 700	Allocation is initially based on budget development enrollment projections. Allocations will be adjusted based on enrollment at the end of the 3rd full week of instruction. Excess staffing will be designated by Superintendent or designee. Schools are provided a teacher-in-charge stipend.
3. Teachers Grades TK- 3	1.00 FTE for every 25.54 students (CSR/Grade Span Adj.) *SJTA Agreement - Class Size* *Loading Ratio* / *Max Class Size* *TK - 3* *26* *27*	Allocation based on enrollment at the end of the 3rd full week of instruction. Elementary teachers will be rounded up. Class Size Penalties: Per Ed Code 41378: Kindergarten - average class size not to exceed 31 students, no class larger than 33 students. Class Size Penalties: Per Ed Code 41376: Grades 1 through 3 - average class size not to exceed 30 students; no class larger than 32 students.
Grades 4- 6 self contained Grade 6-8* departmentalized	1 teacher to 25.54 students (CSR/Grade Span Adj.) grades 4-*6* 1 teacher to 32.15 students grades 6-8 *SJTA Agreement - Class Size* *Loading Ratio* / *Max Class Size* 4-6 26 29 (6)-7-8* 33 36	Per agreement with San Juan Teachers Assoc. June 10, 2015. Allocation based on enrollment at the end of the 3rd full week of instruction. Elementary teachers will be rounded up. Class Size Penalties: Grades 4 - 8 (including 6-8 MS & HS)- Average number of pupils per teacher not to exceed the greater of the statewide average number of pupils per teacher in 1964 (29.9) or the District's average number of pupils per teacher in 1964, whichever is greater. (For San Juan Unified School District this number in 1964 was 29.6).
Preparation Period Teachers for Grade 6-8 Teachers @ K-8 Schools	Prep is 1.33 period*s* daily (.26 FTE) for departmentalized grades 6-8 at K-8 schools.	Staffing is based on article 8.01.7 in the SJTA agreement or as designated by Superintendent or designee.
Preparation Period Teachers	Each regular classroom elementary teacher grades 1- 6 and full day Transitional Kindergarten/Kindergarten & K-1 Combo teachers receive 160 District funded minutes a week preparation period. With an additional 2.95 FTE off ratio which includes a .6 FTE for a PE Lead Teacher*;* a .4 Music Lead and .4 Art Lead Teacher.	Specialists will be limited to teach 33 sessions per week. Ratio is 1 prep teacher to 8.25 regular classroom teachers. FTE per Lead teacher per 9/14/18 agreement with SJTA.
K-8 Department Chair Stipends	2 Dept. C stipend per K-8 School	Departmentalized
Leadership Stipends	Mutually agreed upon by the District and SJTA	Each school leadership team will range from a minimum of four to a maximum of nine including the principal & vice principal.
4. Counselors	0.2 FTE per K-8 School	
5. Intervention / Support	3.0 FTE School Social Worker	
6. Secretarial/Clerical	Basic Staff: · Elem. School Secretary: 1.00 FTE per school, 10.5 months/8 hrs. · Intermediate Clerk Typist: 0.75 FTE per school, 10 months/6 hrs. Additional Staff (Clerk): · Up to 500 students: 0.50 FTE/10 months/4 hrs. · 501-600 students: 0.625 FTE/10 months/5 hrs. · 601-700 students: 0.75 FTE/10 months/6 hrs. · 701 & over students: 1.25/10 months/10 hrs.	Clerical allocation is based on enrollment at the end of the 5th full week of instruction.

A. ELEMENTARY SCHOOLS

PERSONNEL	ALLOCATION	COMMENTS
7. Media Center Technicians	None	
8. Grades *TK- 5 &* self-contained 6th Equity Days	To be determined after staffing	Allocation shall be 1 day per member.
9. Campus Monitors	1.0 FTE for all K-8 schools w/o a vice principal	
10. International Baccalaureate Primary Years Program	$46,308	Funding needs to be used first to pay for membership. Remaining funds are for program implementation, including training and coordinator staffing at .2 FTE
11. Operations a. Custodian	1 FTE Elementary head custodian & 1.0 FTE to 2.75 FTE custodians per school depending on site size.	1 Elementary head custodian is assigned to each elementary school to open school, inspect playground equipment and grounds, perform minor maintenance, lunch room prep, clean kitchen and multipurpose room, and perform miscellaneous tasks to support site staff during the day. Custodian allocation varies based on time required to clean restrooms, kindergarten, certain types of special education rooms, and interior hallways daily and mop or vacuum classroom floors every other day.

SUPPLIES	ALLOCATION	COMMENTS
12. Instructional Materials Allocation (IMA)	$71.00 per student enrolled (plus School Playground Rec Aides Allocation)	Instructional Materials Allocation (IMA) includes allocations for General Purpose, Student Support, SIS printing, and School Playground Rec Aides allocation for Elementary sites. Allocation is based on enrollment at the end of the 3rd full week of instruction.
13. Prep Supplies	$500 per FTE for Art, Music, Other and P.E. Specialist monitored through the VAPA Department	

B. MIDDLE SCHOOLS *(MS)*

PERSONNEL	ALLOCATION	COMMENTS
1. Principals	1.0 FTE per school	
2. Vice-Principals	A total of *9* ~~8~~.00 FTEs for all Middle Schools to be assigned by Superintendent or designee.	*Creation of new Encina Middle School commencing with the 2021-22 school year*
3. Teachers Grades 6-8	1 teacher to 27.6 students *SJTA Agreement - Class Size* *Loading Ratio* *Max Class Size* (6)7 - 8 33 36	Allocation is based on enrollment at the end of the 3rd full week of instruction. Prep period is included in the teacher/student allocation ratio identified.
Off Ratio Teachers	*4.6* ~~1.20~~ FTE	Middle Years International Baccalaureate Program
Department Chair Stipends	Stipends per school: 4 Core subject - Dept. A 1 Special Ed Stipend - Dept. A or B depending on number of Special Ed programs at the site 2 Additional curricular area - Dept. B	Each school is allocated seven (7) Department Chair Stipends. Any additional Dept. Chair positions a site wishes to add will be funded by the school.
Leadership Stipends	Mutually agreed upon by the District and SJTA	Each school leadership team will range from a minimum of four to a maximum of nine including the principal & vice principal.
4. Instructional Assistants	None	
5. Counselors	1.00 FTE per school Total of *9* ~~8~~.00 FTEs for all Middle Schools	*Creation of new Encina Middle School commencing with the 2021-22 school year*
6. Media/Library Technicians	0.875 FTE per school, 9 months/7hrs. Total of 7.*875* FTEs for all Middle Schools	*Creation of new Encina Middle School commencing with the 2021-22 school year*
7. Secretarial/Clerical	Basic staff: · Middle School Secretary: 1.00 FTE per school, 10.5 months/8 hrs. · MS Records and Report Clerk: 1.00 FTE per school, 10.5 months/8 hrs. Additional Staff (ICT): 0.75 FTE per school, 10 months/6 hrs. (for attendance) · 800-900 students: 0.5 FTE (10 months/4 hrs.) · 901 + students: 1.0 FTE (10 months/8 hrs.)	Clerical allocation is based on enrollment at the end of the 5th full week of instruction.
8. Campus Monitors	1.0 FTE per site	
9. International Baccalaureate Middle Years Program	$38,500	Funding needs to be used first to pay for membership. Remaining funds are site discretionary. Increased $25,000 in 2015-16. Staffing currently part of off ratio.
10. Articulation	See comments	Allocation is for extra assignment and or substitutes for staff for the articulation of students from grades 5 to 6 and grades 6 to 7 and grades 8 to 9 is centrally budgeted based on a baseline allocation and percentage of total students.
11. Operations a. Custodians	1 FTE MS head custodian and between 1.5 FTE to 2.5 FTE custodians per school depending on site size.	1 MS head custodian is assigned to each middle school to open school, inspect grounds, perform minor maintenance, lunch room prep, clean kitchen and multipurpose room, and perform miscellaneous tasks to support site staff during the day. Custodian allocation varies based on time required to clean restrooms, locker rooms, kitchen, multi-purpose room, office and interior hallways daily and mop or vacuum classroom floors every other day.

SUPPLIES	ALLOCATION	COMMENTS
13. Instructional Materials Allocation	$75.77 per student enrolled (plus After School Detention & Duty Relief)	Instructional Materials Allocation (IMA) includes allocations for General Purpose, Student Support, SIS printing, Clerical support, After School Detention and Duty Relief. Allocation is based on enrollment at the end of the 3rd full week of instruction.

C. HIGH SCHOOLS (*HS* ~~Grades 6-12 and Grades 9-12~~)

PERSONNEL	ALLOCATION	COMMENTS
1. Principals	1.00 FTE per school	
2. Vice Principals	1.00 FTE per school with enrollment of less than 850 2.00 FTE per school with enrollment of 850 to 1,750 3.00 FTE per school with enrollment of more than 1,750 Total of ~~20.0~~ *19.0* FTEs for all High Schools Schools with only two VP's will be provided an additional $6,000, plus payroll related costs for Extra Admin Support from the Central Asst. Supt. Secondary Ed. budget. Article 10 Safety- $3K at sites with less than 3 VP's	Allocation is initially based on budget development enrollment projections. Allocations will be adjusted based on enrollment at the end of the 3rd full week of instruction. Excess staffing will be designated by Superintendent or designee.
3. Teachers ~~Grades 6-8~~ Grades 9-12	~~1.00 FTE for every 27.6 students~~ 1.00 FTE for every 27.8 students *SJTA Agreement - Class Size* *Loading Ratio* / *Max Class Size* ~~*(6)* 7 - 8 33 36~~ 9 - 12 33 36	Allocation is based on enrollment at the end of the 3rd full week of instruction for traditional sites & for block sites by the 10th instructional day from the first day of instruction.
Intervention Teachers -	.4 FTE per traditional & 1.0 FTE total for block sites ~~(excluding San Juan who has .5 FTE & Encina who has .5 FTE)~~ FTE included in section I "LCFF Supplemental" #6.	Embedded credit recovery (dropout prevention)
Off Ratio Teachers	~~2.64~~ *1.47* FTE	IB & Contractual Requirement.
ROP/CTE/School to Career	~~12.05~~ *12.215* FTE's for all High Schools	
Department Chair Stipends	Stipends per school: 4 Core subject - Dept. A 1 Special Ed Stipend - Dept. A 2 Additional curricular area - Dept. B	Any additional Dept. Chair positions a site wishes to add will be funded by the school.
High School Stipends	3 Curriculum Facilitator stipends per site	Sites may convert 1 Curriculum Facilitator stipend to 2 Site-funded Dept. Chair C Stipends with Div. approval. The District also sponsors athletic stipends which are allocated by the school site. (See Athletics' Section)
Leadership Stipends	Mutually agreed upon by the District and SJTA	Each school leadership team will range from a minimum of four to a maximum of nine including the principal & vice principal.
5. Counselors	1.50 FTE per school with enrollment of less than 900 2.00 FTE per school with enrollment 900-1199 2.50 FTE per school with enrollment 1200-1499 3.00 FTE per school with enrollment 1500-1799 3.50 FTE per school with enrollment of more than 1799 Total of ~~22.5~~ *22.0* FTEs for all High Schools	Allocation is initially based on budget development enrollment projections. Allocations will be adjusted based on enrollment at the end of the 3rd full week of instruction. Excess staffing will be designated by Superintendent or designee.
6. Intervention / Support	~~*1.6*~~ *2.1* FTE At Risk Case Manager	
7. Librarians	1.00 FTE per school	
8. Instructional Assistants	None	

C. HIGH SCHOOLS (*HS* ~~Grades 6-12 and Grades 9-12~~)

PERSONNEL	ALLOCATION	COMMENTS
9. Secretarial/Clerical	Basic staff: · School Secretary II: 1.00 FTE per school, 12 months/8hrs. · School Secretary I: 2.00 FTE per school, 11 months/8hrs. each · School Controller: 1.00 FTE per school, 12 months/8hrs. · Sr. Records & Report Clerk: 2.00 FTE per school (1 @ 11 months/8 hrs. and 1 @ 12 months/8 hrs.) ICT: · 1.0 FTE per school (10 months/8 hrs.) Additional Staff (ICT): · 1101 to 1500 students: 0.625 FTE per school (1 @ 10 months/5 hrs.) · 1501 to 1900 students: 1.25 FTE per school (2 @ 10 months/5 hrs. each) · 1901 and over students: 1.875 FTE per school (3 @ 10 months/5 hrs. each)	Clerical allocation is based on enrollment at the end of the 5th full week of instruction.
10. Campus Monitors	2.0 FTE per school	
11. Civitas Program	$40,000	Allocation can be used to fund personnel. Increased $15,000 in 2015-16
12. International Baccalaureate Middle Years/Diploma Program	$120,000	Allocation can be used to fund personnel. Increased $50,000 in 2015-16
13. International Studies Program	$25,000	Allocation can be used to fund personnel.
14. Operations a. Custodians	1 FTE HS custodial/plant supervisor, 1 FTE lead custodian and between 4.0 FTE to 6.75 FTE custodians per school depending on site size.	1 HS custodial/plant supervisor is assigned to each high school to open school, inspect grounds and swimming pools, perform minor maintenance, cafeteria set up, clean kitchen and cafeteria, supervises lead custodian and custodians, and perform miscellaneous tasks to support site staff during the day. 1 lead custodian manages custodial activities and perform cleaning tasks. Custodian allocation varies based on time required to clean restrooms, locker rooms, kitchen, multi-purpose room, swimming pool decks, gymnasiums, shop areas and interior hallways daily and mop or vacuum classroom floors every other day.
15. Athletics	Regular high school site allocation is 23 varsity coaches, 21 assistant coaches, 1 head coach and 6 assistant coaches for pre-season football, and 4 head coaches. Sites without swimming pools have 19 varsity coaches.	A stipend is paid by the district to athletic coaches per season as outlined in the District's salary schedule.

SUPPLIES	ALLOCATION	COMMENTS
16. Instructional Materials Allocation	$92.26 per student enrolled at a traditional site and $93.21 per student enrolled at a block scheduled site (plus After School Detention)	Instructional Materials Allocation (IMA) includes allocations for General Purpose, Student Support, SIS printing, Clerical/ICT support, After School Detention. Allocation is based on enrollment at the end of the 3rd full week of instruction.

D. K-12

PERSONNEL	ALLOCATION	COMMENTS
Non-ratio Certificated Staffing	~~3.0~~ *2.0* FTE Teacher On Special Assignment TOSA 1.0 FTE Lead Counselor 1.0 FTE Counselor Special Program	

E. 6-12

PERSONNEL	ALLOCATION	COMMENTS
1. Saturday School	See comments	Allocation is for extra assignment for certificated staff to supervise students who are required to attend Saturday School programs. The funds are centrally budgeted and are based on an allocation which would cover the projected Saturdays for the year for ~~17~~ *18* Middle and High Schools.
2. Extra-curricular Class Activities		Allocation is for stipends for class activities outlined in the District salary schedule.

F. ALTERNATIVE LEARNING CENTER (Meraki High School/Independent Study/Continuation High Schools)

MERAKI HIGH SCHOOL

PERSONNEL	ALLOCATION	COMMENTS
1. Teachers	5.0 FTE - 1 FTE for every 25 students	Allocation of personnel is determined by the Superintendent or designee.
Department Chair Stipends	4 Stipends - Dept. A	
Leadership Stipends	Mutually agreed upon by the District and SJTA	Each school leadership team will range from a minimum of four to a maximum of nine including the principal & vice principal
2. Counselor-Special Program	1.0 FTE & 1 Counselor Stipend	
3. Youth Employment Technicians I	1.0 FTE, 11 months	
4. Instructional Assistant	1.0 FTE, 9 months	
5. Secretary II	1.0 FTE , 12 months	
6. Campus Monitor	1.0 FTE	
	Custodians at the Fair Oaks Campus serve all alternative schools on the campus	

INDEPENDENT STUDY

PERSONNEL	ALLOCATION	COMMENTS
1. Teachers	11.77 FTE (No ratio)	Allocation of personnel is determined by the Superintendent or designee.
Department Chair Stipends	4 Stipends - Dept. A	
Leadership Stipends	3 Stipends	Each school will be provided the number of staff members for the school leadership team based upon total number of staff members as mutually agreed upon by the District and SJTA.
2. Counselors	0.80 FTE & 1 Counselor Stipend	
3. Clerical	3.00 FTE	

CONTINUATION HIGH SCHOOLS – LA ENTRADA ACADEMY EAST / WEST

PERSONNEL EAST	ALLOCATION	COMMENTS
1. Teachers	2.11 FTE, 10 months (No ratio)	La Entrada operates as an Academy with computer-assisted instruction, one-on-one tutoring, and small group instruction. Allocation of personnel is determined by the Superintendent or designee.
Department Chair Stipends	2 Stipend - Dept. A Academy	
Academy Stipends	2 Academy Stipends	
TOSA	*.33 FTE, 11 months*	
2. Instructional Assistant - Academy	2.0 FTE, 9 months	
3. Registrar/Secretary - Academy	1.0 FTE, 10 months	
PERSONNEL WEST	ALLOCATION	COMMENTS
1. Teachers	2.11 FTE, 10 months (No ratio)	La Entrada operates as an Academy with computer-assisted instruction, one-on-one tutoring, and small group instruction. Allocation of personnel is determined by the Superintendent or designee.
Department Chair Stipends	1 Stipend - Dept. A Academy	
Academy Stipends	2 Academy Stipends	
TOSA	*.67 FTE, 11 months*	
2. Instructional Assistant - Academy	1.0 FTE, 9 months	
3. Registrar/Secretary - Academy	1.0 FTE, 10 months	

G. STUDENT SERVICES

PERSONNEL	ALLOCATION	COMMENTS
1. Teachers Home and Hospital Home School	 4.8 FTE (No ratio) 2.0 FTE (No ratio)	
Leadership Stipends	3 Stipends	Mutually agreed upon by the District and SJTA
2. Nurses	22.65 FTE	14.3 FTE Health Services (General Purpose) 4.35 FTE Health Services (Special Ed) 4.0 FTE Fund 12
Leadership Stipends	3 Stipends	Mutually agreed upon by the District and SJTA
3. Intervention/Positive Behavior Support	1.0 FTE Behavior Support Specialist	

H. SPECIAL EDUCATION

PERSONNEL	ALLOCATION	COMMENTS
1. Program Administrator	2.0 FTE	
2. Teachers		Based on program needs
Special Day Class: Mild to Moderate	1.00 FTE per district wide class size average of not more than 12, with class size maximum of not more than 17 students	
Special Day Class: Moderate to Severe SDC 7-12 Mild to Moderate	1.00 FTE per district wide class size average of not more than 10, with a class size maximum of not more than 14 caseload maximum shall be 26 students	See Article 7.07.1 d. in the SJTA agreement for a list of some of the programs
Resource & Inclusion Specialist	K-8: 1.00 FTE for every 28 students 9-12: 1.00 FTE for every 28 students	
3. Designated Instruction & Services		
Speech Therapist	loading to 40:1 with a maximum caseload of 60	
Speech & Language Therapy Assist.		Based on program needs.
Occupational Therapist		
Certificated Occupational Therapy Assist.		
Adapted Physical Education		
Mental Health (MH)	~~13.0~~ *12.0* FTE Ed Rel Spec Ed Mental Health Therapists, 4.5 FTE Psychologist, 3.09 FTE IA III	
Career Prep		
Supplemental Instruction		
Preschool Grants		
Prep Teachers	Each Special Day Classroom (elementary SDC) teacher at non Special Ed sites in grades 1 through 8 receives 160 district funded minutes a week preparation period.	Specialists are available for preparation periods, to be allocated by the superintendent or designee based on district need. Beginning in 2003-04, La Vista Grades 7-12 grade teachers receive 0.20 FTE of prep for every 1.0 FTE teacher instead of 160 minutes per week. The allocation is included in the La Vista site allocation. 1.0 FTE is dedicated per site to Ralph Richardson and Laurel Ruff.
Leadership Stipends		Beginning in 2005-06, each school will be provided the number of staff members for the school leadership team based upon total number of staff members as mutually agreed upon by the District and the SJTA. Each school leadership team will range from a minimum of four to a maximum of nine including the principal and vice principal. Additional 5 stipends for speech language pathologists leadership teams.
Department Chair Stipend	1 Stipend at each middle & high school - Dept. A or B depending on number of Special Ed programs at the site 1 Stipend for each speech language & hearing specialist	

H. SPECIAL EDUCATION

PERSONNEL	ALLOCATION	COMMENTS
4. Other Positions	3.0 FTE Asst. Directors 9.0 FTE Program Specialists	Based on program needs.
5. Counselors		Based on program needs
6. Psychologists	22.3 FTE	*6.27* FTE Health Services *16.03* FTE Special Ed
7. Behaviorists	~~4.0~~ *5.0* FTE Special Ed Behaviorist Specialist	Based on program needs
8. Significantly Disproportionate (Intervention Services)	1.0 FTE Psychologist ~~2.0~~ *1.6* FTE Counselor ~~2.0~~ *1.6* FTE Ed Rel Spec Ed MH Therapist ~~3.0~~ *3.21* FTE School Social Worker ~~3.25~~ *4.13* FTE Social Emotional Support Technician	The District was notified in 2011-12 that we were Significantly Disproportionate and needed to set aside funds to implement Comprehensive Early Intervening Services (CEIS). This will continue until the District is no longer identified as Significantly Disproportionate. At that time, these positions will not be funded out of Special Education.
9. Equity Days	4 Days granted to all teachers for planning, preparing and developing IEPs	
10. Secretarial/ Clerical/ Others	Basic Staff:	
Elementary School Secretary	2.00 FTE, 1 per center	
Middle School Secretary (La Vista) Clerks	1.00 FTE 1.25 FTE Additional staff (Clerk): · Up to 500 students: 0.50 FTE/10 months/4 hrs. · 501-600 students: 0.625 FTE/10 months/5 hrs. · 601-700 students: 0.75 FTE/10 months/6hrs. · 701 and over students: 1.25/10 months, 10 hrs.	
11. Classified Instructional Personnel		Includes instructional assistants, interpreters, and braillists. Based on program needs.
12. Spec. Ed Campus Interv Support	0.8750 FTE	Assigned to La Vista.
13. Custodians	1 FTE Elementary head custodian and 1.25 FTE custodians assigned to Laurel Ruff Center.	Elementary head custodian is assigned to open school, inspect playground equipment and grounds, inspect indoor swimming pool, perform minor maintenance, lunch room prep, clean kitchen and multipurpose room, and perform miscellaneous tasks to support site staff during the day. Custodian cleans restrooms, office, indoor swimming pool deck and locker room, interior hallways, and classroom floors daily.
	1 FTE Elementary head custodian and 1.5 FTE custodian assigned to Ralph Richardson Center.	Elementary head custodian is assigned to open school, inspect playground equipment and grounds, inspect indoor swimming pool, perform minor maintenance, lunch room prep, clean kitchen and multipurpose room, and perform miscellaneous tasks to support site staff during the day. Custodian cleans restrooms, office, indoor swimming pool deck and locker room, interior hallways, and classroom floors daily.
	1 FTE Elementary head custodian and .75 FTE custodian assigned to La Vista Center.	Elementary head custodian is assigned to open school, inspect playground equipment and grounds, perform minor maintenance, lunch room prep, clean kitchen and multipurpose room, and perform miscellaneous tasks to support site staff during the day. Custodian cleans restrooms, office, interior hallways, and classroom floors daily.

I. LCFF SUPPLEMENTAL

PERSONNEL	ALLOCATION	COMMENTS
1. Deputy Superintendent /Directors	~~4~~.1248 FTE	
2. Program Manager	1.128 FTE	
3. Program Coordinators / Specialists / *Therapists*	~~6.7~~ *7.1* FTE	
4. Administrator Instructional Specialist	~~8.87~~ *8.796* FTE @ Elementary Schools ~~4.0~~ *2.0* FTE @ Middle Schools 2.0 FTE @ High Schools	
5. Teachers	~~36.5~~ *46.5* FTE @ Elementary Schools ~~8.7~~ *10.8* FTE @ Middle Schools ~~35.22~~ *32.49* FTE @ High Schools 5.565 FTE Infant / Toddler 0.63 FTE Adult Ed ~~11.2~~ *4.00* FTE Academic Intervention Specialist *(K-12)*	~~48.93~~ *56.22* FTE ELD Sections; 6.99 FTE Math Sections; ~~3.6~~ *3.1* FTE Intervention
6. TOSAs / Site Resource / ~~PAR Consultant~~	~~8.3~~ *8.5* FTE	ELD / District TOSAs *PAR consulting teachers no longer funded through LCFF*
7. Counselors	~~*23.472*~~ ~~*23.972*~~ *24.772* FTE	*Creation of new Encina Middle School commencing with the 2021-22 school year; 0.50 FTE increase.*
8. School Social Worker	~~17.5~~ *17.29* FTE	
9. Nurse	1.1*5* FTE	
10. Instructional Assistants	~~43.0625~~ *44.691* FTE	
11. Bilingual Translator	3.0 FTE	
12. Classified Support (Community Spec.& Campus Monitor, etc.)	~~34.6594~~ *37.2749* FTE	
13. Clerical	~~*12.126*~~ 12.629 *FTE*	
14. Community/Family Support	~~4.8~~ *4.0* FTE	
15. Suprv. Intervent/Prevent Progs	.5 FTE	

Unrestricted General Fund - Staffing

STAFFING BY FUNCTION (FTE*)	2018-19 Actual	2019-20 Actual	2020-21 Estimated	2021-22 Adopted	*Change from Prior*
General Instruction [1]	1,702	1,707	1,660	1,681	*21*
Supervision of Instruction [2]	89	96	83	77	*(6)*
Other Instruction [3]	55	50	48	50	*2*
School Administration	304	303	302	303	*1*
Pupil Services [4]	116	119	115	114	*(1)*
Pupil Transportation	139	138	138	133	*(5)*
Other Pupil Services	3	3	4	5	*1*
School Co-Curricular	0	0	0	0	*0*
School Athletics	0	0	0	0	*0*
Other Ancillary Services [5]	1	1	1	1	*0*
Community/Enterprise Services	0	0	0	0	*0*
Board and Superintendent	18	19	19	19	*0*
Other General Administration	16	16	16	14	*(2)*
Fiscal Services	33	33	33	32	*(1)*
Human Resource Services	22	22	22	21	*(1)*
Central Support	16	16	16	14	*(2)*
Risk Management/Losses	0	0	0	0	*0*
Technology Services	39	37	36	36	*0*
Maintenance Services	1	1	1	1	*0*
Custodial and Operations	248	239	242	241	*(1)*
Security Services [5]	74	76	74	73	*(1)*
Other Maintenance/Operations	1	1	1	1	*0*
Facility Planning/Construction	0	0	0	0	*0*
Facility Rents and Leases	0	0	0	0	*0*
Debt Service	0	0	0	0	*0*
Interfund Transfers	0	0	0	0	*0*
TOTAL	**2,877**	**2,877**	**2,811**	**2,816**	***5***

** Full Time Equivalent Staff as of June 1 for fiscal year actual. 2020-21 is estimated as of 4.21-21*

Staffing Changes through the years are as follows:

[1] Teachers (Class Size Reduction/Grade Span Adjustment, ELD, Supplemental Teachers, Preparation Relief, Math Intervention & Multi-Tiered System of Supports (MTSS), Alternative Education) & Instructional Assistants

[2] System of Professional Growth Facilitators (Mentor & Peer), Administrator Instructional Specialists, Teacher on Special Assignments (TOSA), Directors, Research/Program Specialist, Clerical and Fiscal Supports, Bilingual Translators

[3] School/Community Workers/Intervention Specialist (MTSS & K-12), School/Community (Prevention Specialists & Intervention Assistant), District/Family & Community Engagement

[4] Counselors (K-12, MTSS, Special Program & Lead), School Social Workers, Nurses, Psychologist & Program Specialist Health Services

[5] K-8 & Middle & High School Campus Monitors, Campus/Community Safety & School Playground Rec. Aide

GLOSSARY

This glossary provides definitions of current terms used in school business documents.

Accounts Payable
Amounts due and owed to private persons, business firms, governmental units, or others for goods received and/or services rendered prior to the end of the fiscal year. Includes amounts billed but not paid. Does not include amounts due to other funds of the same school district.

Accounts Receivable
Amounts due and owed the district from private persons, business firms, governmental units, or others for goods or services rendered by the district prior to the end of the fiscal year. Includes amounts billed but not received. Does not include amounts due from other funds of the same school district.

Apportionments
State aid given to a school district or county office of education. Apportionments are calculated three times for each school year. The First Principal Apportionment (P-1) is calculated in February of the school year corresponding to the P-1 ADA (See Attendance Reports); the Second Principal Apportionment (P-2) is calculated in June corresponding to the P-2 ADA; and the annual recalculation of the apportionment is made in February following the school year and is based on P-2 ADA, except for programs where the annual count of ADA is used.

Available Balance
Budgeted amount less expenditures to date and encumbrances.

Average Daily Attendance (ADA)
The student days of actual attendance divided by the number of days school was in session. A student attending every day of school would equal one ADA. ADA is usually lower than enrollment due to factors such as students moving, dropping out, or staying home due to illness. The state uses a school district's ADA to determine its general purpose revenue and other funding.

Bond Measure
Bonds allow school districts to borrow funds to pay for a large capital investment-much as a person borrows to purchase a home. Districts can choose to seek bond passage with either a two-thirds vote or a 55% vote which requires greater accountability measures. The principal and interest are repaid by local property owners through an increase in property taxes. A simple majority of state voters may approve a state general obligation bond, which is repaid by state taxes and has no impact on property tax rates.

Bonded Indebtedness
An obligation incurred by the sale of bonds for acquisition of school facilities or other capital expenditures. Since 1986, districts have been able to levy a local property tax to amortize bonded indebtedness provided the taxes are approved by a two-thirds vote of the electorate.

Budget
A plan of financial operation consisting of an estimate of proposed revenue and expenditures for a given period and purpose. The term usually indicates a financial plan for a single fiscal year.

Budget Adjustments
Reallocating budgeted funds based on current priorities.

Budget Document
The instrument used by the budget-making authority to present a comprehensive financial program. It includes a balanced statement of revenues and expenditures as well as other exhibits to report: 1) the financial condition of the several funds of the district at the end of the preceding completed fiscal period; 2) the estimated condition of the funds at the end of the fiscal period in progress; and 3) the estimated condition of the funds at the close of the ensuing fiscal period based on the financial proposals contained in the budget document.

Budgeting
The process of allocating the available resources of an organization among potential activities to achieve the objectives of the organization: planning for the use of resources.

California Basic Education Data System (CBEDS)
The statewide system of collecting enrollment, staffing, and salary data from all school districts on an “Information Day” each October.

Capital Outlay
Expenditures for major physical changes to a school, such as new buildings, renovations, reconstruction, or certain new equipment. These investments in the physical structure of a school are expected to last for a number of years.

Cash in County Treasury
Cash balances on deposit in the county treasury for the various funds of the school district.

Certificated Employees
School district employees who are required to possess a state credential in order to do their jobs. All regularly employed teachers and principals are certificated employees.

Certificates of Participation (COP)
A financing technique which provides long-term financing through a lease (with an option to purchase or a conditional sale agreement).

Classified Employees
School district employees not required to possess a state credential in order to do their jobs. Examples include instructional aides, secretaries, clerks, maintenance, custodial workers, and some management personnel.

Collective Bargaining
As required by state law, school districts must follow a prescribed process in negotiating with its employee groups for salaries and benefits, working conditions, and like issues.

Consumer Price Index (CPI)
A measure of the cost of living compiled by the United States Bureau of Labor Statistics. Separate indexes of inflation are calculated regularly for the United States, California, some regions within California, and selected cities. The Consumer Price Index is one of several measures of economic change.

Contribution
A term used in school finance to describe the situation in which a program's costs surpass its funding, thus forcing school officials to use funds meant for other purposes to pay for these additional costs. Contributions occur in most districts which provide services for children with disabilities. Other contributions are caused by deficit factors or local decisions to allocate general purpose funds to special purpose programs.

Cost-of-Living Adjustment (COLA)
An increase in funding for government programs, including revenue limits or categorical programs. Current law ties the COLA for most education programs to the annual percentage change in the "Implicit Price Deflator" for State and Local Governments –a government price index. (See Education Code Section 42238.1.)

Deficit Spending
The amount by which total expenditures exceed total revenues for the fiscal year. Deficit spending results in a reduction of fund balance.

Direct Support Charges
Charges for a support program and services that directly benefit other programs.

Discretionary Funds
General purpose or unrestricted funds subject to local control.

Encroachment
The expenditure of school districts' general purpose funds in support of a categorical program, i.e. the categorical expenses encroaches into the district's general fund for support. Encroachment occurs in most district and county offices that provide special education and transportation. Other encroachment is caused by local decisions to allocate general purpose funds to special purpose programs.

Encumbrances
Obligations in the form of purchase orders, contracts, salaries, and other commitments chargeable to an appropriation (budget) for which a part of the appropriation (budget) is reserved.

Ending Balance
Generally a reference to a school district's net ending balance of their general fund. The ending balance is divided into restricted and unrestricted funds that a school district has remaining at the end of a fiscal year. A school district must have a Reserve for Economic Uncertainties within their ending balance which meets the criteria and standards minimums as established by the State Board of Education.

English Learner (EL)
Student who has not yet mastered the English language.

Enrollment
A count of the students enrolled in each school and district on a given day. A pupil is considered enrolled whether in attendance on a specific count date or not. The number of pupils enrolled in the school is usually larger than the average daily attendance (ADA).

Entitlement
An apportionment, typically from the federal or state government, that is received based on specific qualifications rather than through a competitive process.

Expenditures
The costs of goods delivered or services rendered, whether paid or unpaid.

Fiscal Year
Twelve calendar months; for school districts in California, it is the period beginning July 1 and ending June 30.

Fixed Assets
Property of permanent nature having continuing value; e.g., land, building, and equipment.

Free/Reduced Price Meals
A federal program to provide food-typically lunch and/or breakfast- for students from low-income families. The number of students participating in the National School Lunch Program is often used as a way to measure the poverty level of a school or district population. The number of children in this program can affect schools' or districts' eligibility for grants or other funding aimed at helping lower-income families.

Full Time Equivalent (FTE)
A term describing the percentage of day an employee works compared to a full day. 1.0 FTE is equal to a full day.

Fund
An independent accounting entity with its own assets, liabilities, and fund balances. Generally, funds are established to account for financing of specific activities or an agency's operations.

Fund Balance
The difference between assets and liabilities of governmental and trust funds.

Gap Funding
The amount of funding provided in the annual State Budget Act to move local agencies toward their LCFF target for each year of the estimated eight-year implementation period.

General Fund
Accounting term used by the state and school districts to differentiate general revenues and expenditures from those placed in separate budget funds for specific uses.

General Obligation Bonds (GO Bonds)
A local bond for renovating, reconstructing, and building new facilities or for acquiring certain new equipment. The principal and interest are repaid by local property owners through an increase in property taxes. School districts can seek either two thirds or 55% voter approval. If districts seek the 55% approval, they must meet additional accountability requirements.

Income
A term used in accounting for a proprietary fund type to represent the excess of revenues earned over the expenses incurred in carrying on the fund's operations. The term "income" should not be used in lieu of revenue in governmental-type funds.

Indirect Cost Rate
The rate set by the State to cover a portion of the general expenses of operating the district (overhead costs) to a specific grant or program. School districts may assess indirect costs to some state and federal grants.

Interfund Transfers
Money that is taken from one fund under the control of the governing board and added to another fund under the board's control. Interfund transfers are not revenue or expenditures of the school district.

Liabilities
Legal obligations (with the exception of encumbrances) that are unpaid.

Local Control Funding Formula (LCFF)
The Local Control Funding Formula (LCFF) replaced the previous K-12 finance system in the fiscal year 2013-14. The LCFF includes the following components for school districts and charter schools:

- Provides an adjustment of 2.6 percent on the base grant amount for grades nine through twelve (9-12) and 10.4% on the base grant amount for grades K-3.
- Provides a supplemental grant equal to 20 percent of the adjusted base grant multiplied by the unduplicated percent of targeted disadvantaged students. Targeted students are those classified as English Learners (EL), eligible to receive a free or reduced-price meal (FRPM), foster youth, or any combination of these factors. (unduplicated count).
- Provides a concentration grant equal to 50 percent of the adjusted base grant for targeted students exceeding 55 percent of an LEA's enrollment.
- Add-ons equal to 2012-13 funding for Transportation and Targeted Instruction Improvement Block grant.

OASDHI (Social Security)
The official name for Social Security is Old Age, Survivor, Disability, Health Insurance Act, sometimes abbreviated to OASDI or OADHI.

Object
A term that applies to the expenditure classification of the article purchased or the service obtained.

Principal Apportionment
Funding from the State School Fund for school districts, county offices of education, and charter schools. The Advance Principal Apportionment is certified by the Superintendent of Public Instruction in July of each school year, followed by the First Principal Apportionment (P1) in February, and the Second Principal Apportionment (P2) in June.

Prior Year's Taxes
Taxes collected within the current fiscal year for levies in previous fiscal years.

Projections
Projected expenses based on spending patterns. Projected revenues based on current information.

Program
A group of related activities that operate together to accomplish common ends.

Proposition 98 (1988)
Voter-approved initiatives that amended the California constitution in 1988 and 1990 to guarantee a minimum amount of funding from property and state taxes for K-14 (kindergarten through community college) education each year. The propositions included formulas for calculating the guarantee under different economic conditions.

Public Employees' Retirement System (PERS)
A retirement fund to which classified employees, their district, and the state must contribute according to California law.

Regional Occupational Center Or Program (ROC/P)
A vocational educational program for high school students and adults. An ROC/P may be operated by a single district, by a consortium of districts under a joint powers agreement (JPA), or by a county office of education for the districts within that county.

Reserves
Funds set aside in a school district budget to provide for estimated future expenditures or to offset future losses, for working capital, or for other purposes.

Revenue
Addition to assets not accompanied by an obligation to perform service or deliver products.

Revolving Cash Fund
A stated amount of money used primarily for emergency or small or sundry disbursements and reimbursed periodically through properly documented expenditures, which are summarized and charged to proper accounting classifications.

Special Education
Programs to identify and meet the educational needs of children with emotional, learning, or physical disabilities. Federal law requires that all children with disabilities be provided a free and appropriate education between 3 and 22 years of age.

Standardized Account Code Structure (SACS)
As a result of legislation in 2000, all California school districts were required to convert to a new system of accounting for and reporting of school district revenues and expenditures. The new structure enables the state to electronically capture consistent data from district to district. Additionally, the new structure allows California data reporting to the federal government to be consistent with what other states are doing.

State Teachers' Retirement System (STRS)
A retirement fund to which all certificated employees, school districts, and the state must contribute according to California law.

Supply
A material item of an expendable nature that is consumed, wears out, or deteriorates with use.

Transfer In/Out
Interdistrict or interfund payments or receipts not chargeable to expenditures or credited to revenue.

Transitional Kindergarten
A developmentally appropriate program offered to children (at age 4 or 5) that are too young to start kindergarten in that year. Essentially, California offers a two-year kindergarten program.

Unassigned/Unappropriated Amount
That portion of the current fiscal year's budget that is not appropriated for any specific purpose but is held subject to intra-budget transfer, i.e. transfer to other specific appropriation accounts as needed during the fiscal year.

Unappropriated Fund Balance
The portion of a fund balance not segregated for specific purposes. All assets and income available for appropriation are credited to the account and General Reserve; appropriations and obligations are debited. The net value of the account represents the unappropriated fund balance.

Unduplicated Count
The number of pupils receiving special education or special services under the Master Plan for Special Education on the census dates of December 1 and April 1.(It also refers to the count of students who qualify for free or reduced price meals, English learners, or foster youth.) Even though a pupil may receive multiple services, each pupil is counted only once in the unduplicated count.

Unencumbered Balance
That portion of an appropriation or allotment not yet expended or obligated.

Unrestricted
May be used for general purpose.

San Juan Unified School District

2021-22 BUDGET
WITH 2020-21 ESTIMATED ACTUALS AND MULTI-YEAR PROJECTIONS

Presented to the Board of Education
June 8, 2021

Core Commitments

- Prioritize resources to close achievement gaps, improve teaching and learning, recruit and retain high quality employees, and help all students reach their potential.
- Provide sound fiscal stewardship of community resources.
- Build trust by sharing useful, transparent fiscal information.
- Adopt a budget that consistently balances on-going revenues and expenditures to avoid a structural deficit.
- Preserve an ending fund balance that ensures the integrity and stability of the district.

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Core Messages

- Governor Newsom released his revised 2021-22 budget on May 14th. It includes an unprecedented amount of investment in public education, using one-time and on-going funds. The governor missed an opportunity to fully pay off deferrals and provide relief for pension and unemployment insurance rates.
- The proposal includes a 5.07% "Super COLA" (2.31% for 2020-21 and 1.70% for 2021-22 and an additional 1.00%) and estimates $17.7 billion in surplus Proposition 98 funds for the three-year period, 2019-22.
- Planning factors used to prepare the 2020-21 budget are based on guidance received from various state sources, including the Department of Finance (DOF), the Legislative Analyst's Office (LAO), Sacramento County Office of Education (SCOE) and others. State budget negotiations are not complete.
- San Juan USD will receive considerable one-time funds from state and federal sources to be spent during the next few years. Details will be described in the document.
- Budget estimates do not include the costs of recent collective bargaining agreements.
- The district will not be eligible for concentration grant funds in 2021-22.
- The district will continue to exercise caution and flexibility in long-term fiscal planning.

Overview

- Legal Requirements
- Education Protection Account
- Summary of One-time Stimulus Funds
- 2019-20 Adjustments and Estimated Actuals
- 2020-21 Planning Factors, Adjustments and Proposed Budget
- Multi-year Projections
- Latest News
- Next Steps

Legal Requirements

Board action is required for budget adoption in accordance with Education Code 42127

- Approve revisions to the 2020-21 Budget
- Adopt the 2021-22 Budget Report
  - Approve the 2021-22 Education Protections Accounts (EPA) for the district (Fund 01) and dependent charter school (Fund 09)
  - Approve minimum reserve levels, amounts of assigned and unassigned ending fund balances, and reasons for excess

Education Protection Account

The Education Protection Account (EPA) was created with the passage of Proposition 30 in 2012 and extended with Proposition 55 (2016). The EPA is used to fund instructional costs listed on pages 241 (Fund 01) and 242 (Fund 09) of the budget document.

Summary of One-time Stimulus Funds

Source	Allocation	Spent	Balance	Sample Uses
LLM	$ 26,728,172	$ 26,728,172	$ -	Staff professional development, safety measures, instructional technology, learning software, meal program support.
ESSER I	$ 10,769,452	$ 10,769,452	$ -	PPE, facility preparation, process automation software, pay for front-line staff, unexpected operational supports and other pandemic-related costs.
ESSER II	$ 50,689,594	$ 7,768,594	$ 42,921,000	Approved uses will be similar to those of ESSER I. District will focus funds to support in-person instruction.
ESSER III	$ 112,802,126	$ -	$ 112,802,126	Approved uses will be similar to those of ESSER I and II. Expanded learning opportunities, Additional staff and student support and safety.
Additional State Stimulus	$ 39,859,015	$ 22,859,015	$ 17,000,000	Expanded learning opportunities, Enhances social supports and other wrap-around services for students, Return to In-person Learning.
TOTAL	**$ 240,848,359**	**$ 68,125,233**	**$ 172,723,126**	

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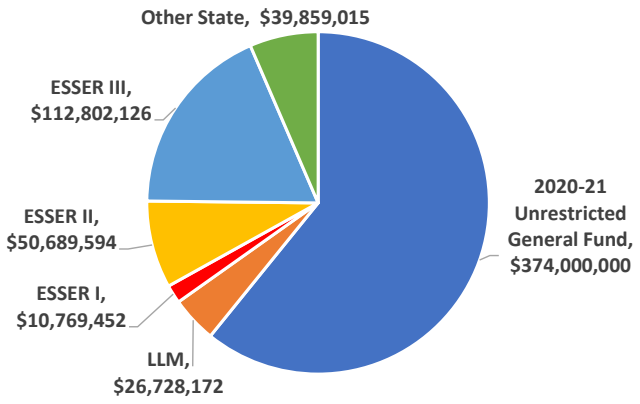
Summary of One-time Stimulus Funds



Learning Loss Mitigation (**LLM**)

Elementary and Secondary School Emergency Relief (**ESSER**)

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Estimated Actuals
2020-21 – All Funds

FUND	Beginning Balance	Revenues	Expenses	Other Financing	Surplus/ (Deficit)	Ending Balance
Supplemental/Concentrn	4,330,412	34,781,689	35,966,828	(9,529)	(1,194,668)	3,135,744
Base / Other	47,031,634	339,146,990	270,952,669	(59,961,942)	8,232,379	55,264,013
Total Unrestricted	51,362,046	373,928,679	306,919,497	(59,971,471)	7,037,711	58,399,757
Total Restricted	26,964,387	228,026,769	213,941,029	42,399,751	56,485,491	83,449,878
GENERAL FUND	**78,326,433**	**601,955,448**	**520,860,526**	**(17,571,720)**	**63,523,202**	**141,849,635**
Charter Schools	1,317,937	3,299,352	3,324,587	(237,828)	(263,063)	1,054,874
SPED (SELPA)	0	4,791,286	4,791,286	0	0	0
Adult Education	1,733,310	3,493,865	3,243,832	(90,300)	159,733	1,893,043
Child Development	2,558,674	21,012,654	25,708,245	2,915,000	(1,780,591)	778,083
Cafeteria	4,002,887	7,674,440	13,158,740	3,492,225	(1,992,075)	2,010,812
Deferred Maintenance	1,223,133	7,647	2,230,779	2,000,000	(223,132)	1,000,001
SPECIAL REVENUE	**10,835,941**	**40,279,244**	**52,457,469**	**8,079,097**	**(4,099,128)**	**6,736,813**
Building	98,739,573	3,766,270	118,932,252	184,252,259	69,086,277	167,825,850
Capital Facilities	964,665	3,056,000	65,276	0	2,990,724	3,955,389
County School Facilities	482	3,142,895	0	(3,143,377)	(482)	0
Special (Prop 39)	146,247	267	146,514	0	(146,247)	0
CAPITAL PROJECTS	**99,850,967**	**9,965,432**	**119,144,042**	**181,108,882**	**71,930,272**	**171,781,239**
SELF INSURANCE	**36,651,676**	**20,482,089**	**21,320,214**	**9,000,000**	**8,161,875**	**44,813,551**
TOTAL	**225,665,017**	**672,682,213**	**713,782,251**	**180,616,259**	**139,516,221**	**365,181,238**

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Estimated Actuals
2020-21 – Unrestricted General Fund

	Adopted Budget	Budget Act	1st Interim	2nd Interim	Estimated Actuals	Unaudited Actuals
Revenues	**345,392,477**	**375,981,885**	**376,600,180**	**374,305,471**	**373,928,679**	
Expenses						
Salaries/Benefits	292,016,756	292,024,072	288,845,862	285,331,609	283,445,284	
Other Expenditures	21,893,712	21,886,275	23,905,978	23,905,978	23,474,213	
Total Expenses	**313,910,468**	**313,910,347**	**312,751,840**	**308,239,042**	**306,919,497**	
Other Financing	**(55,481,929)**	**(54,201,982)**	**(55,702,494)**	**(58,825,555)**	**(59,971,471)**	
Surplus/(Deficit)	**(23,999,920)**	**7,869,556**	**8,145,846**	**7,240,874**	**7,037,711**	
Beginning Balance	**40,760,784**	**51,362,046**	**51,362,046**	**51,362,046**	**51,362,046**	
Ending Balance	**16,760,864**	**59,231,602**	**59,507,892**	**58,602,920**	**58,399,757**	
Assigned	13,008,305	16,334,787	16,204,019	14,697,507	15,172,744	
Unassigned	3,752,559	42,896,815	43,303,873	43,905,413	43,227,013	

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Estimated Actuals
2020-21 – Unrestricted General Fund

	Adopted Budget			Estimated Actuals		
	Supplemental Concentration	Base All Other	Total	Supplemental Concentration	Base All Other	Total
Revenues	**33,435,489**	**311,956,988**	**345,392,477**	**34,781,689**	**339,146,990**	**373,928,679**
Expenses						
Salaries/Benefits	28,778,158	263,238,598	292,016,756	27,004,798	256,440,486	283,445,284
Other Expenditures	6,506,507	15,387,205	21,893,712	8,962,030	14,512,183	23,474,213
Total Expenses	**35,284,665**	**278,625,803**	**313,910,468**	**35,966,828**	**270,952,669**	**306,919,497**
Other Financing	**(9,529)**	**(55,472,400)**	**(55,481,929)**	**(9,529)**	**(59,961,942)**	**(59,971,471)**
Surplus/(Deficit)	**(1,858,705)**	**(22,141,215)**	**(23,999,920)**	**(1,194,668)**	**8,232,379**	**7,037,711**
Beginning Balance	**4,095,010**	**36,665,774**	**40,760,784**	**4,330,412**	**47,031,634**	**51,362,046**
Ending Balance	**2,236,305**	**14,524,559**	**16,760,864**	**3,135,744**	**55,264,013**	**58,399,757**
Assigned	2,236,305	10,772,000	13,008,305	3,135,744	12,037,000	15,172,744
Unassigned		3,752,559	3,752,559		43,227,013	43,227,013

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Planning Factors
2021-22

- Local Control Funding Formula
  - State COLA of 5.07% (after 1.70% statutory COLA applied)
  - Unduplicated pupil count of 53.81% (50.98% three-year average)
  - Funded ADA of 37,199 (down 310 from 2020-21)
- STRS rate of 16.92% (up from 16.15%)
- PERS rate of 22.91% (down from 19.72%)
- Step and column advancement (.87% average)
- Medical insurance premium increase of 4.00% (Based on recommendation from consultant)

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Planning Factors
2021-24

	2021-22 Adopted	2022-23 Projected	2023-24 Projected
Funded ADA	**37,199**	**36,885**	**36,683**
Increase/(Decrease)	*(310)*	*(314)*	*(202)*
Statutory COLA	**1.70%**	**2.48%**	**3.11%**
Funded COLA	**5.07%**	**2.48%**	**3.11%**
LCFF $/ADA (Avg.)	**10,229**	**10,492**	**10,869**
Increase/(Decrease)	*5.00%*	*2.60%*	*3.50%*
STRS Rate	**16.92%**	**19.10%**	**19.10%**
Increase/(Decrease)	*0.77%*	*2.18%*	*0.00%*
PERS Rate	**22.91%**	**26.10%**	**27.10%**
Increase/(Decrease)	*2.21%*	*3.19%*	*1.00%*
Medical Ins. Increase	**4.00%**	**7.50%**	**7.50%**

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Budget Adoption
2021-22 – All Funds

FUND	Beginning Balance	Revenues	Expenses	Other Financing	Surplus/ (Deficit)	Ending Balance
Supplemental/Concentrn	3,135,744	36,283,965	36,634,970	(8,355)	(359,360)	2,776,384
Base / Other	55,264,013	356,930,653	288,420,396	(57,937,154)	10,573,103	65,837,116
Total Unrestricted	58,399,757	393,214,618	325,055,366	(57,945,509)	10,213,743	68,613,500
Total Restricted	83,449,878	103,875,076	213,679,008	46,247,988	(63,555,944)	19,893,934
GENERAL FUND	**141,849,635**	**497,089,694**	**538,734,374**	**(11,697,521)**	**(53,342,201)**	**88,507,434**
Charter Schools	1,054,874	3,436,062	3,343,696	(237,324)	(144,958)	909,916
SPED (SELPA)	0	4,970,677	4,970,677	0	0	0
Adult Education	1,893,043	3,496,985	3,397,509	(93,476)	6,000	1,899,043
Child Development	778,083	20,167,285	24,769,430	4,469,893	(132,252)	645,831
Cafeteria	2,010,812	14,160,214	16,338,043	3,167,017	989,188	3,000,000
Deferred Maintenance	1,000,001	7,000	2,000,000	2,000,000	7,000	1,007,001
SPECIAL REVENUE	**6,736,813**	**46,238,223**	**54,819,355**	**9,306,110**	**724,978**	**7,461,791**
Building	167,825,850	2,294,395	83,537,452	391,411	(80,851,646)	86,974,204
Capital Facilities	3,955,389	1,256,000	60,000	0	1,196,000	5,151,389
County School Facilities	0	0	0	0	0	0
Special (Prop 39)	0	0	0	0	0	0
CAPITAL PROJECTS	**171,781,239**	**3,550,395**	**83,597,452**	**391,411**	**(79,655,646)**	**92,125,593**
SELF INSURANCE	**44,813,551**	**21,441,604**	**24,407,332**	**2,000,000**	**(965,728)**	**43,847,823**
TOTAL	**365,181,238**	**568,319,916**	**701,558,513**	**0**	**(133,238,597)**	**231,942,641**

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Budget Adoption

2021-22 – Unrestricted General Fund

	Adopted Budget	Budget Act	1st Interim	2nd Interim	Estimated Actuals	Unaudited Actuals
Revenues	**393,214,618**					
Expenses						
Salaries/Benefits	299,024,556					
Other Expenditures	26,030,810					
Total Expenses	**325,055,366**					
Other Financing	**(57,945,509)**					
Surplus/(Deficit)	**10,213,743**					
Beginning Balance	**58,399,757**					
Ending Balance	**68,613,500**					
Assigned	25,936,808					
Unassigned	42,676,692					

Budget Adoption

2021-22 – Unrestricted General Fund

	Adopted Budget					
	Supplemental Concentration	Base All Other	Total	Supplemental Concentration	Base All Other	Total
Revenues	**36,283,965**	**356,930,653**	**393,214,618**			
Expenses						
Salaries/Benefits	30,491,971	268,532,585	299,024,556			
Other Expenditures	6,142,999	19,887,811	26,030,810			
Total Expenses	**36,634,970**	**288,420,396**	**325,055,366**			
Other Financing	**(8,355)**	**(57,937,154)**	**(57,945,509)**			
Surplus/(Deficit)	**(359,360)**	**10,573,103**	**10,213,743**			
Beginning Balance	**3,135,744**	**55,264,013**	**58,399,757**			
Ending Balance	**2,776,384**	**65,837,116**	**68,613,500**			
Assigned	2,776,384	23,160,424	25,936,808			
Unassigned		42,676,692	42,676,692			

Multi-Year Projections

2022-24 – Unrestricted General Fund

	2022-23 Adopted Budget	2023-24 Adopted Budget
Revenues	**395,783,691**	**407,659,811**
Expenses		
Salaries/Benefits	305,001,686	310,180,343
Other Expenditures	24,453,726	26,617,795
Total Expenses	**329,455,412**	**336,798,138**
Other Financing	**(58,200,365)**	**(60,032,057)**
Surplus/(Deficit)	**8,127,914**	**10,829,616**
Beginning Balance	**68,613,500**	**76,741,414**
Ending Balance	**76,741,414**	**87,571,030**
Assigned	35,628,695	47,585,093
Unassigned	41,112,719	39,985,937
Change in Unassigned	*(1,563,973)*	(1,126,782)

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Latest News

- The governor and legislative leaders have begun state budget negotiations and we expect changes from the governor's revision released in May.
- The governor proposes to retain over $2 billion in payment deferrals to school districts, creating potential cash flow challenges; short-term borrowing may be necessary, but not likely based on current projections. We expect legislators to seek a compromise to pay off all deferrals as recommended by the LAO.
- The LAO also recommends that the state budget provide relief to pension rates and the recent spike in unemployment insurance rates.
- The governor proposes universal Transitional Kindergarten (which requires space planning for districts) and a permanent increase to the concentration grant allocation of $1.1 billion.

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Next Steps

- Continue to monitor local, state, national and global economies.
- Prepare for possible state budget negotiations and compromises
- Continue to proactively identify budget balancing solutions for future years when necessary.
- Continue to build system-wide understanding.

Special Thanks
to the Fiscal Department

Questions?

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-5

MEETING DATE: 06/08/2021

SUBJECT: Fair Oaks Recreation and Park District Proposed Use and Renovation of the Fields at La Vista

DEPARTMENT: Facilities

CHECK ONE:
For Discussion: ☒
For Action: ☐
Report: ☐
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

ACTION REQUESTED:
The superintendent is recommending that the board hear a presentation from the Fair Oaks Recreation and Park District regarding the use and renovation of the fields at La Vista for youth girls' softball.

RATIONALE/BACKGROUND:
The Fair Oaks Recreation and Park District (FORPD) would like to lease the La Vista fields from San Juan Unified School District for the primary purpose of constructing and programming youth girls' softball fields. Site renovation would consist of the development of three youth girls' softball fields . Construction would include a parking lot and may include playground equipment, open play space, a new restroom, and a facility/snack bar as more monies allow. FORPD projects improvements to cost approximately $3-4 million and is seeking a long-term lease with a first right to purchase in the event the land becomes available for sale.

ACTION ANTICIPATED:
N/A

ATTACHMENT(S):
A: FORPD Presentation
B: Proposal of Interest for Lease and/or Purchase of San Juan Unified School District Real Property

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/17/2021

FISCAL IMPACT:
Current Budget: $N/A
Additional Budget: $ N/A
Funding Source: N/A
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☐ On-going ☐

LCAP/STRATEGIC PLAN:
Goal: N/A Focus: N/A
Action: N/A

Strategic Plan: N/A

PREPARED BY: Frank Camarda, Assistant Superintendent, Operations, Facilities and Transportation

APPROVED BY: Kent Kern, Superintendent of Schools KK

Proposal

Fair Oaks Recreation & Park District

Use of La Vista Fields

June 8, 2021

FAIR OAKS
RECREATION & PARK DISTRICT



TEAM



Raymond James Irwin
Board: Vice Chair



Ralph Carhart
Board: Director



Katy Coss
Recreation Superintendent



Mike Aho
District Administrator

FAIR OAKS
RECREATION & PARK DISTRICT

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FORPD BOND MEASURE

- General Obligation Bond $26.9 Million
- Passed November 2018 68.9%
- First Bond Measure

YES ON J

Major Projects

- Renovations/improvements to Village Park & Veterans Memorial Amphitheatre
- Increase parking at Phoenix Park & construction of two girls' softball fields
- Construction/development of a community recreation center

FAIR OAKS RECREATION & PARK DISTRICT

3



FAIR OAKS RECREATION & PARK DISTRICT

4

PHOENIX PARK VS. LA VISTA PARK

Phoenix Park

Busy Park

Parking is at a premium

- **Girls' Softball adds to congestion**

Frees up vacant land for additional parking & recreation features

La Vista Park

Improve services for all Fair Oaks

Designated home for Girls' Softball with priority use

Serve more Female Athletes with quality amenities

Enough room at La Vista for parking, bathrooms, snack bar, playground & more

FAIR OAKS
RECREATION & PARK DISTRICT

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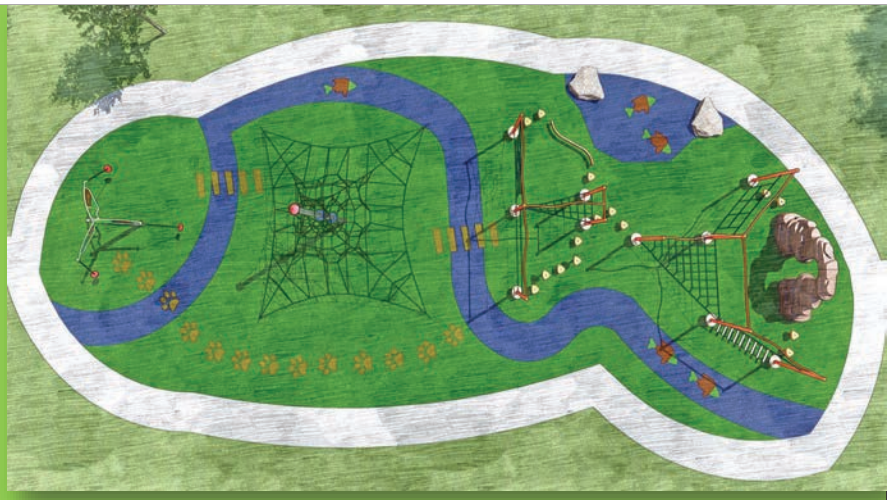
DEVELOPMENT CONCEPT



- 3 Girls' Softball Fields

  Fair Play Act-AB 2404/Title IX
- Playground Equipment
- Benches/Tables
- Parking
- Renovate Restrooms/Snack Bar Building
- Park available for Public use when not reserved for Girls' Softball

FAIR OAKS
RECREATION & PARK DISTRICT

7



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SJUSD BENEFITS: LEASING TO FORPD

1. Cost savings of mowing, irrigation, & maintenance of fields.
2. Relinquishes SJUSD from having to invest in land that needs renovation.
3. Many SJUSD students will have an opportunity to play on high-quality fields built on their property.
4. SJUSD will broaden their offerings to girls' sports.
5. SJUSD will aid FORPD in reaching an underserved geographical area for youth sports.

FAIR OAKS
RECREATION & PARK DISTRICT

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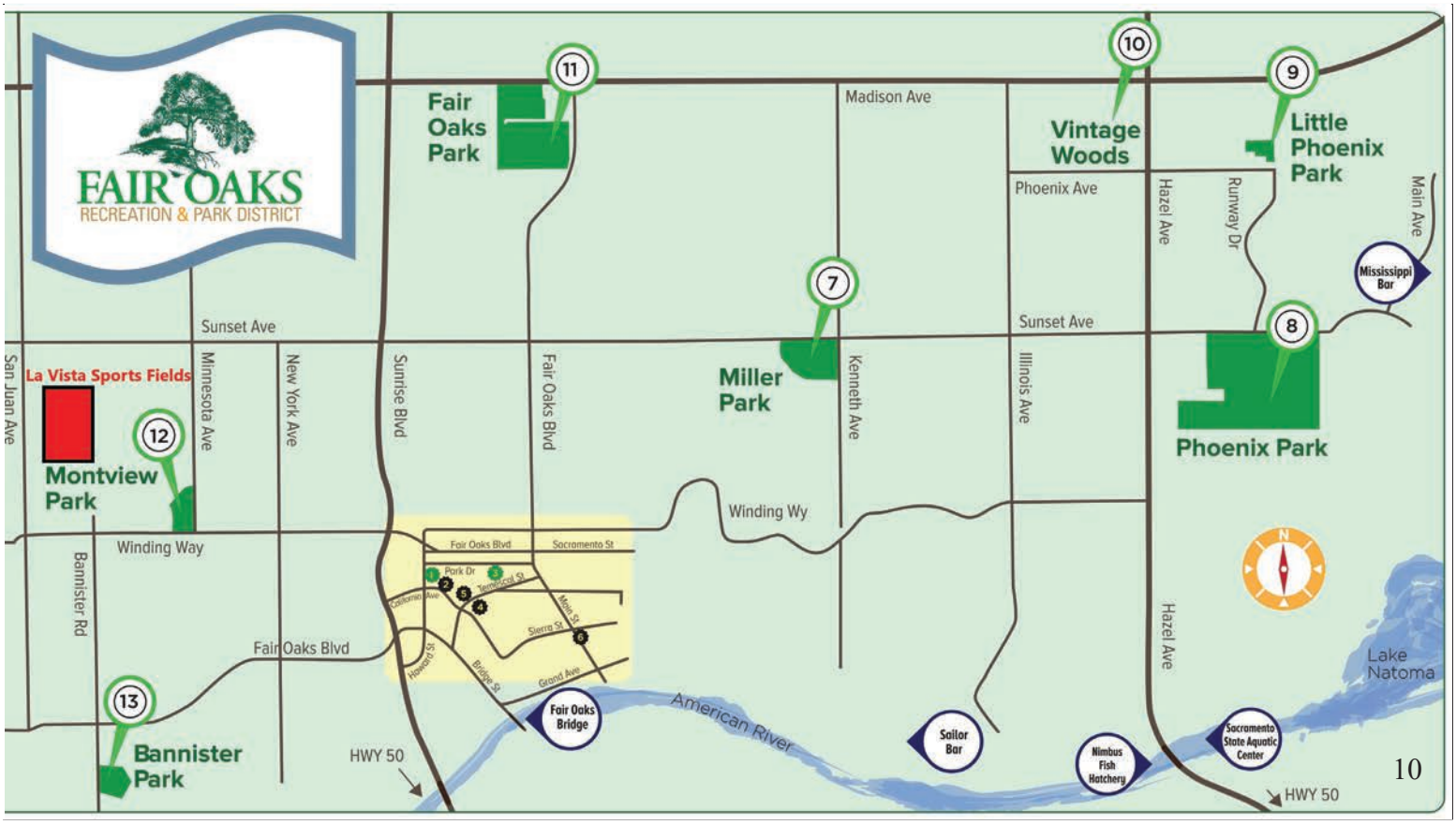

PROPOSED LEASE

- $3-4 Million Dollar investment – Now
- Long-term lease-protect FORPD's investment
  - Minimum 25-year lease
  - Multiple 10-year renewals
- Option to purchase land & <u>BUILDINGS</u>
- Details to be worked out with staff, legal team & then approved by Boards

FAIR OAKS RECREATION & PARK DISTRICT

FORPD RESPONSIBILITIES



- All costs to develop the property
- All maintenance of:
  - Irrigation
  - Turf/Fields
  - Equipment
  - Structures
  - Parking lot
- Install a water meter
  - Water cost associated with irrigation, restrooms, snack bar, & water fountains.

FAIR OAKS RECREATION & PARK DISTRICT

THANK YOU



Contact Information:

Mike Aho

District Administrator

Fair Oaks Recreation & Park District

916-966-1036

maho@forpd.org

FAIR OAKS
RECREATION & PARK DISTRICT

13

Proposal for Lease and/or Purchase of San Juan Unified School District Property La Vista Field

FAIR OAKS
RECREATION & PARK DISTRICT

Prepared By:
Mike Aho
District Administrator
maho@forpd.org

OBJECTIVE

Fair Oaks Recreation & Park District ("FORPD") would like to lease and or purchase La Vista field from San Juan Unified School District ("SJUSD") for the primary purpose of constructing and programming youth girls' softball fields.

HISTORY OF FAIR OAKS RECREATION & PARK DISTRICT AND SAN JUAN UNIFIED SCHOOL DISTRICT RELATIONSHIP

The Fair Oaks Recreation & Park District was formed in 1945 to serve the community of Fair Oaks, a census designated place in Sacramento County (the "County"), and provide recreation and park facilities, and programs, for the 2,300 citizens of the District. FORPD soon began to acquire or gain title to a number of park properties and recreation facilities, beginning with the Fair Oaks Plaza in 1947. FORPD currently serves approximately 31,000 residents and owns 123 acres of parkland, comprised of 10 developed parks. FORPD provides a wide range of year-round recreation programming, including special events, day camps, teen programs and trips, adult sports leagues, senior activities, youth programs, a preschool, and leisure enrichment classes. FORPD owns and operates the Community Clubhouse, the McMillan Center, and the Old Fair Oaks Library.

December 1945 the Fair Oaks Recreation & Park District Board held their first Board Meeting. At that meeting, the main subject was the acquisition of the plaza and clubhouse from the school district. A 10-year lease was obtained from the school district for $1 a year. In 1949 the insurance premium came due for the Clubhouse and the school district was charged $387. The park district thereupon offered to buy the clubhouse from the school district for the amount of the premium.

By 1953 the Park Board and the Fair Oaks School District were sharing the cost of recreation programs which included baseball, ceramics and leather craft classes, and dance instruction.

From 1958-2010 the San Juan Unified School District (SJUSD) operated a preschool program at the Fair Oaks Recreation and Parks District's Preschool building located at 8090 Grand Avenue in Fair Oaks. In 2010 SJUSD notified Fair Oaks Recreation & Park District that they would no longer be able to operate the preschool due to budget constraints. In 2010 FORPD assumed operations of the Preschool and has continued to operate a Preschool in Fair Oaks that was started in 1958 by SJUSD.

From 1945 to 2020- or 75-years Fair Oaks Recreation and Park District and San Juan School District have had a collaborative relationship that has benefited both agencies and improved our services to the public that we both serve.

FAIR OAKS RECREATION & PARK DISTRICT BOARD

The five-member Board of Directors of the District (the "Board") establishes policies for the District that promote and protect the public interest as it is served by District parks and programs. Members of the Board are elected by the residents of Fair Oaks for staggered four-year terms.

- Delinda Tamagni-Board Chair
- John O'Farrell-Board Vice Chair
- Ralph Carhart-Director
- Raymond James Irwin-Director

- Darren Mounts-Director

The Fair Oaks Recreation & Park Board meets on the 3rd Wednesday of every month at 6 PM in Village Hall, located at 7997 California Avenue, Fair Oaks.

SENIOR STAFF

Mike Aho-District Administrator
Jennifer Larkin-Administrative Services Manager
Katy Coss-Recreation Superintendent
Sean Ventura-Park Manager

BUDGET FISCAL YEAR 19/20

Expenditures-$2,713,458
Revenues-$2,682,112

FAIR OAKS RECREATION & PARK DISTRICT MISSION/VISION/VALUES

Mission -Enriching Lives through Exceptional Parks and Recreation Opportunities That Strengthen Our Community.

Vision -To be the primary recreation provider of choice for the Fair Oaks community.

VALUES

Health & Wellness - Providing and promoting healthy lifestyle opportunities

Safety - Ensuring safe and secure environments

Sustainability - A sustainable park system supported by decisions that provide services at a sustainable rate, such as providing infrastructure that can be reasonably maintained, setting realistic program and service delivery targets, or modifying land management techniques to increase efficiency.

Inclusion - Removing barriers so that all people have an equal opportunity to enjoy the benefits of parks and recreation.

Integrity - Exhibiting trust and transparency in all our actions.

Adventure - Add excitement and enjoyment for our customers through programs and events to improve their quality of life.

Innovation - Implement new technology, promote creativity, communicate a shared vision, and recognize trends by being responsive and adaptive.

MEASURE J

On November 6, 2018, 68.94% of the voters residing within the boundaries of the Fair Oaks Recreation and Park District approved Measure J a $26.9 Million Dollar General Obligation Bond. Below is the bond language for Measure J:

To improve parks and recreation for children, families and senior citizens; protect open space; improve safety and security; repair park bathrooms; and upgrade, construct, renovate, and expand parks/ facilities; shall Fair Oaks Recreation and Park District issue $26.9 million of bonds at legal rates, averaging $1.4 million annually as long as bonds are outstanding at a rate of approximately 1.9 cents per $100 assessed value, with annual audits, independent citizens' oversight, NO money for salaries and all money staying local?

PROJECTS FUNDED BY MEASURE J

Major projects that have been identified for funding through Measure J include:

1. Renovations and Improvements to Village/Plaza Park and the Veterans Memorial Amphitheatre
2. Increase parking capacity at Phoenix Park and construction of two Girls' Softball Fields
3. Construction/development of a Community Recreation Center

FAIR PLAY ACT-AB 2404/TITLE IX

California state law AB 2404 addresses gender inequities in community youth athletics offered by park and recreation departments. Passed in 2004 and built on a foundation of Title IX principles, AB 2404 mandates that girls receive equal opportunities, treatment, and benefits in leagues hosted or run by park and recreation departments in the state.

AB 2404, the Fair Play in Community Sports Act, or "Fair Play Act," went into effect in 2005 to ensure that girls in California get the same opportunities to participate in community athletics as boys. The Fair Play Act requires that girls' sports teams get the same quality and access to fields, equipment, coaching, and other benefits as boys' sports teams. These legislative steps extend Title IX-like standards to park and recreation programming, where many children first discover their love of sports.

Studies have shown that high school girls who participate in team sports are less likely to drop out of school, less likely to smoke or drink or become pregnant. And they are more likely to go on to college. The skills that young women gain from sports participation, including teamwork, leadership, and discipline, can be crucial to their later success in higher education and employment.

GIRLS' SOFTBALL

For eight (8) year's Fair Oaks Recreation & Park District has facilitated in providing fields and field maintenance at La Vista School for the American River Girls' Softball organization in cooperation with San Juan School District.

Measure J specifically called out for the construction of Girls' Softball Fields to help the Park District in complying with AB 2404. Phoenix Park had been identified as a possible location for the construction of two Girls' Softball Fields. The Park District had hired the Landscape Architecture and Civic Engineering firm Verde Design to assist in preparing the design and conducting the community outreach for the Softball Fields at Phoenix Park. The space available at Phoenix Park allowed for the creation of two softball fields.

In late 2019 during the development of the Joint Use Agreement between San Juan School District and Fair Oaks Recreation & Park District the possibility of Fair Oaks Recreation & Park District renovating and developing the fields at La Vista to serve the needs for Girls' Softball was discussed.

The Park District temporarily suspended the planning work at Phoenix Park until a more formal investigation into the possibility of developing up to three (3) Girls' Softball Fields at La Vista could be conducted.

FORPD BENEFITS OF LA VISTA SITE

1. Phoenix Park is heavily utilized by multiple user groups and daily park attendees as it hosts Fair Oaks Soccer Club, Fair Oaks / Orangevale Little League, Fair Oaks Lacrosse, Community Gardens, Dog Park, Bike Park, and walking trails. During peak operational hours Phoenix Park lacks the parking necessary to host all the park users adequately. Adding additional softball fields to the park will further impact the parking restraints.
2. Acquiring either through lease or purchase La Vista's field will improve the Park District's service area by offering amenities and recreational opportunities in a geographical area of Fair Oaks that is underserved. *Figure 1* below shows how the acquisition of La Vista will help balance FORPD's service area of large parks.
3. Provide a designated home for Girls' Softball programming where they would receive priority use.
4. Acquiring La Vista would allow for an additional softball field (total of 3) to be built, thus serving a larger population of girls.
5. La Vista has the additional space that Phoenix does not have for amenities such as parking, restrooms, snack bar, playground, and more.
6. Frees up the currently vacant land at Phoenix Park to better serve the current users and allows for the addition of an additional amenity to further serve the community.

PROPOSAL

After preliminary conversations about the possibility of building Girls' Softball Fields at La Vista with representatives from San Juan Unified School District, the Fair Oaks Recreation & Park District is proposing to lease with an option to purchase the field area as shown in *figure 2*. The plan is to develop the area into a 3 field youth girls softball complex with additional amenities to serve the sport's users and the surrounding neighborhood. The site renovation will include the addition of parking stalls to accommodate the user groups and minimally impact the surrounding neighborhood. In addition to the softball field, the renovation could include a new restroom facility, snack bar, playground equipment, open play space, and more as monies allow.

The primary use of the property will be community youth sports with a focus on girls' softball, however additional recreation programming may occur within the scope of regular park and recreation operations.

The District's investment into the La Vista site would roughly be $3-4 million. The District is seeking a long-term lease with the first right to purchase the land if it becomes available for sale.

PROPOSED DETAILS OF LEASE

FORPD proposes to enter into a minimum 25-year lease with multiple 10-year extension options. FORPD will be investing a significant amount of money into the La Vista site. In order to protect the Park District's investment, a buyout option for SJUSD will be included in the agreement if SJUSD chooses to cancel the lease. The proposed buyout options are as follows:

Years	Percent of Investment to be paid back to FORPD
1-2	100%
3-5	95%
6-10	80%
11-15	75%
16-20	65%
21-25	50%
26-74	40%
75+	10%

FORPD RESPONSIBILITIES

FORPD would be responsible for all development, upkeep and maintenance of irrigation, plumbing, turf, equipment, and structures developed on the land outlined in *Figure 2*. FORPD will install a meter and be responsible for all water cost associated with irrigation, restrooms, and water fountains.

LEASE CLAUSES

All equipment and removable structures purchased by FORPD will become the property of FORPD. If SJUSD opts for a buyout of the lease agreement, all the removable assets of the facility such as backstops, benches, bleachers, playground equipment, etc. will be removed and relocated to a FORPD facility at SJUSD expense.

FORPD will be the sole leaseholder and will not sublease the property. All programing will be park and recreation related. Commercial selling of goods will be prohibited on the site except for food concessions for softball or other related activities. Alcohol sales will be strictly prohibited.

BENEFITS TO THE COMMUNITY

In addition to providing increased recreational opportunities to girls' sports, the Park will be accessible to the public when not reserved by FORPD or contracted user groups. FORPD will seek to incorporate additional amenities for the neighborhood to enjoy if monies are available. Examples of amenities could be a small dog park, playground, picnic benches, etc.

SJUSD BENEFITS OF LEASING TO FORPD

1. Cost savings of mowing, irrigation, and maintenance of fields.
2. Relinquishes SJUSD from having to invest in land that is in need of renovation.
3. Many SJUSD students will have an opportunity to play on high-quality fields built on their property.
4. SJUSD will broaden their offerings to girls' sports.

5. SJUSD will aid FORPD in reaching an underserved geographical area for youth sports.

FORPD PROPOSED LEASE PROCESS TIMELINE

The timeline provided is what FORPD feels is a realistic timeframe for leasing the fields. FORPD is flexible in working within a timeline that suits SJUSD.

August 2020- Staff of SJUSD and FORPD develop draft of terms
September 2020 - FORPD staff will present and recommend terms of the agreement through Board of Directors Committee
October 2020- Full District Board of Director's approval of terms
November 2020 - Official terms developed by FORPD attorney
December 2020 - Final signature of the agreement with Board of Director Approval

OPPORTUNITIES TO PURCHASE LA VISTA FIELD AND BUILDINGS

Under the sale or lease of government properties to other government entities Assembly Bill No. 1486 sec. 8 Section 54227 (b) FORPD is interested in purchasing the fields and/or buildings if SJUSD opts to sell the property during the lease term

FORPD would like the first opportunity to lease or purchase the La Vista school buildings if SJUSD moves in that direction with the school.

The map below (figure 1) shows the La Vista Fields in red. If softball fields are developing at La Vista the residents of Fair Oaks will have sport field facilities located in three of the four quadrants of the District, Fair Oaks Park in the north, Phoenix Park in the east, and La Vista in the west.

CONCLUSION

FORPD is excited about the opportunity to further provide recreational opportunities to the community of Fair Oaks and SJUSD students. FORPD wishes to further discussion on leasing and or purchasing the field at La Vista in hopes to better serve our community and youth.

Contact for this proposal is: Mike Aho, District Administrator Fair Oaks Recreation and Park District, maho@forpd.org or 916-966-1036.

Figure 1

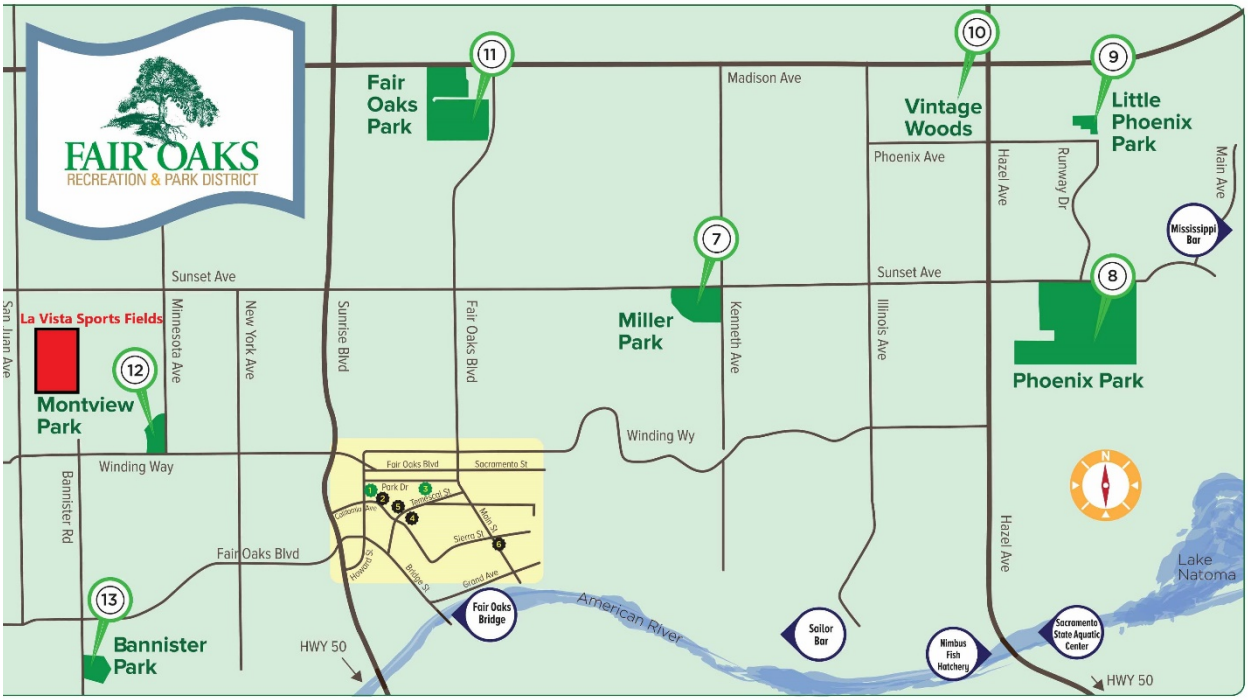

Figure 2



Figure 3



1. SOFTBALL FIELD - 200' OUTFIELD
2. SINGLE BULLPEN
3. DUGOUT
4. PORTABLE BLEACHERS
5. PARKING LOT (145 STANDARD STALLS, 6 ADA STALLS)

NORTH

CONCEPTUAL PLAN - OPTION A
LA VISTA
4051 BANNISTER ROAD
FAIR OAKS, CA 95628

VERDE DESIGN

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-6

MEETING DATE: 06/08/2021

SUBJECT: Public Hearing: Adopting School Facilities Fees and Notice of Exemption

DEPARTMENT: Facilities

CHECK ONE:
For Discussion: ☐
For Action: ☒
Report: ☐
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

ACTION REQUESTED:
The superintendent is recommending that the board call a public hearing and approve Resolution No.3055, declaring the adoption of the 2020 Developer Fee Justification Study to aid in the funding for construction or reconstruction of school facilities necessitated by student population increases resulting from development.

RATIONALE/BACKGROUND:
In the last year, staff has observed a trend of proposed residential and commercial development that would replace existing development. This update to the Fee Justification Study includes new and more specific information and analysis regarding known and anticipated replacement development projects, as well as specific information regarding how replacement development be evaluated by the District for the purposes of collecting developer fees. The updated Fee Justification Study does not increase the rate of the fees to be charged by the District. When a District adopts a new Fee Study, such action triggers the need for review under the California Environmental Quality Act (CEQA). However, the adoption of a Fee Study is exempt under CEQA. As such, the proposed Resolution also finds that this action is exempt from CEQA and directs staff to file the necessary Notice of Exemption with the County of Sacramento.

ATTACHMENT(S):
A: 2020 Developer Fee Justification Study
B: Resolution No. 3055 Adopting School Facilities Fees and Adopting Notice of Exemption
C: Notice of CEQA Exemption

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 06/01/2021

FISCAL IMPACT:
Current Budget: $N/A
Additional Budget: $N/A
Funding Source: N/A
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☐ On-going ☐

LCAP/STRATEGIC PLAN:
Goal: N/A Focus: N/A
Action: N/A

Strategic Plan: N/A

PREPARED BY: Frank Camarda, Assistant Superintendent, Operations, Facilities and Transportation

APPROVED BY: Kent Kern, Superintendent of Schools KK

MARCH 2021

2020 DEVELOPER FEE JUSTIFICATION STUDY
SAN JUAN UNIFIED SCHOOL DISTRICT

KENT KERN,
SUPERINTENDENT

SCHOOLWORKS, INC.
8331 Sierra College Blvd., #221
Roseville, CA 95661

PHONE: 916-733-0402
WWW.SCHOOLWORKSGIS.COM

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Executive Summary

This Developer Fee Justification Study demonstrates that the San Juan Unified School District requires the full statutory impact fee to accommodate impacts from development activity.

A fee of $3.79 per square foot for residential construction and a fee of $0.61 per square foot for commercial/industrial construction is currently assessed on applicable permits pulled in the District. The new fee amounts are **$4.08** per square foot for residential construction and **$0.66*** per square foot for commercial/industrial construction. This proposed increase represents $0.29 per square foot and $0.05 per square foot for residential and commercial/ industrial construction, respectively.

The following table shows the impacts of the new fee amounts:

Table 1

San Juan Unified
Developer Fee Collection Rates

Totals	Previous	New	Change
Residential	$3.79	$4.08	$0.29
Commercial/Ind.	$0.61	$0.66	$0.05

*except for Rental Self Storage facilities in which a fee of $0.04 per square foot is justified.

The total projected number of housing units to be built over the next five years is 740. The average square feet per unit is 2,327. This Study demonstrates a need of $4.46 per square foot for residential construction.

Background

Education Code Section 17620 allows school districts to assess fees on new and replacement residential and new and replacement commercial construction within their respective boundaries. These fees can be collected without special city or county approval, to fund the construction of new school facilities necessitated by the impact of residential and commercial development activity. In addition, these fees can also be used to fund the reconstruction of school facilities to accommodate students generated from new development projects. Fees are collected immediately prior to the time of the issuance of a building permit by the City or the County.

As enrollment increases, additional school facilities will be needed to house the growth in the student population. Because of the high cost associated with constructing school facilities and the District's limited budget, outside funding sources are required for future school construction. State and local funding sources for the construction and/or reconstruction of school facilities are limited.

The authority sited in Education Code Section 17620 states in part "… the governing board of any school district is authorized to levy a fee, charge, dedication or other form of requirement against any development project for the construction or reconstruction of school facilities." The legislation originally established the maximum fee rates at $1.50 per square foot for residential construction and $0.25 per square foot for commercial/industrial construction. Government Code Section 65995 provides for an inflationary increase in the fees every two years based on the changes in school construction costs. As a result of these adjustments, the fees authorized by Education Code 17620 are currently **$4.08** per square foot of residential construction and **$0.66** per square foot of commercial or industrial construction.

Purpose and Intent

Prior to levying developer fees, a district must demonstrate and document that a reasonable relationship exists between the need for new or reconstructed school facilities and residential, commercial and industrial development. The justification for levying fees is required to address three basic links between the need for facilities and new development. These links or nexus are:

Burden Nexus: A district must identify the number of students anticipated to be generated by residential, commercial and industrial development. In addition, the district shall identify the school facility and cost impact of these students.

Cost Nexus: A district must demonstrate that the fees to be collected from residential, commercial and industrial development will not exceed the cost of providing school facilities for the students to be generated from the development.

Benefit Nexus: A district must show that the construction or reconstruction of school facilities to be funded by the collection of developer fees will benefit the students generated by residential, commercial and industrial development.

The purpose of this Study is to document if a reasonable relationship exists between residential, commercial and industrial development and the need for new and/or modernized facilities in the San Juan Unified School District.

Following in this Study will be figures indicating the current enrollment and the projected development occurring within the attendance boundaries of the San Juan Unified School District. The projected students will then be loaded into existing facilities to the extent of available space. Thereafter, the needed facilities will be determined and an estimated cost will be assigned. The cost of the facilities will then be compared to the area of residential, commercial and industrial development to determine the amount of developer fees justified.

Enrollment Projections

In 2019/2020 the District's total enrollment was 39,424 students. The enrollment by grade level is shown here in Table 2.

Table 2

San Juan Unified
CURRENT ENROLLMENT

Grade	2019/2020
TK/K	3094
1	2902
2	2889
3	2944
4	2988
5	2798
6	3005
TK-6 Total	20620
7	3023
8	3120
7-8 Total	6143
9	3,277
10	3,230
11	3,018
12	3,136
9-12 Total	12,661
TK-12 Total	39,424

This data will be the basis for the enrollment projections which will be presented later after a review of the development projections and the student generation factors.

Student Generation Factor

In determining the impact of new development, the District is required to show how many students will be generated from the new developments. In order to ensure that new development is paying only for the impact of those students that are being generated by new homes and businesses, the student generation factor is applied to the number of new housing units to determine development-related impacts.

The same analysis and student generation rate applicable to new development is applicable to replacement residential and commercial development. In determining the impact of replacement development, the District is required to show how many students will be generated from the replacement developments. In order to ensure that replacement development is paying only for the impact of those students that are being generated by homes and businesses replacing other previously existing homes and businesses, the student generation factor is applied to the number of replacement housing units to determine development-related impacts.

The student generation factor identifies the number of students per housing unit and provides a link between residential construction projects and projections of enrollment. The State-wide factor used by the Office of Public School Construction is 0.70 for grades TK-12. For the purposes of this Study we will use the local factors to determine the students generated from new housing developments. This was done by comparing the number of housing units in the school district to the number of students in the school district as of the 2010 Census. Table 3 shows the student generation factors for the various grade groupings.

Table 3

San Juan Unified
STUDENT GENERATION FACTORS

Grades	Students per Household
TK-6	0.1762
7-8	0.0513
9-12	0.1288
Total	**0.3563**

When using the Census data to determine the average district student yield rate, it is not possible to determine which students were living in multi-family units versus single family units. Therefore, only the total average yield rate is shown. The Census data does indicate that **56.7%** of the total housing units within the district boundaries are single family units. It is reasonable to assume that the construction of new housing units would be similar to the current housing stock, which was confirmed by the various planning departments within the school district boundaries, and therefore the overall student generation rate will be used to determine student yields from the projected developments.

New Residential Development Projections

The San Juan Unified School District has experienced an average new residential construction rate of approximately 148 units per year over the past two and a half years. This was determined by reviewing the residential permits pulled and school development impact fees paid to the District. After contacting the Sacramento County Planning Department and the City of Citrus Heights Planning Division, which cover a majority of the school district boundaries, it was verified that using the same average residential construction rate over the past few years for the next five years is a reasonable assumption. Projecting the average rate forward, we would expect that 740 units of residential housing will be built within the District boundaries over the next five years.

To determine the impact of residential development, a student projection is done. Applying the student generation factor of 0.3563 to the projected 740 units of residential housing, we expect that 263 students will be generated from the new residential construction over the next five years. This includes 130 elementary school students, 38 middle school students, and 95 high school students.

The following table shows the projected impact of new development. The students generated by development will be utilized to determine the facility cost impacts to the school district.

Table 4

San Juan Unified
DEVELOPMENT IMPACT ANALYSIS

Grades	Current Enrollment	Development Projection	Total Enrollment
TK to 6	20,620	130	20,750
7 to 8	6,143	38	6,181
9 to 12	12,661	95	12,756
Totals	39,424	263	39,687

Existing Facility Capacity

To determine the need for additional school facilities, the capacity of the existing facilities must be identified and compared to current and anticipated enrollments. The District's existing building capacity will be calculated using the State classroom loading standards shown in Table 6. The following types of "support-spaces" necessary for the conduct of the District's comprehensive educational program, are not included as "teaching stations," commonly known as "classrooms" to the public:

Table 5

List of Core and Support Facilities

Library	Resource Specialist
Multipurpose Room	Gymnasium
Office Area	Lunch Room
Staff Workroom	P.E. Facilities

Because the District requires these types of support facilities as part of its existing facility and curriculum standards at its schools, new development's impact must not materially or adversely affect the continuance of these standards. Therefore, new development cannot require that the District house students in these integral support spaces.

Classroom Loading Standards

The following maximum classroom loading-factors are used to determine teaching-station "capacity," in accordance with the State legislation and the State School Building Program. These capacity calculations are also used in preparing and filing the baseline school capacity statement with the Office of Public School Construction.

Table 6

State Classroom Loading Standards

TK/Kindergarten	25 Students/Classroom
1st-3rd Grades	25 Students/Classroom
4th-6th Grades	25 Students/Classroom
7th-8th Grades	27 Students/Classroom
9th-12th Grades	27 Students/Classroom

Existing Facility Capacity

The District has determined the capacity for each school based on the number of classrooms at each campus and the number of students that can be housed in each classroom. Using this method, the District's current capacity is shown in Table 7.

Table 7

San Juan Unified
Summary of Existing Facility Capacity

School Facility	Total District Capacity
Grades TK-6	22,678
Grades 7-8	6,263
Grades 9-12	13,227
Totals	42,168

The District has not participated in the State Building Program for any new construction projects and therefore has not established a State capacity as of this time. The State capacity can sometimes be lower than the District capacity as the State capacity limits the number of portable classrooms that are counted towards the total capacity.

As Table 7 shows, the total District capacity of the District facilities is 42,168 students.

Unhoused Students by State Housing Standards

This next table compares the facility capacity with the space needed to determine if there is available space for new students from the projected developments. The space needed was determined by reviewing the historic enrollments over the past four years along with the projected enrollment in five years to determine the number of seats needed to house the students within the existing homes. The seats needed were determined individually for each grade grouping. The projected enrollment in this analysis did not include the impact of any new housing units.

Table 8

San Juan Unified
Summary of Available District Capacity

School Facility	District Capacity	Space Needed	Available Capacity
Grades TK-6	22,678	21,186	1,492
Grades 7-8	6,263	6,234	29
Grades 9-12	13,227	12,661	566
Totals	42,168	40,081	2,087

The District capacity of 42,168 is more than the space needed of 40,081, assuming the existing facilities remain in sufficient condition to maintain existing levels of service. The difference is 2,087 students.

Calculation of Development's Fiscal Impact on Schools

This section of the Study will demonstrate that a reasonable relationship exists between residential, commercial/industrial development and the need for adequate school facilities in the San Juan Unified School District. To the extent this relationship exists, the District is justified in levying developer fees as authorized by Education Code Section 17620.

School Facility Construction Costs

For the purposes of estimating the cost of building school facilities we have used the State School Building Program funding allowances. These amounts are shown in Table 9. In addition to the basic construction costs, there are site acquisition costs of $200,000 per acre and service-site, utilities, off-site and general site development costs which are also shown in Table 9.

Table 9

NEW CONSTRUCTION COSTS

Grade	Base Grant	Fire Alarms	Fire Sprinklers	Per Student Total
TK-6	$24,902	$30	$418	$25,350
7-8	$26,338	$40	$496	$26,874
9-12	$33,512	$68	$516	$34,096

Site Acreage Needs

Grade	Typical Acres	Average Students	Projected Unhoused Students	Equivalent Sites Needed	Site Acres Needed
TK-6	10	600	0	0.00	0.00
7-8	20	800	9	0.01	0.23
9-12	40	1,500	0	0.00	0.00
				TOTAL	**0.23**

General Site Development Allowance

Grade	Acres	Allowance/ Acre	Base Cost	% Allowance	Added Cost	Total Cost
TK-6	0.00	$40,532	$0	6%	$0	$0
7-8	0.23	$40,532	$9,322	6%	$14,512	$23,834
9-12	0.00	$40,532	$0	3.75%	$0	$0
Totals	**0.23**					**$23,834**

Site Acquisition & Development Summary

Grade	Acres To Be Bought	Land Cost/Acre	Total Land Cost	Site Development Cost/Acre	Site Dev. Cost	General Site Development	Total Site Development
TK-6	0.00	$200,000	$0	$267,920	$0	$0	$0
7-8	0.23	$200,000	$46,000	$252,060	$57,974	$23,834	$81,808
9-12	0.00	$200,000	$0	$293,931	$0	$0	$0
Totals	**0.23**		**$46,000**		**$57,974**	**$23,834**	**$81,808**

Note: The grant amounts used are twice those shown in the appendix to represent the full cost of the facility needs and not just the standard State funding share of 50%.

Reconstruction/Modernization Costs

In addition to any new facilities needed, there is also a need to reconstruct or modernize existing facilities in order to maintain the existing levels of service as students from new development continue to arrive in the District's facilities. In order to generate capacity, it may also be necessary to reopen closed school facilities. Such reopening often requires reconstruction in order to provide the District's existing level of service. For purposes of this report, the analysis of modernization/reconstruction includes the possible reopening and refurbishing of closed or unused school facilities.

California has made a significant investment in school facilities through grants provided to help extend the useful life of public schools. The State's largest funding source for public school modernization projects, the School Facilities Program (SFP), requires a minimum local funding contribution of 40% of SFP-eligible costs. The State may provide up to 60% of the eligible costs at those times that State funding is available. However, SFP modernization grants frequently, if not usually, fall short of providing 60% of the actual costs for major modernizations. In the best cases, developer fees can help meet the District's required 40% local share. In many cases, developer fees may be necessary to supplement both the State's and the school district's contribution to a project.

Buildings generate eligibility for State reconstruction/modernization funding once they reach an age of 25 years old for permanent buildings and 20 years old for portables.

The usable life of school facilities is an important consideration in determining district facility needs into the future. The specific time when the projected residential developments will be built cannot be precisely predicted. Some new homes may be immediately occupied by families with school aged children, while others may be immediately occupied who will have school-aged children in five to ten years. As a result of these variables, for each new home, the District must be prepared to house the students residing there for an extended period of time. Students generated by the next five years of development will need to be accommodated in District schools for a significant amount of time that could exceed twenty years. Thus, the District will need to ensure that it has facilities in place for future decades.

As evidenced by the State Building program's use of the criteria that buildings older than twenty-five years (and portables older than twenty years) are eligible for modernization funds, school buildings require reconstruction/modernization to remain in use for students beyond the initial twenty to twenty-five years of life of those buildings. To the extent that the

District has buildings older than twenty to twenty-five years old, the point will be reached without reconstruction/modernization that those buildings will no longer be able to provide the existing level of service to students, and may, in some circumstances, need to be closed entirely for health and safety reasons. However, because of the new development, reconstruction/modernization must occur in order to have available school housing for the new students from development.

The following table shows the District's eligibility for modernization/reconstruction funding in the State Building Program.

Table 10

Modernization Project Needs

	Eligible Modernization Grants			State	District	Project
School	**Elem**	**Middle**	**High**	**Funding**	**Share**	**Total**
Carriage Drive	455	0	0	$2,291,940	$1,527,960	$3,819,899
Grand Oaks	100	0	0	$560,615	$373,743	$934,358
Kenneth	383	0	0	$1,929,259	$1,286,173	$3,215,432
Leggette	50	0	0	$280,308	$186,872	$467,179
Mariposa	150	0	0	$784,031	$522,687	$1,306,718
Northridge	111	0	0	$580,183	$386,788	$966,971
Ottoman	388	0	0	$1,954,445	$1,302,963	$3,257,409
Sierra Oaks	100	0	0	$560,615	$373,743	$934,358
Sunrise	100	0	0	$560,615	$373,743	$934,358
Andrew Carnegie Middle	0	103	0	$568,455	$378,970	$947,425
Arden Middle	0	689	0	$3,664,391	$2,442,928	$6,107,319
Sylvan Middle	0	398	0	$2,116,731	$1,411,154	$3,527,885
Winston Churchill Middle	0	100	0	$592,010	$394,673	$986,683
Bella Vista High	0	0	213	$1,473,097	$982,065	$2,455,162
El Camino Fundamental H	0	0	1197	$8,278,392	$5,518,928	$13,797,320
Mira Loma High	0	0	1664	$11,508,141	$7,672,094	$19,180,235
San Juan High	0	0	428	$2,960,027	$1,973,351	$4,933,378
TOTALS	**1,837**	**1,290**	**3,502**	**$40,663,254**	**$27,108,836**	**$67,772,090**

The District prepared a Facility Master Plan in 2014 that identified $554,508,067 in "Facility Condition Improvement Projects" plus an additional $837,574,311 in "Master Plan Improvement Projects". The grand total facility needs identified were in excess of $2.4 billion. The identified facility needs exceed the eligibility for modernization projects in the State Building Program.

Table 11

New Development Share of Modernization Costs

Grade	Eligible Modernization Grants	New Development Students	$/Student	Amount
TK-6	1,837	130	$25,350	$3,295,500
7-8	1,290	29	$26,874	$779,346
9-12	3,502	95	$34,096	$3,239,120
Totals	**6,629**	**254**		**$7,313,966**

Includes students from new developments not housed in new facilities.
Amounts based on State OPSC budgets for new construction projects.

This data is used to show that there are significant needs within the school District to invest in its existing facilities. Without modernizing its schools, the District could be forced to begin closing some of its buildings and schools.

To accurately account for the amount of the modernization projects attributed to the impact of new developments, only the students from new developments that were not already housed in new facilities are included in the net needs for modernization projects. As can be seen in the charts, the net modernization needs due to new development impacts are much less than the total District modernization needs.

Impact of New Residential Development

This next table compares the development-related enrollment to the available district capacity for each grade level and then multiplies the unhoused students by the new school construction costs to determine the total school facility costs related to the impact of new residential housing developments.

In addition, the State provides that new construction projects can include the costs for site acquisition and development, including appraisals, surveys and title reports. The District needs to acquire 0.23 acres to meet the needs of the unhoused students projected from the new developments. Therefore, the costs for site acquisition and development of the land have been included in the total impacts due to new development.

Finally, the modernization needs are included for the students not housed in new facilities but who would be housed in existing facilities that are eligible for and need to be modernized

to provide adequate housing and to maintain the existing level of service for the students generated by development.

Table 12

San Juan Unified
Summary of Residential Impact

School Facility	Development Projection	Available Space	Net Unhoused	Construction Cost Per Student	Total Facility Costs
Elementary	130	1,492	0	$25,350	$0
Middle	38	29	9	$26,874	$241,866
High & Cont.	95	566	0	$34,096	$0
Site Purchase: 0.23 acres					$46,000
Site Development:					$81,808
			New Construction Needs:		**$369,674**
			Modernization Needs:		**$7,313,966**
			TOTAL NEEDS:		**$7,683,640**
			Average cost per student:		**$29,215**
			Total Residential Sq Ft:		**1,721,980**
			Residential Fee Justified:		**$4.46**

The total need for school facilities based solely on the impact of the 740 new housing units projected over the next five years totals $7,683,640. To determine the impact per square foot of residential development, this amount is divided by the total square feet of the projected developments. As calculated from the historic Developer Fee Permits, the average size home built has averaged 2,327 square feet. The total area for 740 new homes would therefore be 1,721,980 square feet. The total residential fee needed to be able to collect $7,683,640 would be **$4.46** per square foot.

Impact of Other Residential Development

In addition to new residential development projects that typically include new single family homes and new multi-family units, the District can also be impacted by additional types of new development projects. These include but are not limited to redevelopment projects,

additions to existing housing units, and replacement of existing housing units with new housing units.

These development projects are still residential projects and therefore it is reasonable to assume they would have the same monetary impacts per square foot as the new residential development projects. However, the net impact is reduced due to the fact that there was a previous residential building in its place. Therefore, the development impact fees should only be charged for other residential developments if the new building(s) exceed the square footage area of the previous building(s). If the new building is larger than the existing building, then it is reasonable to assume that additional students could be generated by the project. The project would only pay for the development impact fees for the net increase in assessable space generated by the development project. Education Code allows for an exemption from development impacts fees for any additions to existing residential structures that are 500 square feet or less. As of January 1, 2020, ADU's (accessory dwelling units) are only charged if they are 750 square feet or larger according to Senate Bill 13.

Pursuant to the above, in situations where there is no increase in square footage of the replacement development, if student yield rates of the replacement development are equal to or less than the student yield rates of the preexisting development, then there are no additional students and therefore no fee may be charged on the replacement development. In contrast, if one or more of the student yield rates of the replacement development is greater than the student yield rates of the preexisting development, then there are additional students and cost impacts, and therefore a fee may be charged on the replacement development.

Impact of Commercial/Industrial Development

There is a correlation between the growth of commercial/industrial firms/facilities within a community and the generation of school students within most business service areas. Fees for commercial/industrial can only be imposed if the residential fees will not fully mitigate the cost of providing school facilities to students from new development.

The approach utilized in this section is to apply statutory standards, U.S. Census employment statistics, and local statistics to determine the impact of future commercial/industrial development projects on the District. Many of the factors used in this analysis were taken from the U.S. Census, which remains the most complete and authoritative source of information on the community in addition to the "1990 SanDAG Traffic Generators Report".

Employees per Square Foot of Commercial Development

Results from a survey published by the San Diego Association of Governments "1990 San DAG Traffic Generators" are used to establish numbers of employees per square foot of building area to be anticipated in new commercial or industrial development projects. The average number of workers per 1,000 square feet of area ranges from 0.06 for Rental Self Storage to 4.79 for Standard Commercial Offices. The generation factors from that report are shown in the following table.

Table 13

Commercial/Industrial Category	Average Square Foot Per Employee	Employees Per Average Square Foot
Banks	354	0.00283
Community Shopping Centers	652	0.00153
Neighborhood Shopping Centers	369	0.00271
Industrial Business Parks	284	0.00352
Industrial Parks	742	0.00135
Rental Self Storage	15541	0.00006
Scientific Research & Development	329	0.00304
Lodging	882	0.00113
Standard Commercial Office	209	0.00479
Large High Rise Commercial Office	232	0.00431
Corporate Offices	372	0.00269
Medical Offices	234	0.00427

Source: 1990 SanDAG Traffic Generators report

Students per Employee

The number of students per employee is determined by using the 2008-2012 American Community Survey 5-Year Estimates and the 2010 QT-H1 Summary File for the District. There were 141,203 employees and 132,228 homes in the District. This represents a ratio of 1.0679 employees per home.

There were 47,116 school age children attending the District in 2010. This is a ratio of 0.3337 students per employee. This ratio, however, must be reduced by including only the percentage of employees that worked in their community of residence (23.4%), because only those employees living in the District will impact the District's school facilities with their children. The net ratio of students per employee in the District is 0.0781.

School Facilities Cost per Student

Facility costs for housing commercially generated students are the same as those used for residential construction. The cost factors used to assess the impact from commercial development projects are contained in Table 12.

Residential Offset

When additional employees are generated in the District as a result of new or replacement commercial/industrial development, fees will also be charged on the residential units necessary to provide housing for the employees living in the District. To prevent a commercial or industrial development from paying for the portion of the impact that will be covered by the residential fee, this amount has been calculated and deducted from each category. The residential offset amount is calculated by multiplying the following factors together and dividing by 1,000 (to convert from cost per 1,000 square feet to cost per square foot).

- Employees per 1,000 square feet (varies from a low of 0.06 for rental self storage to a high of 4.79 for office building).
- Percentage of employees that worked in their community of residence (23.4 percent).
- Housing units per employee (0.9364). This was derived from the 2008-2012 ACS 5 Year Estimates data for the District, which indicates there were 141,203 employees, and 132,228 housing units.
- Percentage of employees that will occupy new housing units (75 percent).
- Average square feet per dwelling unit (2,327).
- Residential fee charged by the District ($4.08 per square foot).
- Average cost per student was determined in Table 12.

The following table shows the calculation of the school facility costs generated by a square foot of new commercial/industrial development for each category of development.

Table 14

San Juan Unified

Summary of Commercial and Industrial Uses

Type	Employees per 1,000 Sq. Ft.	Students per Employee	Students per 1,000 Sq. Ft.	Average Cost per Student	Cost per Sq. Ft.	Residential offset per Sq. Ft.	Net Cost per Sq. Ft.
Banks	2.83	0.0781	0.221	$29,215	$6.46	$4.42	$2.04
Community Shopping Centers	1.53	0.0781	0.119	$29,215	$3.49	$2.39	$1.10
Neighborhood Shopping Centers	2.71	0.0781	0.212	$29,215	$6.18	$4.23	$1.95
Industrial Business Parks	3.52	0.0781	0.275	$29,215	$8.03	$5.49	$2.54
Industrial Parks	1.35	0.0781	0.105	$29,215	$3.08	$2.11	$0.97
Rental Self Storage	0.06	0.0781	0.005	$29,215	$0.14	$0.09	$0.04
Scientific Research & Development	3.04	0.0781	0.237	$29,215	$6.93	$4.74	$2.19
Lodging	1.13	0.0781	0.088	$29,215	$2.58	$1.76	$0.81
Standard Commercial Office	4.79	0.0781	0.374	$29,215	$10.93	$7.47	$3.45
Large High Rise Commercial Office	4.31	0.0781	0.337	$29,215	$9.83	$6.72	$3.11
Corporate Offices	2.69	0.0781	0.210	$29,215	$6.14	$4.20	$1.94
Medical Offices	4.27	0.0781	0.333	$29,215	$9.74	$6.66	$3.08

*Based on 1990 SanDAG Traffic Generator Report

Net Cost per Square Foot

Since the State Maximum Fee is now $0.66 for commercial/industrial construction, the District is justified in collecting the maximum fee for all categories with the exception of Rental Self Storage. The District can only justify collection of $0.04 per square foot of Rental Self Storage construction.

Impact of Replacement/Reconstruction Projects

This section provides clarification for the process of charging fees for projects that consist of replacement of existing structures with new buildings.

Residential to Residential: When a residential building is replaced with a residential building, the regulations state that the school impact fees will only be charged for the net increase in area if the net increase is greater than 500 square feet, except when such replacement is considered an accessory dwelling unit (ADU) then the net increase must be greater than 750 square feet.

Commercial to Commercial: When a commercial building is replaced with a commercial building, the impact fees charged will be for the net increase in building area and when such increase is linked to an increase in students generated by the replacement development compared to the preexisting development. Fees may also be charged when there is no net increase in building area but there is an increase in the students to be generated by the replacement development when compared to the preexisting development. In order for the new building to get credit for the area of the existing building to be demolished, it needs to be in existence when the building permit for the replacement building is issued.

Table 14 illustrates the students generated per 1,000 square feet by the various types of commercial developments. When one type of development is being replaced by a type that generates more students, then there is an increase in students generated that results in the justification of development fees for the projects impact on schools. By comparing the net cost impacts between the two types of construction as shown in the table, then the difference between the two rates is the net increase in impact. That amount would be the fee that would be charged for commercial replacement projects with a not to exceed amount of $0.66 which is the current maximum commercial rate.

Commercial to Residential: When a commercial building is replaced with residential construction, the school impact fees should be an amount equal to the difference between the

current residential and current commercial rates for up to the total area of the existing commercial building(s). Any construction area that exceeds the area of the existing buildings will be subject to the standard residential fees. This process gives a credit for the school impacts of the commercial buildings. The net school impact fees paid will address the increased impact of residential construction as compared to commercial construction. The net charge for conversion of commercial space to residential space is $4.08 (residential) - $0.66 (commercial) = **$3.42** per square foot. This same impact fee process is charged when senior housing complexes (which are charged commercial rates) are converted to standard residential units.

Residential to Commercial: When a residential building is replaced with a commercial building, no impact fees may be charged unless the students generated by the replacement development is shown to be greater than the preexisting development. In order for the new building to get credit for the area of the existing building to be demolished, it needs to be in existence when the building permit for the replacement building is issued

Each of these specific situations result in the collection of development impact fees in order to address the net increase in impacts on school district facilities as a result of the development project. The methodology the District would use to justify the imposition of fees on replacement developments is illustrated in Appendix G to this Study. Where replacement projects do not fall into any of the categories identified in this Study, those projects will be evaluated on a case-by-case basis.

Verifying the Sufficiency of the Development Impact

Education Code Section 17620 requires districts to find that fee revenues will not exceed the cost of providing school facilities to the students generated by the development paying the fees. This section shows that the fee revenues do not exceed the impact of the new development.

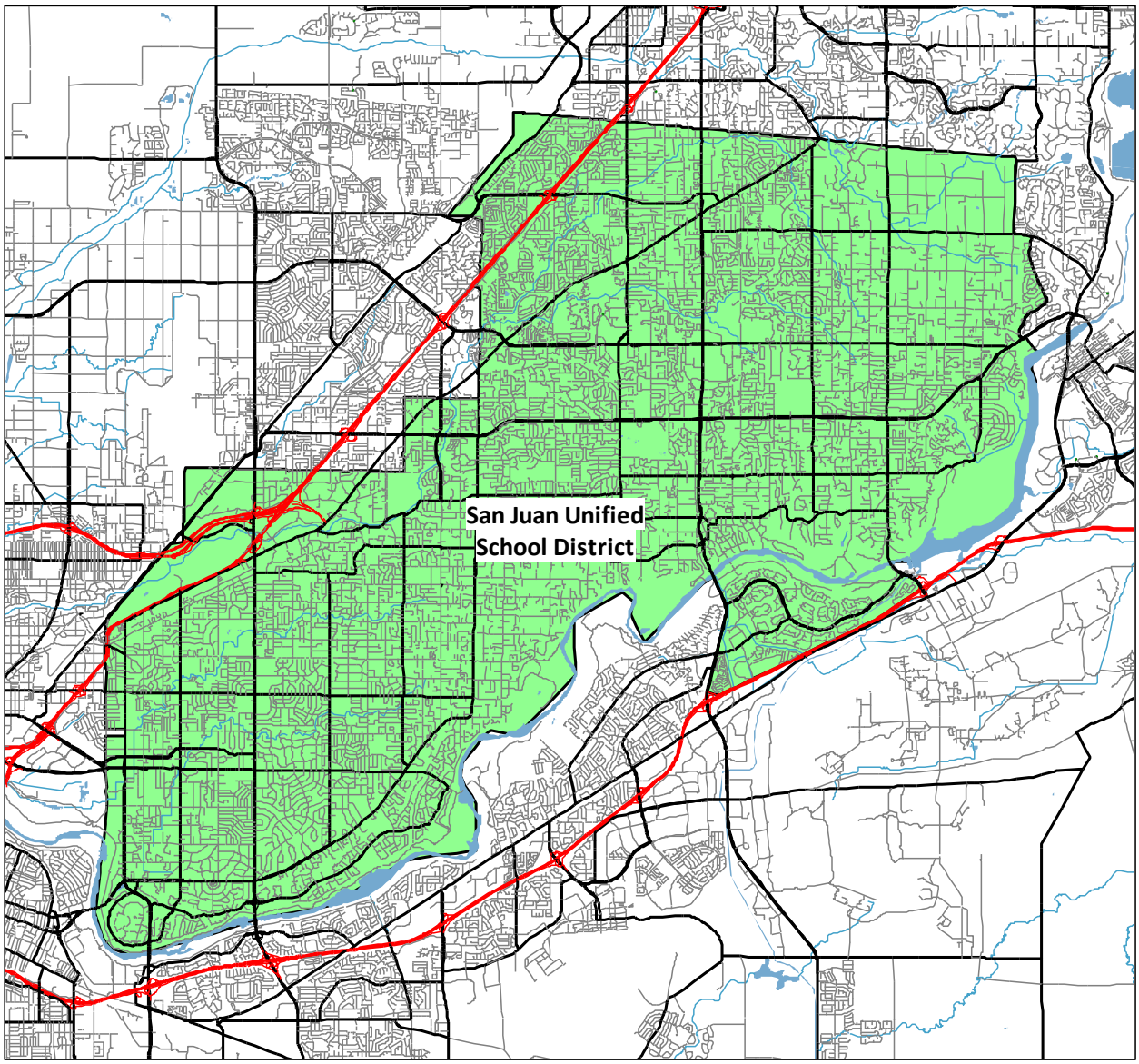
The total need for school facilities resulting from new development totals $7,683,640. The amount the District would collect over the five year period at the maximum rate of $4.08 for residential and $0.66 for commercial/industrial development would be as follows:

$4.08 x 740 homes x 2,327 sq ft per home = $7,025,678 for Residential
$0.66 x 139,600 sq ft per year x 5 years = $460,680 for Commercial/Industrial
Total projected 5 year income: $7,486,358

The estimated income is less than the projected facility needs due to the impact of new development projects.

District Map

The following map shows the extent of the areas for which development fees are applicable to the San Juan Unified School District.



Conclusion

Based on the data contained in this Study, it is found that a reasonable relationship exists between residential, commercial/industrial development and the need for school facilities in the San Juan Unified School District. The following three nexus tests required to show justification for levying fees have been met:

Burden Nexus: New and replacement residential development will generate an average of 0.3563 TK-12 grade students per unit. Because the District does not have adequate facilities for all the students generated by new or replacement developments, the District will need to build additional facilities and/or modernize/reconstruct the existing facilities in order to maintain the existing level of services in which the new students will be housed.

Cost Nexus: The cost to provide new and reconstructed facilities is an average of $4.46 per square foot of residential development. Each square foot of residential development will generate $4.08 in developer fees resulting in a shortfall of $0.38 per square foot.

Benefit Nexus: The developer fees to be collected by the San Juan Unified School District will be used for the provision of additional and reconstructed or modernized school facilities. This will benefit the students to be generated by new and replacement development by providing them with adequate educational school facilities.

The District's planned use of the fees received from development impacts will include the following types of projects, each of which will benefit students from new developments.

1) New Schools: When there is enough development activity occurring in a single area, the District will build a new school to house the students from new developments.

2) Additions to Existing Schools: When infill development occurs, the District will accommodate students at existing schools by building needed classrooms and/or support facilities such as cafeterias, restrooms, gyms and libraries as needed to increase the school capacity. Schools may also need upgrades of the technology and tele-communication systems to be able to increase their capacity.

3) Portable Replacement Projects: Some of the District's capacity is in temporary portables and therefore may not be included in the State's capacity calculations. These portables can be replaced with new permanent or modular classrooms to provide adequate space for students from new developments. These projects result in an increase to the facility capacity according to State standards. In addition, old portables that have reached the end of their life expectancy, will need to be replaced to maintain the existing level of service. These types of projects are considered modernization projects in the State Building Program. If development impacts did not exist, the old portables could be removed.

4) Modernization/Upgrade Projects: In many cases, students from new developments are not located in areas where new schools are planned to be built. The District plans to modernize or upgrade older schools to be equivalent to new schools so students will be housed in equitable facilities to those students housed in new schools. These projects may include updates to the building structures to meet current building standards, along with upgrades to the current fire and safety standards and any access compliance standards.

The reasonable relationship identified by these findings provides the required justification for the San Juan Unified School District to levy the maximum fees of **$4.08** per square foot for residential construction and **$0.66** per square foot for commercial/industrial construction, except for Rental Self Storage facilities in which a fee of **$0.04** per square foot is justified as authorized by Education Code Section 17620.

Appendices

2020 Developer Fee Justification Study

San Juan Unified School District

SCHOOL DISTRICT	FIVE DIGIT DISTRICT CODE NUMBER (*see California Public School Directory*)
San Juan Unified	67447
COUNTY	**HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (*if applicable*)**
Sacramento	

Check one: ☑ Fifth-Year Enrollment Projection ☐ Tenth-Year Enrollment Projection

HSAA Districts Only - Check one: ☐ Attendance ☐ Residency

☐ Residency - COS Districts Only - (Fifth Year Projection Only)

☐ Modified Weighting (Fifth-Year Projection Only)

☐ Alternate Weighting - (Fill in boxes to the right):

3rd Prev. to 2nd Prev.	2nd Prev. to Prev.	Previous to Current

Part G. Number of New Dwelling Units (Fifth-Year Projection Only): 740

Part H. District Student Yield Factor (Fifth-Year Projection Only): .3563

Part A. K-12 Pupil Data

	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
Grade	/	/	/	/	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020
K					3146	3124	3129	3094
1					2945	2942	2899	2902
2					2760	3018	2961	2889
3					2997	2814	3000	2944
4					3040	3078	2835	2988
5					3138	3044	3054	2798
6					3010	3166	3024	3005
7					2979	3043	3136	3023
8					3082	3022	3098	3120
9					3309	3299	3311	3277
10					3119	3201	3163	3230
11					2993	3004	3075	3018
12					3206	3050	3094	3136
TOTAL					**39724**	**39805**	**39779**	**39424**

Part I. Projected Enrollment

1. Fifth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-6	7-8	9-12	TOTAL
20163	5779	12213	**38155**

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe	0	0	**0**
Severe	0	0	**0**
TOTAL	0	0	

2. Tenth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-6	7-8	9-12	TOTAL

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe			
Severe			
TOTAL			

Part B. Pupils Attending Schools Chartered By Another District

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
				0	0	0	0

Part C. Continuation High School Pupils - (Districts Only)

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
9					0	0	0	0
10					0	0	0	0
11					0	0	0	0
12					0	0	0	0
TOTAL					**0**	**0**	**0**	**0**

Part D. Special Day Class Pupils - (Districts or County Superintendent of Schools)

	Elementary	Secondary	TOTAL
Non-Severe	0	0	**0**
Severe	0	0	**0**
TOTAL	0	0	

Part E. Special Day Class Pupils - (County Superintendent of Schools Only)

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
/	/	/	/	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020

Part F. Birth Data - (Fifth-Year Projection Only)

☐ County Birth Data ☐ Birth Data by District ZIP Codes ☐ Estimate ☐ Estimate ☐ Estimate

8th Prev.	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current

I certify, as the District Representative, that the information reported on this form and, when applicable, the High School Attendance Area Residency Reporting Worksheet attached, is true and correct and that:

• I am designated as an authorized district representative by the governing board of the district.

• If the district is requesting an augmentation in the enrollment projection pursuant to Regulation Section 1859.42.1 (a), the local planning commission or approval authority has approved the tentative subdivision map used for augmentation of the enrollment and the district has identified dwelling units in that map to be contracted. All subdivision maps used for augmentation of enrollment are available at the district for review by the Office of Public School Construction (OPSC).

• This form is an exact duplicate (verbatim) of the form provided by the Office of Public School Construction. In the event a conflict should exist, then the language in the OPSC form will prevail.

NAME OF DISTRICT REPRESENTATIVE (PRINT OR TYPE)

SIGNATURE OF DISTRICT REPRESENTATIVE

DATE	TELEPHONE NUMBER

E-MAIL ADDRESS

QT-H1

General Housing Characteristics: 2010

2010 Census Summary File 1

NOTE: For information on confidentiality protection, nonsampling error, and definitions, see http://www.census.gov/prod/cen2010/doc/sf1.pdf.

Geography: San Juan Unified School District, California

Subject	Number	Percent
OCCUPANCY STATUS		
Total housing units	144,476	100.0
Occupied housing units	133,554	92.4
Vacant housing units	10,922	7.6
TENURE		
Occupied housing units	133,554	100.0
Owner occupied	75,969	56.9
Owned with a mortgage or loan	56,140	42.0
Owned free and clear	19,829	14.8
Renter occupied	57,585	43.1
VACANCY STATUS		
Vacant housing units	10,922	100.0
For rent	6,276	57.5
Rented, not occupied	252	2.3
For sale only	1,721	15.8
Sold, not occupied	296	2.7
For seasonal, recreational, or occasional use	486	4.4
For migratory workers	0	0.0
Other vacant	1,891	17.3
TENURE BY HISPANIC OR LATINO ORIGIN OF HOUSEHOLDER BY RACE OF HOUSEHOLDER		
Occupied housing units	133,554	100.0
Owner-occupied housing units	75,969	56.9
Not Hispanic or Latino householder	71,049	53.2
White alone householder	65,192	48.8
Black or African American alone householder	1,032	0.8
American Indian and Alaska Native alone householder	345	0.3
Asian alone householder	2,905	2.2
Native Hawaiian and Other Pacific Islander alone householder	117	0.1
Some Other Race alone householder	103	0.1
Two or More Races householder	1,355	1.0
Hispanic or Latino householder	4,920	3.7
White alone householder	3,208	2.4
Black or African American alone householder	34	0.0
American Indian and Alaska Native alone householder	113	0.1
Asian alone householder	62	0.0
Native Hawaiian and Other Pacific Islander alone householder	13	0.0
Some Other Race alone householder	1,137	0.9

Subject	Number	Percent
Two or More Races householder	353	0.3
Renter-occupied housing units	57,585	43.1
Not Hispanic or Latino householder	48,968	36.7
White alone householder	38,132	28.6
Black or African American alone householder	5,250	3.9
American Indian and Alaska Native alone householder	489	0.4
Asian alone householder	2,606	2.0
Native Hawaiian and Other Pacific Islander alone householder	311	0.2
Some Other Race alone householder	115	0.1
Two or More Races householder	2,065	1.5
Hispanic or Latino householder	8,617	6.5
White alone householder	3,692	2.8
Black or African American alone householder	210	0.2
American Indian and Alaska Native alone householder	234	0.2
Asian alone householder	91	0.1
Native Hawaiian and Other Pacific Islander alone householder	24	0.0
Some Other Race alone householder	3,580	2.7
Two or More Races householder	786	0.6

X Not applicable.

Source: U.S. Census Bureau, 2010 Census.

Summary File 1, Tables H3, H4, H5, and HCT1.

DP04

SELECTED HOUSING CHARACTERISTICS

2008-2012 American Community Survey 5-Year Estimates

Supporting documentation on code lists, subject definitions, data accuracy, and statistical testing can be found on the American Community Survey website in the Data and Documentation section.

Sample size and data quality measures (including coverage rates, allocation rates, and response rates) can be found on the American Community Survey website in the Methodology section.

Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, it is the Census Bureau's Population Estimates Program that produces and disseminates the official estimates of the population for the nation, states, counties, cities and towns and estimates of housing units for states and counties.

Subject	San Juan Unified School District, California			
	Estimate	Margin of Error	Percent	Percent Margin of Error
HOUSING OCCUPANCY				
Total housing units	142,948	+/-1,011	142,948	(X)
Occupied housing units	132,228	+/-1,042	92.5%	+/-0.5
Vacant housing units	10,720	+/-722	7.5%	+/-0.5
Homeowner vacancy rate	1.8	+/-0.4	(X)	(X)
Rental vacancy rate	8.4	+/-0.8	(X)	(X)
UNITS IN STRUCTURE				
Total housing units	142,948	+/-1,011	142,948	(X)
1-unit, detached	81,084	+/-1,121	56.7%	+/-0.7
1-unit, attached	11,588	+/-623	8.1%	+/-0.4
2 units	3,498	+/-394	2.4%	+/-0.3
3 or 4 units	10,299	+/-771	7.2%	+/-0.5
5 to 9 units	10,401	+/-716	7.3%	+/-0.5
10 to 19 units	8,431	+/-677	5.9%	+/-0.5
20 or more units	14,460	+/-793	10.1%	+/-0.5
Mobile home	3,038	+/-265	2.1%	+/-0.2
Boat, RV, van, etc.	149	+/-86	0.1%	+/-0.1
YEAR STRUCTURE BUILT				
Total housing units	142,948	+/-1,011	142,948	(X)
Built 2010 or later	229	+/-111	0.2%	+/-0.1
Built 2000 to 2009	5,666	+/-540	4.0%	+/-0.4
Built 1990 to 1999	10,605	+/-642	7.4%	+/-0.4
Built 1980 to 1989	24,161	+/-896	16.9%	+/-0.6
Built 1970 to 1979	42,252	+/-1,004	29.6%	+/-0.7
Built 1960 to 1969	25,111	+/-900	17.6%	+/-0.6
Built 1950 to 1959	27,110	+/-1,129	19.0%	+/-0.8
Built 1940 to 1949	5,582	+/-480	3.9%	+/-0.3
Built 1939 or earlier	2,232	+/-342	1.6%	+/-0.2
ROOMS				
Total housing units	142,948	+/-1,011	142,948	(X)

Subject	San Juan Unified School District, California			
	Estimate	Margin of Error	Percent	Percent Margin of Error
1 room	1,604	+/-313	1.1%	+/-0.2
2 rooms	4,117	+/-490	2.9%	+/-0.3
3 rooms	17,126	+/-777	12.0%	+/-0.5
4 rooms	26,442	+/-999	18.5%	+/-0.7
5 rooms	28,875	+/-1,083	20.2%	+/-0.7
6 rooms	26,497	+/-912	18.5%	+/-0.6
7 rooms	17,938	+/-761	12.5%	+/-0.5
8 rooms	11,003	+/-652	7.7%	+/-0.5
9 rooms or more	9,346	+/-588	6.5%	+/-0.4
Median rooms	5.3	+/-0.1	(X)	(X)
BEDROOMS				
Total housing units	142,948	+/-1,011	142,948	(X)
No bedroom	1,794	+/-326	1.3%	+/-0.2
1 bedroom	21,083	+/-792	14.7%	+/-0.6
2 bedrooms	38,364	+/-1,246	26.8%	+/-0.8
3 bedrooms	54,452	+/-1,274	38.1%	+/-0.8
4 bedrooms	22,830	+/-937	16.0%	+/-0.7
5 or more bedrooms	4,425	+/-419	3.1%	+/-0.3
HOUSING TENURE				
Occupied housing units	132,228	+/-1,042	132,228	(X)
Owner-occupied	75,827	+/-1,106	57.3%	+/-0.7
Renter-occupied	56,401	+/-1,052	42.7%	+/-0.7
Average household size of owner-occupied unit	2.45	+/-0.03	(X)	(X)
Average household size of renter-occupied unit	2.34	+/-0.04	(X)	(X)
YEAR HOUSEHOLDER MOVED INTO UNIT				
Occupied housing units	132,228	+/-1,042	132,228	(X)
Moved in 2010 or later	17,993	+/-762	13.6%	+/-0.6
Moved in 2000 to 2009	65,604	+/-1,175	49.6%	+/-0.7
Moved in 1990 to 1999	21,626	+/-912	16.4%	+/-0.7
Moved in 1980 to 1989	12,184	+/-582	9.2%	+/-0.4
Moved in 1970 to 1979	8,946	+/-512	6.8%	+/-0.4
Moved in 1969 or earlier	5,875	+/-439	4.4%	+/-0.3
VEHICLES AVAILABLE				
Occupied housing units	132,228	+/-1,042	132,228	(X)
No vehicles available	9,989	+/-601	7.6%	+/-0.5
1 vehicle available	49,557	+/-1,141	37.5%	+/-0.7
2 vehicles available	47,839	+/-1,101	36.2%	+/-0.8
3 or more vehicles available	24,843	+/-791	18.8%	+/-0.6
HOUSE HEATING FUEL				
Occupied housing units	132,228	+/-1,042	132,228	(X)
Utility gas	81,460	+/-1,258	61.6%	+/-0.9
Bottled, tank, or LP gas	1,274	+/-194	1.0%	+/-0.1
Electricity	47,546	+/-1,211	36.0%	+/-0.9
Fuel oil, kerosene, etc.	58	+/-42	0.0%	+/-0.1
Coal or coke	17	+/-22	0.0%	+/-0.1
Wood	1,083	+/-186	0.8%	+/-0.1
Solar energy	12	+/-19	0.0%	+/-0.1
Other fuel	71	+/-48	0.1%	+/-0.1
No fuel used	707	+/-189	0.5%	+/-0.1
SELECTED CHARACTERISTICS				
Occupied housing units	132,228	+/-1,042	132,228	(X)
Lacking complete plumbing facilities	594	+/-230	0.4%	+/-0.2

Subject	San Juan Unified School District, California			
	Estimate	Margin of Error	Percent	Percent Margin of Error
Lacking complete kitchen facilities	967	+/-224	0.7%	+/-0.2
No telephone service available	2,402	+/-381	1.8%	+/-0.3
OCCUPANTS PER ROOM				
Occupied housing units	132,228	+/-1,042	132,228	(X)
1.00 or less	128,243	+/-1,219	97.0%	+/-0.3
1.01 to 1.50	3,043	+/-415	2.3%	+/-0.3
1.51 or more	942	+/-257	0.7%	+/-0.2
VALUE				
Owner-occupied units	75,827	+/-1,106	75,827	(X)
Less than $50,000	3,347	+/-269	4.4%	+/-0.3
$50,000 to $99,999	2,100	+/-254	2.8%	+/-0.3
$100,000 to $149,999	5,352	+/-494	7.1%	+/-0.6
$150,000 to $199,999	10,341	+/-565	13.6%	+/-0.7
$200,000 to $299,999	21,356	+/-926	28.2%	+/-1.1
$300,000 to $499,999	22,570	+/-850	29.8%	+/-1.0
$500,000 to $999,999	9,464	+/-476	12.5%	+/-0.7
$1,000,000 or more	1,297	+/-216	1.7%	+/-0.3
Median (dollars)	276,900	+/-3,307	(X)	(X)
MORTGAGE STATUS				
Owner-occupied units	75,827	+/-1,106	75,827	(X)
Housing units with a mortgage	54,442	+/-1,154	71.8%	+/-1.0
Housing units without a mortgage	21,385	+/-767	28.2%	+/-1.0
SELECTED MONTHLY OWNER COSTS (SMOC)				
Housing units with a mortgage	54,442	+/-1,154	54,442	(X)
Less than $300	72	+/-45	0.1%	+/-0.1
$300 to $499	408	+/-135	0.7%	+/-0.2
$500 to $699	979	+/-174	1.8%	+/-0.3
$700 to $999	2,880	+/-343	5.3%	+/-0.6
$1,000 to $1,499	10,666	+/-624	19.6%	+/-1.2
$1,500 to $1,999	13,220	+/-758	24.3%	+/-1.2
$2,000 or more	26,217	+/-953	48.2%	+/-1.5
Median (dollars)	1,961	+/-31	(X)	(X)
Housing units without a mortgage	21,385	+/-767	21,385	(X)
Less than $100	251	+/-87	1.2%	+/-0.4
$100 to $199	830	+/-162	3.9%	+/-0.7
$200 to $299	2,858	+/-328	13.4%	+/-1.5
$300 to $399	4,168	+/-406	19.5%	+/-1.7
$400 or more	13,278	+/-628	62.1%	+/-2.0
Median (dollars)	467	+/-10	(X)	(X)
SELECTED MONTHLY OWNER COSTS AS A PERCENTAGE OF HOUSEHOLD INCOME (SMOCAPI)				
Housing units with a mortgage (excluding units where SMOCAPI cannot be computed)	54,201	+/-1,135	54,201	(X)
Less than 20.0 percent	14,744	+/-666	27.2%	+/-1.1
20.0 to 24.9 percent	8,121	+/-540	15.0%	+/-1.0
25.0 to 29.9 percent	7,332	+/-548	13.5%	+/-1.0
30.0 to 34.9 percent	6,061	+/-571	11.2%	+/-1.0
35.0 percent or more	17,943	+/-953	33.1%	+/-1.5
Not computed	241	+/-95	(X)	(X)
Housing unit without a mortgage (excluding units where SMOCAPI cannot be computed)	21,230	+/-751	21,230	(X)
Less than 10.0 percent	10,250	+/-529	48.3%	+/-2.1

Subject	San Juan Unified School District, California			
	Estimate	Margin of Error	Percent	Percent Margin of Error
10.0 to 14.9 percent	4,128	+/-339	19.4%	+/-1.5
15.0 to 19.9 percent	2,108	+/-286	9.9%	+/-1.3
20.0 to 24.9 percent	1,198	+/-230	5.6%	+/-1.1
25.0 to 29.9 percent	789	+/-161	3.7%	+/-0.7
30.0 to 34.9 percent	615	+/-150	2.9%	+/-0.7
35.0 percent or more	2,142	+/-286	10.1%	+/-1.2
Not computed	155	+/-103	(X)	(X)
GROSS RENT				
Occupied units paying rent	54,890	+/-1,105	54,890	(X)
Less than $200	228	+/-103	0.4%	+/-0.2
$200 to $299	632	+/-147	1.2%	+/-0.3
$300 to $499	1,201	+/-228	2.2%	+/-0.4
$500 to $749	8,731	+/-604	15.9%	+/-1.0
$750 to $999	19,571	+/-859	35.7%	+/-1.4
$1,000 to $1,499	17,076	+/-906	31.1%	+/-1.5
$1,500 or more	7,451	+/-527	13.6%	+/-0.9
Median (dollars)	958	+/-11	(X)	(X)
No rent paid	1,511	+/-316	(X)	(X)
GROSS RENT AS A PERCENTAGE OF HOUSEHOLD INCOME (GRAPI)				
Occupied units paying rent (excluding units where GRAPI cannot be computed)	54,092	+/-1,113	54,092	(X)
Less than 15.0 percent	4,359	+/-450	8.1%	+/-0.8
15.0 to 19.9 percent	5,737	+/-488	10.6%	+/-0.9
20.0 to 24.9 percent	6,398	+/-547	11.8%	+/-1.0
25.0 to 29.9 percent	6,938	+/-600	12.8%	+/-1.1
30.0 to 34.9 percent	5,579	+/-545	10.3%	+/-1.0
35.0 percent or more	25,081	+/-961	46.4%	+/-1.4
Not computed	2,309	+/-373	(X)	(X)

Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate arising from sampling variability is represented through the use of a margin of error. The value shown here is the 90 percent margin of error. The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of error and the estimate plus the margin of error (the lower and upper confidence bounds) contains the true value. In addition to sampling variability, the ACS estimates are subject to nonsampling error (for a discussion of nonsampling variability, see Accuracy of the Data). The effect of nonsampling error is not represented in these tables.

The median gross rent excludes no cash renters.

In prior years, the universe included all owner-occupied units with a mortgage. It is now restricted to include only those units where SMOCAPI is computed, that is, SMOC and household income are valid values.

In prior years, the universe included all owner-occupied units without a mortgage. It is now restricted to include only those units where SMOCAPI is computed, that is, SMOC and household income are valid values.

In prior years, the universe included all renter-occupied units. It is now restricted to include only those units where GRAPI is computed, that is, gross rent and household Income are valid values.

The 2007, 2008, 2009, 2010, 2011, and 2012 plumbing data for Puerto Rico will not be shown. Research indicates that the questions on plumbing facilities that were introduced in 2008 in the stateside American Community Survey and the 2008 Puerto Rico Community Survey may not have been appropriate for Puerto Rico.

Median calculations for base table sourcing VAL, MHC, SMOC, and TAX should exclude zero values.

Telephone service data are not available for certain geographic areas due to problems with data collection. See Errata Note #93 for details.

While the 2008-2012 American Community Survey (ACS) data generally reflect the December 2009 Office of Management and Budget (OMB) definitions of metropolitan and micropolitan statistical areas; in certain instances the names, codes, and boundaries of the principal cities shown in ACS tables may differ from the OMB definitions due to differences in the effective dates of the geographic entities.

Estimates of urban and rural population, housing units, and characteristics reflect boundaries of urban areas defined based on Census 2000 data. Boundaries for urban areas have not been updated since Census 2000. As a result, data for urban and rural areas from the ACS do not necessarily reflect the results of ongoing urbanization.

Source: U.S. Census Bureau, 2008-2012 American Community Survey

Explanation of Symbols:

1. An '**' entry in the margin of error column indicates that either no sample observations or too few sample observations were available to compute a standard error and thus the margin of error. A statistical test is not appropriate.
2. An '-' entry in the estimate column indicates that either no sample observations or too few sample observations were available to compute an estimate, or a ratio of medians cannot be calculated because one or both of the median estimates falls in the lowest interval or upper interval of an open-ended distribution.
3. An '-' following a median estimate means the median falls in the lowest interval of an open-ended distribution.
4. An '+' following a median estimate means the median falls in the upper interval of an open-ended distribution.
5. An '***' entry in the margin of error column indicates that the median falls in the lowest interval or upper interval of an open-ended distribution. A statistical test is not appropriate.
6. An '*****' entry in the margin of error column indicates that the estimate is controlled. A statistical test for sampling variability is not appropriate.
7. An 'N' entry in the estimate and margin of error columns indicates that data for this geographic area cannot be displayed because the number of sample cases is too small.
8. An '(X)' means that the estimate is not applicable or not available.

S0802

MEANS OF TRANSPORTATION TO WORK BY SELECTED CHARACTERISTICS

2008-2012 American Community Survey 5-Year Estimates

Supporting documentation on code lists, subject definitions, data accuracy, and statistical testing can be found on the American Community Survey website in the Data and Documentation section.

Sample size and data quality measures (including coverage rates, allocation rates, and response rates) can be found on the American Community Survey website in the Methodology section.

Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, it is the Census Bureau's Population Estimates Program that produces and disseminates the official estimates of the population for the nation, states, counties, cities and towns and estimates of housing units for states and counties.

Subject	San Juan Unified School District, California				
	Total		Car, truck, or van -- drove alone		Car, truck, or van -- carpooled
	Estimate	Margin of Error	Estimate	Margin of Error	Estimate
Workers 16 years and over	141,203	+/-2,187	110,236	+/-2,056	14,219
AGE					
16 to 19 years	3.1%	+/-0.4	2.7%	+/-0.4	5.8%
20 to 24 years	10.2%	+/-0.5	10.2%	+/-0.6	12.3%
25 to 44 years	41.1%	+/-0.8	41.1%	+/-0.8	45.2%
45 to 54 years	23.5%	+/-0.7	23.9%	+/-0.8	19.5%
55 to 59 years	10.4%	+/-0.5	10.4%	+/-0.6	10.4%
60 years and over	11.7%	+/-0.7	11.8%	+/-0.8	6.8%
Median age (years)	43.0	+/-0.4	43.2	+/-0.4	38.6
SEX					
Male	50.9%	+/-0.7	50.4%	+/-0.9	51.2%
Female	49.1%	+/-0.7	49.6%	+/-0.9	48.8%
RACE AND HISPANIC OR LATINO ORIGIN					
One race	96.3%	+/-0.4	96.5%	+/-0.4	94.8%
White	80.7%	+/-0.8	81.8%	+/-0.8	76.6%
Black or African American	4.5%	+/-0.4	4.2%	+/-0.5	3.5%
American Indian and Alaska Native	0.9%	+/-0.2	0.7%	+/-0.2	0.7%
Asian	5.1%	+/-0.5	5.0%	+/-0.5	6.1%
Native Hawaiian and Other Pacific Islander	0.3%	+/-0.1	0.3%	+/-0.1	0.7%
Some other race	4.8%	+/-0.5	4.6%	+/-0.6	7.2%
Two or more races	3.7%	+/-0.4	3.5%	+/-0.4	5.2%
Hispanic or Latino origin (of any race)	13.6%	+/-0.8	13.2%	+/-0.8	19.4%
White alone, not Hispanic or Latino	73.3%	+/-0.9	74.6%	+/-1.0	65.8%
NATIVITY AND CITIZENSHIP STATUS					
Native	85.0%	+/-0.9	86.0%	+/-0.9	78.6%
Foreign born	15.0%	+/-0.9	14.0%	+/-0.9	21.4%
Naturalized U.S. citizen	7.1%	+/-0.5	7.1%	+/-0.6	8.0%

Subject	San Juan Unified School District, California				
	Total		Car, truck, or van -- drove alone		Car, truck, or van -- carpooled
	Estimate	Margin of Error	Estimate	Margin of Error	Estimate
Not a U.S. citizen	7.8%	+/-0.7	6.9%	+/-0.7	13.4%
LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH					
Speak language other than English	17.8%	+/-1.0	16.7%	+/-1.0	25.1%
Speak English "very well"	10.2%	+/-0.8	10.1%	+/-0.8	11.3%
Speak English less than "very well"	7.6%	+/-0.7	6.6%	+/-0.8	13.8%
EARNINGS IN THE PAST 12 MONTHS (IN 2012 INFLATION-ADJUSTED DOLLARS) FOR WORKERS					
Workers 16 years and over with earnings	141,185	+/-2,187	110,218	+/-2,057	14,219
$1 to $9,999 or loss	13.1%	+/-0.7	11.4%	+/-0.6	14.7%
$10,000 to $14,999	7.8%	+/-0.7	7.1%	+/-0.7	12.1%
$15,000 to $24,999	13.4%	+/-0.7	12.9%	+/-0.7	14.6%
$25,000 to $34,999	13.2%	+/-0.6	13.4%	+/-0.7	14.8%
$35,000 to $49,999	15.5%	+/-0.7	16.5%	+/-0.8	14.1%
$50,000 to $64,999	12.9%	+/-0.6	13.4%	+/-0.7	12.4%
$65,000 to $74,999	5.2%	+/-0.4	5.5%	+/-0.5	5.5%
$75,000 or more	18.8%	+/-0.8	19.7%	+/-0.8	11.9%
Median earnings (dollars)	37,057	+/-904	39,158	+/-920	28,772
POVERTY STATUS IN THE PAST 12 MONTHS					
Workers 16 years and over for whom poverty status is determined	141,191	+/-2,187	110,224	+/-2,056	14,219
Below 100 percent of the poverty level	6.0%	+/-0.6	5.3%	+/-0.6	7.1%
100 to 149 percent of the poverty level	6.8%	+/-0.6	5.7%	+/-0.6	12.2%
At or above 150 percent of the poverty level	87.2%	+/-0.9	89.0%	+/-0.7	80.8%
Workers 16 years and over	141,203	+/-2,187	110,236	+/-2,056	14,219
OCCUPATION					
Management, business, science, and arts occupations	38.3%	+/-1.1	38.9%	+/-1.2	31.9%
Service occupations	17.8%	+/-0.8	16.8%	+/-0.9	21.3%
Sales and office occupations	28.7%	+/-0.9	29.3%	+/-1.0	26.7%
Natural resources, construction, and maintenance occupations	8.2%	+/-0.5	7.8%	+/-0.6	13.9%
Production, transportation, and material moving occupations	6.9%	+/-0.5	7.2%	+/-0.6	6.1%
Military specific occupations	0.1%	+/-0.1	0.0%	+/-0.1	0.1%
INDUSTRY					
Agriculture, forestry, fishing and hunting, and mining	0.4%	+/-0.1	0.3%	+/-0.1	0.9%
Construction	7.6%	+/-0.5	7.3%	+/-0.5	11.1%
Manufacturing	4.8%	+/-0.4	4.7%	+/-0.5	5.3%
Wholesale trade	2.8%	+/-0.3	2.9%	+/-0.4	0.9%
Retail trade	12.4%	+/-0.8	13.1%	+/-0.9	8.5%
Transportation and warehousing, and utilities	3.5%	+/-0.3	3.5%	+/-0.4	3.0%
Information and finance and insurance, and real estate and rental and leasing	10.7%	+/-0.6	10.9%	+/-0.7	9.1%
Professional, scientific, management, and administrative and waste management services	11.8%	+/-0.6	11.1%	+/-0.7	13.7%
Educational services, and health care and social assistance	21.6%	+/-0.9	22.4%	+/-1.0	18.1%
Arts, entertainment, and recreation, and accommodation and food services	9.7%	+/-0.7	9.4%	+/-0.8	11.0%
Other services (except public administration)	5.3%	+/-0.4	5.3%	+/-0.5	6.1%
Public administration	9.3%	+/-0.6	9.0%	+/-0.6	11.8%
Armed forces	0.2%	+/-0.1	0.1%	+/-0.1	0.5%
CLASS OF WORKER					
Private wage and salary workers	71.3%	+/-1.0	73.2%	+/-1.1	69.9%

Subject	San Juan Unified School District, California				
	Total		Car, truck, or van -- drove alone		Car, truck, or van -- carpooled
	Estimate	Margin of Error	Estimate	Margin of Error	Estimate
Government workers	19.8%	+/-0.9	19.7%	+/-0.9	22.2%
Self-employed workers in own not incorporated business	8.7%	+/-0.5	7.0%	+/-0.6	7.5%
Unpaid family workers	0.1%	+/-0.1	0.1%	+/-0.1	0.4%
PLACE OF WORK					
Worked in state of residence	99.7%	+/-0.1	99.8%	+/-0.1	99.8%
Worked in county of residence	82.1%	+/-0.7	80.2%	+/-0.8	81.4%
Worked outside county of residence	17.6%	+/-0.7	19.6%	+/-0.8	18.4%
Worked outside state of residence	0.3%	+/-0.1	0.2%	+/-0.1	0.2%
Workers 16 years and over who did not work at home	133,641	+/-2,198	110,236	+/-2,056	14,219
TIME LEAVING HOME TO GO TO WORK					
12:00 a.m. to 4:59 a.m.	4.1%	+/-0.5	4.0%	+/-0.5	4.6%
5:00 a.m. to 5:29 a.m.	2.7%	+/-0.3	2.7%	+/-0.3	3.0%
5:30 a.m. to 5:59 a.m.	4.5%	+/-0.5	4.1%	+/-0.5	5.6%
6:00 a.m. to 6:29 a.m.	8.3%	+/-0.6	8.0%	+/-0.6	9.4%
6:30 a.m. to 6:59 a.m.	10.4%	+/-0.7	10.1%	+/-0.6	13.2%
7:00 a.m. to 7:29 a.m.	15.4%	+/-0.6	15.5%	+/-0.7	16.3%
7:30 a.m. to 7:59 a.m.	13.7%	+/-0.7	14.2%	+/-0.7	12.3%
8:00 a.m. to 8:29 a.m.	10.7%	+/-0.6	11.1%	+/-0.6	8.0%
8:30 a.m. to 8:59 a.m.	5.7%	+/-0.4	5.9%	+/-0.5	4.4%
9:00 a.m. to 11:59 p.m.	24.6%	+/-0.9	24.4%	+/-1.0	23.1%
TRAVEL TIME TO WORK					
Less than 10 minutes	11.2%	+/-0.7	10.7%	+/-0.7	8.8%
10 to 14 minutes	12.2%	+/-0.7	12.3%	+/-0.8	10.8%
15 to 19 minutes	16.9%	+/-0.8	17.6%	+/-0.9	16.0%
20 to 24 minutes	18.6%	+/-0.9	20.3%	+/-1.0	13.5%
25 to 29 minutes	8.0%	+/-0.5	8.4%	+/-0.6	6.8%
30 to 34 minutes	17.0%	+/-0.7	17.1%	+/-0.7	19.6%
35 to 44 minutes	5.7%	+/-0.5	5.5%	+/-0.5	7.0%
45 to 59 minutes	5.1%	+/-0.5	4.3%	+/-0.5	7.6%
60 or more minutes	5.5%	+/-0.4	3.9%	+/-0.4	9.8%
Mean travel time to work (minutes)	24.5	+/-0.4	23.3	+/-0.4	28.4
Workers 16 years and over in households	140,850	+/-2,188	110,192	+/-2,054	14,159
HOUSING TENURE					
Owner-occupied housing units	59.5%	+/-1.1	61.1%	+/-1.1	50.6%
Renter-occupied housing units	40.5%	+/-1.1	38.9%	+/-1.1	49.4%
VEHICLES AVAILABLE					
No vehicle available	2.8%	+/-0.4	1.5%	+/-0.3	3.3%
1 vehicle available	23.1%	+/-0.8	22.4%	+/-0.8	23.0%
2 vehicles available	42.6%	+/-1.1	43.4%	+/-1.2	43.1%
3 or more vehicles available	31.5%	+/-1.0	32.7%	+/-1.0	30.6%
PERCENT IMPUTED					
Means of transportation to work	4.2%	(X)	(X)	(X)	(X)
Time leaving home to go to work	10.4%	(X)	(X)	(X)	(X)
Travel time to work	7.6%	(X)	(X)	(X)	(X)
Vehicles available	0.6%	(X)	(X)	(X)	(X)

Subject	San Juan Unified School District, California		
	Car, truck, or van -- carpooled	Public transportation (excluding taxicab)	
	Margin of Error	Estimate	Margin of Error
Workers 16 years and over	+/-888	3,671	+/-494
AGE			
16 to 19 years	+/-1.5	2.6%	+/-1.6
20 to 24 years	+/-1.9	13.0%	+/-4.7
25 to 44 years	+/-3.1	42.4%	+/-5.7
45 to 54 years	+/-2.3	24.6%	+/-4.4
55 to 59 years	+/-2.1	7.7%	+/-2.6
60 years and over	+/-1.2	9.7%	+/-3.3
Median age (years)	+/-1.0	40.5	+/-3.1
SEX			
Male	+/-3.1	47.1%	+/-6.0
Female	+/-3.1	52.9%	+/-6.0
RACE AND HISPANIC OR LATINO ORIGIN			
One race	+/-1.8	98.1%	+/-1.8
White	+/-3.4	66.9%	+/-6.1
Black or African American	+/-1.4	17.2%	+/-4.9
American Indian and Alaska Native	+/-0.5	3.6%	+/-2.7
Asian	+/-1.5	4.8%	+/-2.3
Native Hawaiian and Other Pacific Islander	+/-0.5	1.9%	+/-1.8
Some other race	+/-2.4	3.7%	+/-2.5
Two or more races	+/-1.8	1.9%	+/-1.8
Hispanic or Latino origin (of any race)	+/-3.2	13.2%	+/-4.7
White alone, not Hispanic or Latino	+/-4.0	59.5%	+/-6.7
NATIVITY AND CITIZENSHIP STATUS			
Native	+/-3.3	85.0%	+/-5.2
Foreign born	+/-3.3	15.0%	+/-5.2
Naturalized U.S. citizen	+/-1.5	5.5%	+/-2.5
Not a U.S. citizen	+/-2.9	9.5%	+/-4.7
LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH			
Speak language other than English	+/-3.3	16.5%	+/-5.2
Speak English "very well"	+/-2.0	11.0%	+/-4.8
Speak English less than "very well"	+/-2.6	5.6%	+/-3.1
EARNINGS IN THE PAST 12 MONTHS (IN 2012 INFLATION-ADJUSTED DOLLARS) FOR WORKERS			
Workers 16 years and over with earnings	+/-888	3,671	+/-494
$1 to $9,999 or loss	+/-2.4	23.1%	+/-5.0
$10,000 to $14,999	+/-2.4	7.9%	+/-3.1
$15,000 to $24,999	+/-2.0	13.1%	+/-6.3
$25,000 to $34,999	+/-2.7	13.0%	+/-5.1
$35,000 to $49,999	+/-2.2	12.0%	+/-3.7
$50,000 to $64,999	+/-1.9	7.0%	+/-2.4
$65,000 to $74,999	+/-1.2	5.0%	+/-2.3
$75,000 or more	+/-2.1	18.9%	+/-4.7
Median earnings (dollars)	+/-2,466	30,474	+/-4,394
POVERTY STATUS IN THE PAST 12 MONTHS			
Workers 16 years and over for whom poverty status is determined	+/-888	3,671	+/-494
Below 100 percent of the poverty level	+/-1.6	11.1%	+/-4.9
100 to 149 percent of the poverty level	+/-2.3	13.6%	+/-5.7

Subject	San Juan Unified School District, California		
	Car, truck, or van -- carpooled	Public transportation (excluding taxicab)	
	Margin of Error	Estimate	Margin of Error
At or above 150 percent of the poverty level	+/-3.0	75.3%	+/-7.2
Workers 16 years and over	+/-888	3,671	+/-494
OCCUPATION			
Management, business, science, and arts occupations	+/-2.9	42.3%	+/-5.6
Service occupations	+/-2.8	15.4%	+/-4.2
Sales and office occupations	+/-2.7	31.7%	+/-6.2
Natural resources, construction, and maintenance occupations	+/-2.2	2.8%	+/-2.1
Production, transportation, and material moving occupations	+/-1.6	7.8%	+/-3.6
Military specific occupations	+/-0.2	0.0%	+/-1.0
INDUSTRY			
Agriculture, forestry, fishing and hunting, and mining	+/-0.6	0.0%	+/-1.0
Construction	+/-2.2	5.4%	+/-4.1
Manufacturing	+/-1.4	2.6%	+/-1.5
Wholesale trade	+/-0.5	0.5%	+/-0.5
Retail trade	+/-1.7	10.0%	+/-4.3
Transportation and warehousing, and utilities	+/-1.0	5.4%	+/-2.9
Information and finance and insurance, and real estate and rental and leasing	+/-1.9	4.7%	+/-2.2
Professional, scientific, management, and administrative and waste management services	+/-2.5	15.0%	+/-5.2
Educational services, and health care and social assistance	+/-2.5	13.0%	+/-3.8
Arts, entertainment, and recreation, and accommodation and food services	+/-2.2	12.5%	+/-5.4
Other services (except public administration)	+/-1.7	3.2%	+/-2.4
Public administration	+/-2.2	27.8%	+/-5.3
Armed forces	+/-0.5	0.0%	+/-1.0
CLASS OF WORKER			
Private wage and salary workers	+/-3.1	55.6%	+/-6.2
Government workers	+/-2.8	41.4%	+/-6.0
Self-employed workers in own not incorporated business	+/-1.3	3.0%	+/-2.4
Unpaid family workers	+/-0.3	0.0%	+/-1.0
PLACE OF WORK			
Worked in state of residence	+/-0.2	99.4%	+/-0.7
Worked in county of residence	+/-2.4	94.3%	+/-2.4
Worked outside county of residence	+/-2.4	5.1%	+/-2.3
Worked outside state of residence	+/-0.2	0.6%	+/-0.7
Workers 16 years and over who did not work at home	+/-888	3,671	+/-494
TIME LEAVING HOME TO GO TO WORK			
12:00 a.m. to 4:59 a.m.	+/-1.6	2.5%	+/-1.6
5:00 a.m. to 5:29 a.m.	+/-1.0	3.6%	+/-2.1
5:30 a.m. to 5:59 a.m.	+/-1.6	6.9%	+/-2.3
6:00 a.m. to 6:29 a.m.	+/-2.0	12.9%	+/-3.9
6:30 a.m. to 6:59 a.m.	+/-2.4	15.8%	+/-4.4
7:00 a.m. to 7:29 a.m.	+/-2.5	17.4%	+/-5.5
7:30 a.m. to 7:59 a.m.	+/-2.0	8.9%	+/-3.7
8:00 a.m. to 8:29 a.m.	+/-2.0	5.4%	+/-2.7
8:30 a.m. to 8:59 a.m.	+/-1.3	2.5%	+/-2.2
9:00 a.m. to 11:59 p.m.	+/-3.3	24.1%	+/-5.9
TRAVEL TIME TO WORK			

Subject	San Juan Unified School District, California		
	Car, truck, or van -- carpooled	Public transportation (excluding taxicab)	
	Margin of Error	Estimate	Margin of Error
Less than 10 minutes	+/-1.9	2.5%	+/-2.5
10 to 14 minutes	+/-2.2	4.0%	+/-2.4
15 to 19 minutes	+/-3.1	2.3%	+/-1.9
20 to 24 minutes	+/-2.1	3.9%	+/-2.9
25 to 29 minutes	+/-1.7	3.1%	+/-2.6
30 to 34 minutes	+/-2.8	17.2%	+/-5.0
35 to 44 minutes	+/-1.6	9.5%	+/-3.3
45 to 59 minutes	+/-1.5	22.5%	+/-5.2
60 or more minutes	+/-2.0	34.9%	+/-6.6
Mean travel time to work (minutes)	+/-1.4	50.7	+/-4.0
Workers 16 years and over in households	+/-879	3,629	+/-474
HOUSING TENURE			
Owner-occupied housing units	+/-4.1	48.3%	+/-6.3
Renter-occupied housing units	+/-4.1	51.7%	+/-6.3
VEHICLES AVAILABLE			
No vehicle available	+/-1.3	22.2%	+/-5.3
1 vehicle available	+/-2.5	25.0%	+/-5.3
2 vehicles available	+/-3.3	28.9%	+/-5.6
3 or more vehicles available	+/-3.0	23.9%	+/-5.4
PERCENT IMPUTED			
Means of transportation to work	(X)	(X)	(X)
Time leaving home to go to work	(X)	(X)	(X)
Travel time to work	(X)	(X)	(X)
Vehicles available	(X)	(X)	(X)

Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate arising from sampling variability is represented through the use of a margin of error. The value shown here is the 90 percent margin of error. The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of error and the estimate plus the margin of error (the lower and upper confidence bounds) contains the true value. In addition to sampling variability, the ACS estimates are subject to nonsampling error (for a discussion of nonsampling variability, see Accuracy of the Data). The effect of nonsampling error is not represented in these tables.

Foreign born excludes people born outside the United States to a parent who is a U.S. citizen.

Workers include members of the Armed Forces and civilians who were at work last week.

Industry codes are 4-digit codes and are based on the North American Industry Classification System 2007. The Industry categories adhere to the guidelines issued in Clarification Memorandum No. 2, "NAICS Alternate Aggregation Structure for Use By U.S. Statistical Agencies," issued by the Office of Management and Budget.

While the 2008-2012 American Community Survey (ACS) data generally reflect the December 2009 Office of Management and Budget (OMB) definitions of metropolitan and micropolitan statistical areas; in certain instances the names, codes, and boundaries of the principal cities shown in ACS tables may differ from the OMB definitions due to differences in the effective dates of the geographic entities.

Estimates of urban and rural population, housing units, and characteristics reflect boundaries of urban areas defined based on Census 2000 data. Boundaries for urban areas have not been updated since Census 2000. As a result, data for urban and rural areas from the ACS do not necessarily reflect the results of ongoing urbanization.

Source: U.S. Census Bureau, 2008-2012 American Community Survey

Explanation of Symbols:

1. An '**' entry in the margin of error column indicates that either no sample observations or too few sample observations were available to compute a standard error and thus the margin of error. A statistical test is not appropriate.

2. An '-' entry in the estimate column indicates that either no sample observations or too few sample observations were available to compute an estimate, or a ratio of medians cannot be calculated because one or both of the median estimates falls in the lowest interval or upper interval of an open-ended distribution.
3. An '-' following a median estimate means the median falls in the lowest interval of an open-ended distribution.
4. An '+' following a median estimate means the median falls in the upper interval of an open-ended distribution.
5. An '***' entry in the margin of error column indicates that the median falls in the lowest interval or upper interval of an open-ended distribution. A statistical test is not appropriate.
6. An '*****' entry in the margin of error column indicates that the estimate is controlled. A statistical test for sampling variability is not appropriate.
7. An 'N' entry in the estimate and margin of error columns indicates that data for this geographic area cannot be displayed because the number of sample cases is too small.
8. An '(X)' means that the estimate is not applicable or not available.

SchoolWorks, Inc.
8331 Sierra College Blvd., Suite 221
Roseville, CA 95661
916.733.0402

Use of Developer Fees:

A School District can use the revenue collected on residential and commercial/industrial construction for the purposes listed below:

- Purchase or lease of interim school facilities to house students generated by new development pending the construction of permanent facilities.
- Purchase or lease of land for school facilities for such students.
- Acquisition of school facilities for such students, including:
  - Construction
  - Modernization/reconstruction
  - Architectural and engineering costs
  - Permits and plan checking
  - Testing and inspection
  - Furniture, Equipment and Technology for use in school facilities
- Legal and other administrative costs related to the provision of such new facilities
- Administration of the collection of, and justification for, such fees, and
- Any other purpose arising from the process of providing facilities for students generated by new development.

Following is an excerpt from the Education Code that states the valid uses of the Level 1 developer fees. It refers to construction and reconstruction. The term reconstruction was originally used in the Leroy Greene program. The term modernization is currently used in the 1998 State Building Program and represents the same scope of work used in the original reconstruction projects.

Ed Code Section 17620. (a) (1) The governing board of any school district is authorized to levy a fee, charge, dedication, or other requirement against any construction within the boundaries of the district, for the purpose of funding the construction or reconstruction of school facilities, subject to any limitations set forth in Chapter 4.9 (commencing with Section 65995) of Division 1 of Title 7 of the Government Code. This fee, charge, dedication, or other requirement may be applied to construction only as follows: …

The limitations referred to in this text describe the maximum amounts that can be charged for residential and commercial/industrial projects and any projects that qualify for exemptions. They do not limit the use of the funds received.

Determination of Average State allowed amounts for Site Development Costs

Elementary Schools

District	Project #	Acres	Original OPSC Site Development	Inflation Factor	2009 Adjusted Site Development	Project Year	2009 Cost/Acre	
Davis Jt Unified	3	9.05	$532,282	38.4%	$1,473,469	2004	$162,814	
Dry Creek Jt Elem	2	8.5	$516,347	46.2%	$1,509,322	2002	$177,567	
Dry Creek Jt Elem	5	11.06	$993,868	20.1%	$2,387,568	2006	$215,874	
Elk Grove Unified	5	12.17	$556,011	48.2%	$1,648,316	2001	$135,441	
Elk Grove Unified	10	11	$690,120	48.2%	$2,045,888	2001	$185,990	
Elk Grove Unified	11	10	$702,127	48.2%	$2,081,483	2001	$208,148	
Elk Grove Unified	14	10	$732,837	46.2%	$2,142,139	2002	$214,214	
Elk Grove Unified	16	9.86	$570,198	46.2%	$1,666,733	2002	$169,040	
Elk Grove Unified	17	10	$542,662	46.2%	$1,586,243	2002	$158,624	
Elk Grove Unified	20	10	$710,730	43.2%	$2,034,830	2003	$203,483	
Elk Grove Unified	25	10	$645,923	38.4%	$1,788,052	2004	$178,805	
Elk Grove Unified	28	10.03	$856,468	24.4%	$2,130,974	2005	$212,460	
Elk Grove Unified	39	9.91	$1,007,695	20.1%	$2,420,785	2006	$244,277	
Folsom-Cordova Unified	1	9.79	$816,196	20.1%	$1,960,747	2006	$200,281	
Folsom-Cordova Unified	4	7.5	$455,908	46.2%	$1,332,654	2002	$177,687	
Folsom-Cordova Unified	5	8	$544,213	46.2%	$1,590,776	2002	$198,847	
Folsom-Cordova Unified	8	8.97	$928,197	11.2%	$2,063,757	2007	$230,073	
Galt Jt Union Elem	2	10.1	$1,033,044	38.4%	$2,859,685	2004	$283,137	
Lincoln Unified	1	9.39	$433,498	46.2%	$1,267,148	2002	$134,947	
Lodi Unified	3	11.2	$555,999	46.2%	$1,625,228	2002	$145,110	
Lodi Unified	10	11.42	$1,245,492	46.2%	$3,640,669	2002	$318,798	
Lodi Unified	19	9.93	$999,164	11.2%	$2,221,545	2007	$223,721	
Lodi Unified	22	10	$1,416,212	7.7%	$3,051,426	2008	$305,143	
Natomas Unified	6	8.53	$685,284	46.2%	$2,003,138	2002	$234,834	
Natomas Unified	10	9.83	$618,251	43.2%	$1,770,061	2003	$180,067	
Natomas Unified	12	9.61	$735,211	24.4%	$1,829,275	2005	$190,351	
Rocklin Unified	8	10.91	$593,056	46.2%	$1,733,548	2002	$158,895	
Stockton Unified	1	12.66	$1,462,232	7.7%	$3,150,582	2008	$248,861	
Stockton Unified	2	10.5	$781,675	43.2%	$2,237,946	2003	$213,138	
Stockton Unified	6	12.48	$1,136,704	20.1%	$2,730,703	2006	$218,806	
Tracy Jt Unified	4	10	$618,254	46.2%	$1,807,204	2002	$180,720	
Tracy Jt Unified	10	10	$573,006	38.4%	$1,586,202	2004	$158,620	
Washington Unified	1	8	$446,161	46.2%	$1,304,163	2002	$163,020	
Washington Unified	4	10.76	$979,085	7.7%	$2,109,575	2008	$196,057	**2020 Adjustment**
Totals		**341.16**			**$68,791,833**	**Average**	**$201,641**	**$267,920**

Middle and High Schools

District	Project #	Acres	Original OPSC Site Development	Inflation Factor	2009 Adjusted Site Development	Project Year	2009 Cost/Acre	
Western Placer Unified	4	19.3	$5,973,312	24.4%	$7,431,085	2005	$385,030	
Roseville City Elem	2	21.6	$1,780,588	48.2%	$2,639,311	2000	$122,190	
Elk Grove Unified	4	66.2	$8,659,494	48.2%	$12,835,704	2000	$193,893	
Elk Grove Unified	13	76.4	$9,791,732	48.2%	$14,513,986	2001	$189,974	
Elk Grove Unified	18	84.3	$13,274,562	43.2%	$19,002,626	2003	$225,417	
Grant Jt Union High	2	24	$2,183,840	48.2%	$3,237,039	2000	$134,877	
Center Unified	1	21.2	$1,944,310	46.2%	$2,841,684	2002	$134,042	
Lodi Unified	2	13.4	$1,076,844	46.2%	$1,573,849	2002	$117,451	
Lodi Unified	6	13.4	$2,002,164	46.2%	$2,926,240	2002	$218,376	
Galt Jt Union Elem	1	24.9	$2,711,360	46.2%	$3,962,757	2002	$159,147	
Tahoe Truckee Unified	2	24	$2,752,632	43.2%	$3,940,412	2003	$164,184	
Davis Unified	5	23.3	$3,814,302	43.2%	$5,460,199	2003	$234,343	
Woodland Unified	3	50.2	$8,664,700	46.2%	$12,663,792	2002	$252,267	
Sacramento City Unified	1	35.2	$4,813,386	46.2%	$7,034,949	2002	$199,856	
Lodi Unified	4	47	$7,652,176	46.2%	$11,183,950	2002	$237,956	
Stockton Unified	3	49.1	$8,959,088	43.2%	$12,824,996	2003	$261,202	
Natomas Unified	11	38.7	$3,017,002	38.4%	$4,175,850	2004	$107,903	
Rocklin Unified	11	47.1	$11,101,088	24.4%	$13,810,282	2005	$293,212	**2020 Adjustment**
Totals		**679.3**			**$142,058,711**	Average	$209,125	**$252,060**
Middle Schools:		**260.7**			**$49,447,897**	Middle	$189,704	**$293,931**
High Schools:		**418.6**			**$92,610,814**	High	$221,217	

INDEX ADJUSTMENT ON THE ASSESSMENT FOR DEVELOPMENT

PURPOSE OF REPORT

To report the index adjustment on the assessment for development, which may be levied pursuant to Education Code Section 17620.

DESCRIPTION

The law requires the maximum assessment for development be adjusted every two years by the change in the Class B construction cost index, as determined by the State Allocation Board (Board) at its January meeting. This item requests that the Board make the adjustment based on the change reflected using the RS Means index.

AUTHORITY

Education Code Section 17620(a)(1) states the following: "The governing board of any school district is authorized to levy a fee, charge, dedication, or other requirement against any construction within the boundaries of the district, for the purpose of funding the construction or reconstruction of school facilities, subject to any limitations set forth in Chapter 4.9 (commencing with Section 65995) of Division 1 of Title 7 of the Government Code."

Government Code Section 65995(b)(3) states the following: "The amount of the limits set forth in paragraphs (1) and (2) shall be increased in 2000, and every two years thereafter, according to the adjustment for inflation set forth in the statewide cost index for class B construction, as determined by the State Allocation Board at its January meeting, which increase shall be effective as of the date of that meeting."

BACKGROUND

There are three levels that may be levied for developer's fees. The fees are levied on a per-square foot basis. The lowest fee, Level I, is assessed if the district conducts a Justification Study that establishes the connection between the development coming into the district and the assessment of fees to pay for the cost of the facilities needed to house future students. The Level II fee is assessed if a district makes a timely application to the Board for new construction funding, conducts a School Facility Needs Analysis pursuant to Government Code Section 65995.6, and satisfies at least two of the requirements listed in Government Code Section 65995.5(b)(3). The Level III fee is assessed when State bond funds are exhausted; the district may impose a developer's fee up to 100 percent of the School Facility Program new construction project cost.

STAFF ANALYSIS/STATEMENTS

A historical comparison of the assessment rates for development fees for 2016 and 2018 are shown below for information. According to the RS Means, the cost index for Class B construction increased by 7.64, during the two-year period from January 2018 to January 2020, requiring the assessment for development fees to be adjusted as follows beginning January 2020*:

RS Means Index Maximum Level I Assessment Per Square Foot

	2016	2018	2020
Residential	$3.48	$3.79	$4.08
Commercial/Industrial	$0.56	$0.61	$0.66

*Assembly Bill 48 (O'Donnell) includes provisions related to development fees. In the event that Proposition 13 is approved by the voters in March 2020, the provisions of Assembly Bill 48 will take effect and may change the fee amounts above for certain types of development projects.

RECOMMENDATION

Increase the 2020 maximum Level I assessment for development in the amount of 7.64 percent using the RS Means Index to be effective immediately.

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, January 22, 2020

Grant Amount Adjustments

New Construction	SFP Regulation Section	Adjusted Grant Per Pupil Effective 1-1-19	Adjusted Grant Per Pupil Effective 1-1-20
Elementary	1859.71	$12,197	$12,451
Middle	1859.71	$12,901	$13,169
High	1859.71	$16,415	$16,756
Special Day Class – Severe	1859.71.1	$34,274	$34,987
Special Day Class – Non-Severe	1859.71.1	$22,922	$23,399
Automatic Fire Detection/Alarm System – Elementary	1859.71.2	$15	$15
Automatic Fire Detection/Alarm System – Middle	1859.71.2	$20	$20
Automatic Fire Detection/Alarm System – High	1859.71.2	$33	$34
Automatic Fire Detection/Alarm System – Special Day Class – Severe	1859.71.2	$61	$62
Automatic Fire Detection/Alarm System – Special Day Class – Non-Severe	1859.71.2	$43	$44
Automatic Sprinkler System – Elementary	1859.71.2	$205	$209
Automatic Sprinkler System – Middle	1859.71.2	$243	$248
Automatic Sprinkler System – High	1859.71.2	$253	$258
Automatic Sprinkler System – Special Day Class – Severe	1859.71.2	$646	$659
Automatic Sprinkler System – Special Day Class – Non-Severe	1859.71.2	$433	$442

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, January 22, 2020

Grant Amount Adjustments

Modernization	SFP Regulation Section	Adjusted Grant Per Pupil Effective 1-1-19	Adjusted Grant Per Pupil Effective 1-1-20
Elementary	1859.78	$4,644	$4,747
Middle	1859.78	$4,912	$5,014
High	1859.78	$6,431	$6,565
Special Day Class - Severe	1859.78.3	$14,802	$15,110
Special Day Class – Non-Severe	1859.78.3	$9,903	$10,109
State Special School – Severe	1859.78	$24,672	$25,185
Automatic Fire Detection/Alarm System – Elementary	1859.78.4	$151	$154
Automatic Fire Detection/Alarm System – Middle	1859.78.4	$151	$154
Automatic Fire Detection/Alarm System – High	1859.78.4	$151	$154
Automatic Fire Detection/Alarm System – Special Day Class – Severe	1859.78.4	$415	$424
Automatic Fire Detection/Alarm System – Special Day Class – Non-Severe	1859.78.4	$278	$284
Over 50 Years Old – Elementary	1859.78.6	$6,452	$6,586
Over 50 Years Old – Middle	1859.78.6	$6,824	$6,966
Over 50 Years Old – High	1859.78.6	$8,933	$9,119
Over 50 Years Old – Special Day Class – Severe	1859.78.6	$20,565	$20,993
Over 50 Years Old – Special Day Class – Non-Severe	1859.78.6	$13,752	$14,038
Over 50 Years Old – State Special Day School – Severe	1859.78.6	$34,273	$34,986

(Rev. 1)

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, January 22, 2020

Grant Amount Adjustments

New Construction / Modernization / Facility Hardship / Seismic Mitigation / Joint Use	SFP Regulation Section	Adjusted Grant Amount Effective 1-1-19	Adjusted Grant Amount Effective 1-1-20
Therapy/Multipurpose Room/Other (per square foot)	1859.72 1859.73.2 1859.77.3 1859.82 1859.125 1859.125.1	$200	$204
Toilet Facilities (per square foot)	1859.72 1859.73.2 1859.82 1859.125 1859.125.1	$359	$366

New Construction Only	SFP Regulation Section	Adjusted Grant Amount Effective 1-1-19	Adjusted Grant Amount Effective 1-1-20
Parking Spaces (per stall)	1859.76	$15,511	$15,834
General Site Grant (per acre for additional acreage being acquired)	1859.76	$19,853	$20,266
Project Assistance (for school district with less than 2,500 pupils)	1859.73.1	$7,460	$7,615

Modernization Only	SFP Regulation Section	Adjusted Grant Amount Effective 1-1-19	Adjusted Grant Amount Effective 1-1-20
Two-stop Elevator	1859.83	$124,080	$126,661
Each Additional Stop	1859.83	$22,335	$22,800
Project Assistance (for school district with less than 2,500 pupils)	1859.78.2	$3,978	$4,061

Impacts of the Sunrise Tomorrow Specific Plan

This planned development would replace the current mall area with a variety of buildings with various uses.

The current development plans indicate the following maximum areas:

- Residential = 2,220 units
- Hotel = 480 rooms
- Retail = 320,000 square feet
- Office = 960,000 square feet
- Community/Institutional = 450,000 square feet

The net fee on the residential portion of the replacement development is calculated by providing a credit for the commercial development being replaced and subtracting that credit from the current residential rate for new development, resulting in a net fee that reflects the additional impact created by replacing commercial development with residential development. Residential development would be subject to a net fee of $4.08 (residential rate) - 0.66 (commercial rate) = **$3.42** per square foot for the area of the prior Sunrise Mall that is replaced with residential development. For any portion of the residential development that is identified as senior only and meets the requirements of a senior only development, the rate would only be $0.66 per square foot as it qualifies for a discounted rate equal to the commercial fee. For any portion of the residential development that is in excess of the original building area of the existing buildings, the standard rates for new development would apply.

Hotel development is considered commercial development and generates an impact of $0.81 per square foot (see "Lodging" in Table 14). However, the mall had an impact of $1.10 per square foot (see "Community Shopping Center" in Table 14). Therefore, the hotel development areas would not generate an increased impacts on the school district and would not be subject to a development impact fee for the portion of the area of the project that is replacing the existing are of the mall. For any portions that are in excess of the current mall area, the standard fee of $0.66 per square foot would apply.

Retail development would generate an impact of $1.95 per square foot (see "Neighborhood Shopping Center" in Table 14). After subtracting the Mall's impact of $1.10 there is a net impact of $0.85 per square foot. Since the maximum allowable rate is currently $0.66 this category of development would be subject to a fee of $0.66 per square foot.

Office spaces generate an impact that ranges from $1.94 to $3.45 per square foot. The net impact after deducting the current mall amount of $1.10 per square foot results in a range of $0.84 to $2.35 per square foot. Therefore, Office spaces would be subject to the current maximum allowable rate of $0.66 per square foot.

Community/Institutional spaces include child care centers, gyms and community centers based on the description in the specific plan. These types of spaces would have a similar impact to the retail development and therefore would have a net impact of $0.66 per square foot.

The total planned development will likely exceed the existing mall area of 1,100,000 square feet.

In the event the specifications of this planned development and the proposed use of space is modified by the developer, the District reserves the right to adjust its imposition of fees accordingly in order to ensure the burden created on the District by the development is mitigated.

RESOLUTION NO. 3055
RESOLUTION BEFORE THE SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
(The Adoption of School Facilities Fees and Adoption of CEQA Notice of Exemption)

WHEREAS, Education Code section 17620 authorizes school districts to levy a fee, charge or dedication against any new construction within its boundaries for the purpose of funding the construction or reconstruction of school facilities; and

WHEREAS, pursuant to the authority of Government Code section 65995, subdivision (b)(3), the fees authorized by Education Code section 17620 have presently been established by the State Allocation Board ("SAB") in the amount of $4.08 per square foot for residential development and $0.66 per square foot for commercial/industrial development; and

WHEREAS, the governing board ("Board") of the San Juan Unified School District ("District") caused a study to be prepared by SchoolWorks, Inc. entitled 2020 Developer Fee Justification Study which was approved by the Board on June 8, 2021; and

WHEREAS, the Board has caused an update to the 2020 Developer Fee Justification Study to be prepared, which update, dated March 2021, is incorporated herein by reference and hereinafter referred to as the "Study"; and

WHEREAS, the purpose of the Study is not to increase the rate of the fee but to update the information contained in the Study related to the projected development within the District's boundaries; and

WHEREAS, the Study identifies the purpose and use for the fee and sets forth a reasonable relationship between the fee to be imposed, the type of development project on which the fee is to be imposed, and the increased school facilities made necessary by virtue of the burden imposed by the development; and

WHEREAS, Education Code section 17621 specifically exempts the adoption, increase, or imposition of any fee, charge, dedication or other requirement pursuant to Education Code section 17620 from the provisions of the California Environmental Quality Act ("CEQA")(Pub. Resources Code Section 21000 et seq.); and

WHEREAS, upon a determination that the imposition of school facilities fees under Education Code section 17620 is exempt from CEQA, the District is entitled to file a Notice of Exemption with the County Clerk pursuant to California Code of Regulations, title 14, section 15062.

NOW, THEREFORE, BE IT RESOLVED, that the Board makes the following findings:

Prior to the adoption of this resolution ("Resolution"), the Board of the District conducted a public hearing at which oral and/or written presentations were made as part of the Board's regularly scheduled June 8, 2021 meeting. Notice of the time and place of the meeting, including a general explanation of the matter to be considered has been published twice in the Carmichael Times in accordance with Government Code sections 66017 and 66018. Additionally, at least 10 days prior to the

meeting, the District made all relevant information available to the public indicating the cost, or estimated cost, of the construction or reconstruction of school facilities made necessary by the residential and/or commercial/industrial development to which the fee shall apply.

2. The purpose of the fees is to provide adequate school facilities for the students of the District who will be generated by residential and commercial/industrial development in the District.

3. The fees are to be used to finance the construction and reconstruction of school facilities.

4. There is a reasonable relationship between the need for the imposition of the fee and the types of development projects upon which the fees shall be imposed for the purpose of the construction or reconstruction of school facilities, in that residential, commercial and industrial development will generate students who will attend District schools. These students cannot be housed by the District without additional school facilities, or the reconstruction of existing school facilities. The fees will be used to fund all, or a portion of, new school facilities, or to reconstruct existing school facilities.

5. There is a reasonable relationship between the amount of the fee and the cost of the additional or reconstructed school facilities attributable to the development upon which the fee shall be imposed, in that the square footage of these developments has a direct

relationship to the number of students that will be generated, and thus to the facilities the District must add and/or reconstruct in order to accommodate the additional students.

6. The District maintains a separate capital facilities account, or fund, as required by Government Code section 66006.

7. There are no other adequate sources of funds to meet the District's school facilities needs occasioned by, and resulting from, the construction of new residential and/or commercial/industrial development within the District.

AND BE IT FURTHER RESOLVED that the Board incorporates herein by reference, approves and adopts the Study entitled 2020 Developer Fee Justification Study as updated in March 2021, and prepared by SchoolWorks, Inc. which documents the need for the school facilities fees.

AND BE IT FURTHER RESOLVED that since the Study justifies fees in excess of the allowable limits, the District hereby adopts fees on residential development at $4.08 per square foot, and fees on commercial/industrial developments at $0.66 per square foot, in accordance with Education Code sections 17620, et seq., and Government Code sections 65995, et seq.

AND BE IT FURTHER RESOLVED that the adoption of fees shall take effect sixty (60)days after the date of this Resolution.

AND BE IT FURTHER RESOLVED that the Superintendent of the District, or his or her designee, shall give notice of the Board's action herein to all cities and counties with jurisdiction over the territory of the District in accordance with the requirements of Education Code section 17620 and 17621, requesting that no building permits (or, for manufactured homes and mobile homes, certificates of occupancy) be issued on or after the date which is sixty (60) days after the date of this Resolution,

without certification from the District that the fee specified herein have been paid. Said notice shall specify that collection of the fees is not subject to the restriction set forth in Government Code section 66007, subdivision (a) but, pursuant to subdivision (b) of that statute, the fees are to be collected prior to issuance of building permits.

AND BE IT FURTHER RESOLVED that developers of commercial or industrial development be provided the opportunity for a hearing to appeal the imposition of the fee on their developments.

AND BE IT FURTHER RESOLVED that nothing contained or expressed in this Resolution shall be construed to affect the District's authority to adopt fees, enter into agreements with developers, or otherwise adopt or impose, to the extent permitted by law, additional fees, to fully mitigate the impact of residential and/or commercial/industrial development upon the District's school facilities.

AND BE IT FURTHER RESOLVED that, in the event that the Board takes action in the future to adopt an alternative fee pursuant to Government Code section 65995.5 or 65995.7, commonly known as "Level 2" or "Level 3" fees, respectively, in an amount greater than that authorized by this Resolution, this Resolution shall be held in abeyance during the time in which the greater Level 2 or Level 3 fee is authorized. If, for any reason, any future Board action to adopt a greater Level 2 or Level 3 fee ceases to be effective, this Resolution shall then immediately return into effect unless otherwise specified by the Board.

AND BE IT FURTHER RESOLVED that the District's administration is authorized to make expenditures and to incur obligations of the fees for the purposes authorized by law.

AND BE IT FURTHER RESOLVED that the Board hereby finds that the adoption of fees hereunder is statutorily exempt from the requirements of CEQA pursuant to Education Code section 17621.

AND BE IT FURTHER RESOLVED that this Board hereby approves the CEQA Notice of Exemption regarding the adoption of fees and directs the Superintendent, or his or her designee, to file the CEQA Notice of Exemption, together with a certified copy of this Resolution, with the County Clerk of each County in which the District shall collect fees pursuant to Education Code Section 17621.

AND BE IT FURTHER RESOLVED that this Board hereby adopts this Resolution and directs the Superintendent, or his or her designee, to file a certified copy of this Resolution, together with all relevant supporting documentation and a map clearly indicating the boundaries of the area subject to the fee, to each city and each county in which the District is situated, pursuant to Education Code section 17621. This Resolution is adopted this 8th day of June, 2021 by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

Paula Villescaz, President
San Juan Unified School District
Board of Education

Attest:

Zima Creason, Clerk
San Juan Unified School District
Board of Education

NOTICE OF CEQA EXEMPTION

TO: County Clerk
County of Sacramento

FROM: San Juan Unified School District

Adoption of Developer Fees

PROJECT TITLE

San Juan Unified School District

PROJECT LOCATION - SPECIFY

N/A — PROJECT LOCATION - CITY

Sacramento — PROJECT LOCATION - COUNTY

Adoption of a fee against construction within the boundaries of the district for the purpose of funding the construction and reconstruction of school facilities pursuant to Education Code section 17620

DESCRIPTION OF NATURE, PURPOSE, AND BENEFICIARIES OF PROJECT

San Juan Unified School District

NAME OF PUBLIC AGENCY APPROVING PROJECT

San Juan Unified School District

NAME OF PERSON OR AGENCY CARRYING OUT PROJECT

EXEMPT STATUS: (CHECK ONE)

_____ Ministerial (14 Cal. Code Regs., § 15268)

_____ Emergency Declared by Governor (14 Cal. Code Regs, §15269, subd. (a))

_____ Emergency Project (14 Cal. Code Regs, § 15269, subds. (b) and (c))

_____ Categorical Exemption. State type and section number:

__X__ Other. State basis: *Statutory exemption under Ed. Code § 17621, subd. (a).*

Adoption or increases in school facilities fees are exempt from CEQA under applicable statutory law.

REASONS WHY PROJECT IS EXEMPT

Frank Camarda, Assistant Superintendent Operations, Facilities and Transportation	916-971-5740	N/A
CONTACT PERSON	AREA CODE TELEPHONE	EXTENSION

IF FILED BY APPLICANT:

1. Attach certified document of exemption finding.
2. Has a Notice of Exemption been filed by the public agency approving the project?

Yes ___ No ___ N/A _X_

Date received for filing

(To be completed by the County Clerk.)

Signature:_____
Title: (District CEQA Officer)

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-7

MEETING DATE: 06/08/2021

SUBJECT: COVID-19 Update

CHECK ONE:
For Discussion: ☒
For Action: ☐
Report: ☐
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

DEPARTMENT: Administration

ACTION REQUESTED:
The superintendent and staff will update the board on the latest conditions related to the COVID-19 pandemic and its impacts on the district.

RATIONALE/BACKGROUND:
Due to the ever-changing guidance and conditions, staff will be providing regular updates to the board.

ATTACHMENT(S):
N/A

PREVIOUS STAFF/BOARD ACTION:
Board of Education: 05/25/21, 05/11/21, 04/27/21, 04/13/21 (COVID-19 Update)
Board of Education: 03/23/21 (COVID-19 staff report)
Board of Education: 03/09/21 (Returning to In-Person Learning Update)
Board of Education: 02/23/21 (COVID-19 Update)
Board of Education: 02/09/21 (Learning Status Update)
Board of Education: 11/17/20 (Special Education Update)
Board of Education: 10/27/20 (Independent Study/TK-8 Homeschool Update)
Board of Education: 10/13/20 (Learning Model Continuum Update)
Board of Education: 09/22/20 (Summary of Professional Learning Opportunities; Instructional Materials Adoption; Learning Continuity and Attendance Plan)
Board of Education: 09/08/20 (Learning Continuity and Attendance Plan)
Board of Education: 08/25/20 (Start of School)
Board of Education: 08/11/20 (Preparing for Start of School Update)
Board of Education, Special Meeting: 07/16/20 (Providing a Continuum of Safe Instructional Choices to Support Student Learning)
Board of Education: 06/09/20 (COVID-19 Operations Update)
Board of Education: 04/14/20 (COVID-19 Update)

FISCAL IMPACT:
N/A

PREPARED BY: Kent Kern, Superintendent of Schools KK

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-8

MEETING DATE: 06/08/2021

SUBJECT: Presentation of the San Juan Supervisors Association Proposal for Successor Contract 2021-2022

CHECK ONE:

For Discussion:	☒
For Action:	☐
Report:	☐
Workshop:	☐
Recognition:	☐
Emergency Action:	☐

DEPARTMENT: Schools and Labor Relations

ACTION REQUESTED:
The bargaining interests of the San Juan Supervisors Association are presented for discussion pursuant to Government Code section 3540 et seq. and district Board Policy 4143.1.

The public is invited to comment at the board meeting.

RATIONALE/BACKGROUND:
The board and representatives of the San Juan Supervisors Association have agreed to engage in an interest-based, collaborative approach to negotiations. As part of the model of negotiations, the parties identify their respective interest for public sunshining.

ATTACHMENT(S):
A: Initial Bargaining Proposal for the San Juan Supervisors Association Successor Contract 2021-2022

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/17/2021
Board of Education: 05/25/2021

FINANCIAL DATA: N/A

PREPARED BY: Jim Shoemake, Assistant Superintendent, Schools and Labor Relations

APPROVED BY: Kent Kern, Superintendent of Schools

INITIAL BARGAINING PROPOSAL FROM SAN JUAN SUPERVISORS ASSOCIATION (SJSA) TO SAN JUAN UNIFIED SCHOOL DISTRICT (SJUSD) FOR THE 2021-2022

SJSA intends to negotiate the following articles of the current contract for the 2021-2022.

Article 5 Salary

- SJSA's interest is to negotiate a fair and equitable salary increase for all supervisors.
- SJSA's interest is to negotiate additional language and sections to this article.

Article 6 Fringe Benefits

- SJSA's interest is to negotiate a fair and equitable benefit program for all supervisors.
- SJSA's interest is to negotiate additional language and sections to this article.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-9

MEETING DATE: 06/08/2021

SUBJECT: Presentation of District's Proposal With San Juan Supervisors Association for Successor Contract 2021-2022 Reopeners

DEPARTMENT: Schools and Labor Relations

CHECK ONE:

For Discussion:	☐
For Action:	☒
Report:	☐
Workshop:	☐
Recognition:	☐
Emergency Action:	☐

ACTION REQUESTED:
The superintendent is recommending that the board adopt pursuant to Government Code section 3540 et seq. and District Board Policy (BP) 4243.1, the bargaining interests with the San Juan Supervisors Association for 2021-2022.

RATIONALE/BACKGROUND:
The board and representatives of the San Juan Supervisors Association have agreed to engage in an interest-based, collaborative approach to negotiations. As part of the model of negotiations, the parties identify their respective interests for public sunshining.

ATTACHMENT(S):
A: Initial Bargaining Proposal for Contract Negotiations With San Juan Supervisors Association for Successor Agreement for 2021-2022

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/17/2021
Board of Education: SJSA presented its bargaining interests on 05/25/2021
Board of Education: District presented its bargaining interests on 05/25/2021

FINANCIAL DATA: N/A

PREPARED BY: Jim Shoemake, Assistant Superintendent, Schools and Labor Relations

APPROVED BY: Kent Kern, Superintendent of Schools

SAN JUAN UNIFIED SCHOOL DISTRICT (SJUSD)
INITIAL BARGAINING PROPOSAL/INTERESTS
FOR CONTRACT NEGOTIATIONS WITH THE
SAN JUAN SUPERVISORS ASSOCIATION (SJSA)
FOR 2021-2022

The San Juan Unified School District intends to negotiate the following Articles of the San Juan Supervisors contract for the 2021-2022 reopeners.

Article 5 Salaries

- The district's interest is to:
  - attract and retain high quality employees
  - balance our income and our expenditures while maintaining an appropriate level of reserve

Article 6 Fringe Benefits

- The district's interest is to:
  - provide quality benefits and affordable options for all district employees while realizing cost containment for both employees and the district
  - discuss our PERS costs and its effect on the district's overall budget
  - ensure that employees recognize that benefits are part of an employee's overall compensation program
  - clarify coverage for dependents of a deceased employee in instances where we have two married employees working for the district
  - create agreed upon norms and shared language related to Total Compensation so that all employees have a more comprehensive and accurate picture of the value of any benefits received in addition to their base salary
  - Explore aligning early retirement incentives with other bargaining groups.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-10

MEETING DATE: 06/08/2021

SUBJECT: Presentation of the Teamsters Local 150 Proposal for Successor Contract 2021-2022

CHECK ONE:

For Discussion:	☒
For Action:	☐
Report:	☐
Workshop:	☐
Recognition:	☐
Emergency Action:	☐

DEPARTMENT: Schools and Labor Relations

ACTION REQUESTED:
The bargaining interests of the Teamsters Local 150 are presented for discussion pursuant to Government Code section 3540 et seq. and district Board Policy 4143.1.

The public is invited to comment at the board meeting.

RATIONALE/BACKGROUND:
The board and representatives of the Teamsters Local 150 have agreed to engage in an interest-based, collaborative approach to negotiations. As part of the model of negotiations, the parties identify their respective interest for public sunshining.

ATTACHMENT(S):
A: Initial Bargaining Proposal for the Teamsters Local 150 Successor Contract 2021-2022

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/24/2021
Board of Education: 05/25/2021

FINANCIAL DATA: N/A

PREPARED BY: Jim Shoemake, Assistant Superintendent, Schools and Labor Relations JS

APPROVED BY: Kent Kern, Superintendent of Schools KK

Proposals from Teamsters Union Local 150 to the San Juan USD

Article 1 - RECOGNITION
...Term of the contract, July 1, 2021 through June 30, 2024 with fair and equitable reopeners.

Article 4 - GRIEVANCE PROCEDURE
...Update current list of arbitrators as necessary (to reflect current availability status of arbitrators named on the list. Clean up language.)

Article 5 - HOURS AND OVERTIME
...Modify language to protect employees from involuntary adjustment of workday start and finish times.
…Limit the total number of hours an employee can be held for in order to reach their guaranteed hours
…Increase summer time guaranteed hours
…Improve language for adjusting hourly guarantee upwards
....Maintain the current formula for calculating the number of 8 hour routes.

Article 6 - SALARIES
...Fair and equitable increases in wages each year. These wage increases shall not be less than COLA or that received by other SJUSD bargaining units and shall be sufficient to make the Transportation Unit employees not less than the highest paid of any District in the region (60 mile radius). For purposes of this article we are proposing wage increases to include both on and/or off schedule raises or any other item of a monetary value including additional paid time off or benefits.

Article 7 - FRINGE BENEFITS
...Modify District contribution for dependent health coverage to 100% of the total cost.
…Improve vision coverage benefits to include dependent vision coverage at no additional cost to the employee.
…Improve dental coverage.

Article 8 - HOLIDAYS
...Add Caesar Chavez day to Holidays
...Add language specifying that Substitutes are eligible to receive all contractual holidays.

Article 9 - VACATIONS
...Fair and equitable increases in vacation accumulations schedule and improve employee ability to schedule vacation at their option.

Article 10 - LEAVES
…Release time shall be reasonably granted to the bargaining unit members on the negotiations team.
...The District shall not involuntarily cause an employee to lose hours due to a workers comp.

Article 11 -SAFETY
...Continue the $200 per year allowance (Art. 11.6) for the purpose of purchasing and providing their own rain gear and protective equipment for each year of the contract.

Article 16-Layoff
…Develop severance incentive package during time of layoff.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-11

MEETING DATE: 06/08/2021

SUBJECT: Presentation of District's Proposal With Teamsters Local 150 for Successor Contract 2021-2022 Reopeners

DEPARTMENT: Schools and Labor Relations

CHECK ONE:

For Discussion:	☐
For Action:	☒
Report:	☐
Workshop:	☐
Recognition:	☐
Emergency Action:	☐

ACTION REQUESTED:
The superintendent is recommending that the board adopt, pursuant to Government Code section 3540 et seq. and District Board Policy (BP) 4243.1, the bargaining interests with Teamsters Local 150 for 2021-2022.

RATIONALE/BACKGROUND:
The board and representatives of Teamsters Local 150 have agreed to engage in an interest-based, collaborative approach to negotiations. As part of the model of negotiations, the parties identify their respective interests for public sunshining.

ATTACHMENT(S):
A: Initial Bargaining Proposal for Contract Negotiations With Teamsters Local 150 for Successor Agreement for 2021-2022

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/24/2021
Board of Education: Teamsters presented its bargaining interests on 05/25/2021
Board of Education: District presented its bargaining interests on 05/25/2021

FINANCIAL DATA: N/A

PREPARED BY: Jim Shoemake, Assistant Superintendent, Schools and Labor Relations

APPROVED BY: Kent Kern, Superintendent of Schools

SAN JUAN UNIFIED SCHOOL DISTRICT (SJUSD)
INITIAL BARGAINING PROPOSAL/INTERESTS
FOR CONTRACT NEGOTIATIONS WITH
TEAMSTERS LOCAL NO. 150
SUCCESSOR AGREEMENT FOR 2021-2022

The San Juan Unified School District intends to negotiate the following Articles of the Teamsters contract for the 2021-2022 reopeners.

Article 3 Employee Rights

- The district's interest is to develop policies and procedures that improve employee attendance
- The district's interest is to align our contract with Ed Code as it relates to probationary employees.

Article 3 Hours and Overtime

- The District's interest is to discuss and determine the appropriate number of employees that are guaranteed an eight (8) hour workday.

Article 6 Salary

- The district's interest is to attract and retain high quality employees.
- The district's interest is to balance our income and our expenditures while maintaining an appropriate level of reserve.
- The district's interest is to explore options to provide payroll for 10 & 11 month employees in 11 equal checks (August through June)

Article 7 Fringe Benefits

- The district's interest is to provide quality benefits and affordable options for all district employees while realizing cost containment for both employees and the District.
- The district's interest is to discuss the additional PERS costs and its effect on the district's overall budget.
- The district's interest is to create agreed upon norms and shared language related to Total Compensation so that all employees have a more comprehensive and accurate picture of the value of any benefits received in addition to their base salary

Article 9 Vacation

- The district's interest is to discuss options in this article that would increase members monthly take home pay.

Article 10 Leaves

- The district's interest is to discuss educational leaves-of-absence
- The district's interest is to discuss personal leaves-of-absence
- The district's interest is to discuss language that provides better guidelines for the Catastrophic Sick Leave committee so that employee medical confidentiality can be maintained

Article 13 Transportation – Related Work Conditions

- The district's interest is to edit the number of trip lists in Section 13.2.2
- The district's interest is to create a more equitable and efficient way to assign & track field trips.

- The district's interest is to review and clarify the definition for all of the seven different field trips listed in the contract; 1. Local after hours 2. Weekend 3. Overnight 4. Bay Area 5. Vallejo/San Jose 6. Mountain & 7. Extended Overnight.

Additionally the District has an interest in extending the following side letter of agreements:

- ADDITIONAL SUPPORT FROM VENDORS TO TRAIN SCHOOL BUS DRIVERS
- ADDITIONAL SUPPORT FROM VENDORS TO PROVIDE ROUTE ASSISTANCE

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-12

MEETING DATE: 06/08/2021

SUBJECT: Implementation of Agreements (CSEA, SJPEC, Teamsters and Supervisors) In Response to Returning to In-Person Learning Four Days Per Week

DEPARTMENT: Schools and Labor Relations

CHECK ONE:
For Discussion: ☐
For Action: ☒
Report: ☐
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

ACTION REQUESTED:
The superintendent is recommending that the board approve the implementation of Side Letters of Agreement with CSEA, SJPEC, Teamsters and Supervisors, which provide two additional paid days during the remainder of the 2020-2021 school year.

RATIONALE/BACKGROUND:
The district acknowledges that all employees are critical to supporting high quality instruction and providing services and supports during these unprecedented times. The district also acknowledges that all employees are experiencing workload issues that require additional hours and days of work above and beyond their contracted work year calendar.

Statute requires that the public be made aware of the costs associated with a tentative collective bargaining agreement before it becomes binding on the district or county office of education. Government Code Section 3547.5 states:

> "Before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal year, shall be disclosed at a public meeting of the public school employer in a format established for this purpose by the Superintendent of Public Instruction [G.C. 3547.5(a)]."

ATTACHMENT(S):
A: Side Letter of Agreement with CSEA
B: Side Letter of Agreement with SJPEC
C: Side Letter of Agreement with Teamsters
D: Side Letter of Agreement with Supervisors
E: AB 1200 Public Disclosure Agreement

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/17/2021
Board of Education: 05/25/2021

FINANCIAL DATA:
In accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449, Fiscal Services has prepared an analysis of the fiscal impact of the proposed agreement and will submit it to the Sacramento County Office of Education. The cost to the general fund for the Side Letters of Agreement with CSEA, SJPEC, Teamsters and Supervisors, agreements is an increase of $958,906 for 2020- 2021 which is off-set with one-time revenue.

PREPARED BY: Jim Shoemake, Assistant Superintendent, Schools and Labor Relations JS

APPROVED BY: Kent Kern, Superintendent of Schools KK

SIDE LETTER OF AGREEMENT
BETWEEN THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND ITS SAN JUAN CHAPTER NO. 127
AND
SAN JUAN UNIFIED SCHOOL DISTRICT

This Side Letter of Agreement (SLA) is between the California School Employees Association and its San Juan Chapter No. 127 ("CSEA") and San Juan Unified School District ("District") concerning Additional Paid Days for the 2020-2021 School Year

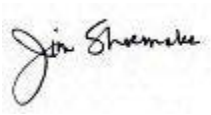
The parties have negotiated and agreed to the following:

Background:
San Juan Unified schools ended the 2019-20 school year and started the 2020-21 school year in a Distance Learning model due to health and safety concerns related to COVID-19. Our district students returned to in-person learning for 4 days per week on April 26, 2021.

Statement of Intent:
The District and CSEA mutually agree that members are critical to supporting high quality instruction and providing services and supports during these unprecedented times.

Agreement:
All members will have the opportunity to work and be compensated for an additional two days, each day's hours equivalent to their current FTE (in addition to their 2020-2021 contracted work year calendar) between the signature date below and June 30, 2021. These days will be paid at the members hourly rate and the hours/day will be based on the employees FTE. Members will not be required to document when the days/time have been completed.

These payments will be paid to the member no later than June 30, 2021. CalPERS retirement will be withheld according to retirement requirements.



Jim Shoemake 5/4/2021
Assistant Superintendent
Schools and Labor Relations
San Juan Unified School District



Karen Smith 5/4/2021
President
School Employees Association, Chapter 127

Kurt Benfield

Kurt Benfield 5/4/2021
Labor Relations Rep
School Employees Association, Chapter 127

SIDE LETTER OF AGREEMENT (SLA)
BETWEEN
SAN JUAN UNIFIED SCHOOL DISTRICT (District)
and the
SAN JUAN PROFESSIONAL EDUCATORS COALITION (SJPEC)
Re: *two paid days during the remainder of the 2021 school year*

Background:
San Juan Unified schools ended the 2019-20 school year and started the 2020-21 school year in a Distance Learning model due to health and safety concerns related to COVID-19. Our district students returned to in-person learning for 4 days per week on April 26, 2021.

Statement of Intent:
The District and SJPEC mutually agree that members are critical to supporting high quality instruction and providing services and supports during these unprecedented times.

Agreement:
All members will have the opportunity to work and be compensated for two days (in addition to their 2020-2021 contracted work year calendar) between the signature date below and June 30, 2021. These days will be paid at the members daily rate and will be based on the employees FTE. Members will not be required to document when the days/time have been completed.

These payments will be paid to the member no later than June 30, 2021. CalSTRS retirement will be withheld according to retirement requirements.

Jim Shoemake 5/3/2021
Assistant Superintendent
Schools and Labor Relations
San Juan Unified School District

Richard Judge 5/3/2021
President
San Juan Professional Educators Coalition

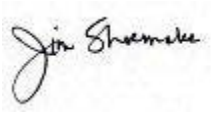
SIDE LETTER OF AGREEMENT (SLA)
BETWEEN
SAN JUAN UNIFIED SCHOOL DISTRICT (District)
and the
TEAMSTERS LOCAL UNION NO. 150 (Teamsters)
Re: two additional paid days during the remainder of the 2021 school year

Background:
San Juan Unified schools ended the 2019-20 school year and started the 2020-21 school year in a Distance Learning model due to health and safety concerns related to COVID-19. Our district students returned to in-person learning for 4 days per week on April 26, 2021.

Statement of Intent:
The District and Teamsters mutually agree that members are critical to supporting high quality instruction and providing services and supports during these unprecedented times.

Agreement:
All members will have the opportunity to work and be compensated for an additional two days, each day's hours equivalent to their current FTE (in addition to their 2020-2021 contracted work year calendar) between the signature date below and June 30, 2021. These days will be paid at the members hourly rate and the hours/day will be based on the employees FTE. Members will not be required to document when the days/time have been completed.

These payments will be paid to the member no later than June 30, 2021. CalPERS retirement will be withheld according to retirement requirements.





Jim Shoemake 5/3/2021
Assistant Superintendent
Schools and Labor Relations
San Juan Unified School District

Alan Daurie 5/3/2021
Business Representative
Teamsters Local No. 150

SIDE LETTER OF AGREEMENT (SLA)
BETWEEN
SAN JUAN UNIFIED SCHOOL DISTRICT (District)
and the
SAN JUAN SUPERVISORS ASSOCIATION (Supervisors)
Re: two additional paid days during the remainder of the 2021 school year

Background:
San Juan Unified schools ended the 2019-20 school year and started the 2020-21 school year in a Distance Learning model due to health and safety concerns related to COVID-19. Our district students returned to in-person learning for 4 days per week on April 26, 2021.

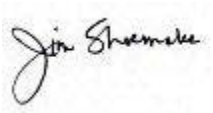
Statement of Intent:
The District and Supervisors mutually agree that members are critical to supporting high quality instruction and providing services and supports during these unprecedented times.

Agreement:
All members will have the opportunity to work and be compensated for an additional two days, each day's hours equivalent to their current FTE (in addition to their 2020-2021 contracted work year calendar) between the signature date below and June 30, 2021. These days will be paid at the members hourly/daily rate and the hours/day will be based on the employees FTE. Members will not be required to document when the days/time have been completed.

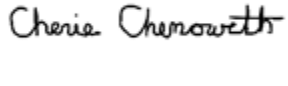
For members paid hourly these days will be paid at the members hourly rate and the hours/day will be based on the employees FTE.
For salaried members these days will be paid at the members daily rate and the hours/day will be based on the employees FTE.

Members will not be required to document when the days/time have been completed.

These payments will be paid to the member no later than June 30, 2021. CalPERS retirement will be withheld according to retirement requirements.



Jim Shoemake 5/3/2021
Assistant Superintendent
Schools and Labor Relations
San Juan Unified School District



Cherie Chenoweth 5/3/2021
President
San Juan Supervisors Association

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: San Juan Unified School District - *General Fund*

Name of Bargaining Units: SJPEC, SJSA, CSEA, Teamsters, Unrepresented, Confidential, SJAA and Board Contracted Cabinet members

Certificated, Classified, Other: Certificated & Classified, Board Contracts

The proposed agreements cover the period beginning: July 1, 2020 (date) **and ending:** June 30, 2021 (date)

The Governing Board will act upon the proposed agreement(s) on: June 8, 2021 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action. This form must also be available to the public at least ten (10) working days prior to the date the governing board will take action on the proposed bargaining agreements.

A. Proposed Change in Compensation

Page 1a

	Compensation	Annual Cost Prior to Proposed Agreement	Fiscal Impact of Proposed Agreement Year 1 Increase (Decrease)	Year 2 Increase (Decrease)	Year 3 Increase (Decrease)
		FY 2020-21 2nd Interim 3/9/2021 Board Approved	FY 2020-21	FY 2021-22	FY 2022-23
1	**Salary Schedule** (This is to include Step and Column, which is also reported separately in Item 6)	$280,710,991	$0	$0	$0
			0.00%	0.00%	0.00%
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	$0	$843,002	($843,002)	$0
			0.30%	-0.30%	0.00%
3	**Statutory Benefits -** STRS, PERS, FICA WC, UI, Medicare, etc. (retiree h&w and long-term sick leave included in section 4)	$81,989,482	$232,638	($232,638)	$0
			0.28%	-0.28%	0.00%
4	**Health/Welfare Plans** - includes medical, dental, vision, life insurance, retiree h&w, long-term sick leave, cash option, PEHP	$63,214,928	$36,653	($36,653)	$0
			0.06%	-0.06%	0.00%
5	**Total Compensation -** Add Items 1 through 4 to equal 5	$425,915,401	$1,112,293	($1,112,293)	$0
			0.26%	-0.26%	0.00%
6	**Step and Column -** Due to movement plus any changes due to settlement. 2019-20, 2020-21 and 2021-22 step and column increases have already been included in the multi-year projection. This is a subset of Item No. 1	$2,503,864	$0	$0	$0
7	**Total Number of Represented Employees** (Use FTEs if appropriate)	**4,056.52**	**1,829.17**	**1,829.17**	**1,829.17**
8	**Total Compensation Average Cost per Employee**	$104,995	$608	($608)	$0
			0.58%	-0.58%	0.00%

A. Proposed Change in Compensation-breakdown of amounts on page 1 General fund
Page 1b

	Compensation	Annual Cost Prior to Proposed Agreement FY 2020-21 2nd Interim 3/9/2021 Board Approved	Fiscal Impact of Proposed Agreement Year 1 Increase (Decrease) FY 2020-21	Year 2 Increase (Decrease) FY 2021-22	Year 3 Increase (Decrease) FY 2022-23
1	**Salary Schedule** (This is to include Step and Columns, which is also reported separately in Item 6	**$280,710,991**	**$0**	**$0**	**$0**
	Certificated Salaries - Object 1xxx - SF 0	$159,622,527			
	Certificated Salaries - Object 1xxx - Restricted	$51,883,384			
	Classified Salaries - Object 2xxx - SF 0	$39,985,649			
	Classified Salaries - Object 2xxx - Restricted	$29,219,431			
	Salary Increase Certificated Salaries SJTA Only - Object 1xxx - SF 0				
	Salary Increase Certificated Salaries SJTA Only - Object 1xxx - Restricted				
	Salary Increase Classified Salaries Object 2xxx - SF 0				
	Salary Increase Classified Salaries Object 2xxx - Restricted				
	Salary Increase Certificated Salaries - Object 1xxx - SF 0				
	Salary Increase Certificated Salaries Object 1xxx - Restricted				
	Other - Certificated Salaries - Object 1xxx - SF 0				
	Other - Certificated Salaries - Object 1xxx -Restricted				
	Other - Classified Salaries - Object 2xxx - SF 0				
	Other - Classified Salaries - Object 2xxx -Restricted				$0
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc	$0	$843,002	($843,002)	$0
	One Time Payment - Addl. Days Certificated - Object 1xxx - Restricted		$215,934	($215,934)	
	One Time Payment - Training, Orientations, Nurses stipend, Extra hours & Combo clas stipend Certificated Salaries - Object 1xxx - Restricted			$0	
	One Time Payment - Classified Salaries - Object 2xxx - SF 0			$0	
	One Time Payment - Addl. DaysClassified Salaries - Object 2xxx - Restricted		$627,068	($627,068)	$0
3	Statutory Benefit - Certificated Rates	**19.60%**	**19.60%**	**19.42%**	**21.50%**
	Statutory Benefit - Classified Rates	**30.35%**	**30.35%**	**32.70%**	**36.00%**
	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc. (Retiree H&W & Long-term Sick Leave included in section 4	$81,989,482	$232,638	($232,638)	$0
	Payroll costs SF 0	$42,961,240			
	Payroll costs-Restricted	$39,028,243			
	Salary Increase - Certificated payroll costs - SF 0		$0	$0	$0
	Salary Increase - Certificated payroll costs - Restricted		$0	$0	$0
	Salary Increase - Classified payroll costs - SF 0		$0	$0	$0
	Salary Increase - Classified payroll costs - Restricted		$0	$0	$0
	Salary Increase Other - Certificated payroll costs - SF0		$0	$0	$0
	Salary Increase Other - Certificated payroll costs - Restricted		$0	$0	$0
	Other - Certificated payroll costs - SF0		$0	$0	$0
	Other - Certificated payroll costs - Restricted		$0	$0	$0
	Other - Classified payroll costs - SF0		$0	$0	$0
	Other - Classified payroll costs - Restricted		$0	$0	$0
	One Time Payment - Certificated payroll costs - SF0			$0	
	One Time Payment - Certificated payroll costs - Restricted		$42,323	($42,323)	
	One Time Payment - Classified payroll costs - SF0			$0	
	One Time Payment-Classified payroll costs - Restricted		$190,315	($190,315)	

	Compensation	Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to Proposed Agreement	Year 1 Increase (Decrease)	Year 2 Increase (Decrease)	Year 3 Increase (Decrease)
		FY 2020-21 2nd Interim 3/9/2021 Board Approved	FY 2020-21	FY 2021-22	FY 2022-23
4	**Health/Welfare Plans -** medical,dental,vision, life insurance, retiree h&w, lt sick leave, cash option (obj 340x, 395x,	$63,214,928	$36,653	($36,653)	$0
	Unrestricted (SF 0)				
	Medical/Dental/VSP - Object 340x	$36,035,224			
	Life Insurance - Object 395x	$247,677			
	Retiree H&W & Long-term Sick Leave - * See below for rates	$6,129,475		$0	$0
	Cash Option - Object 391x	$349,817			
	Health & Welfare -SF 0 Certificated - * See below for rates				
	Health & Welfare -Restricted Certificated -* See below for rates				
	Health & Welfare -SF 0 Classified - *See below for rates				
	Health & Welfare - Restricted Classified -* See below for rates				
	Post Employment Health Plan (PEHP) Object 3751 (SJTA only)-SF 0				
	Total Unrestricted	**$42,762,193**	**$0**	**$0**	**$0**
	Restricted				
	Medical/Dental/VSP - Object 340x	$17,273,192			
	Life Insurance - Object 395x	$114,502			
	Retiree H&W & Long-term Sick Leave - * See below for rates	$2,795,330	$36,653	($36,653)	$0
	Cash Option - Object 391x	$269,711			
	Post Employment Health Plan (PEHP) Object 3751 (SJTA only)-SF 3,5				
	Total Restricted	**$20,452,735**	**$36,653**	**($36,653)**	**$0**
5	**Total Compensation -** Add Items 1 through 4	$425,915,401	$1,112,293	($1,112,293)	$0
6	**Step and Column - Related** to movement plus any changes due to settlement. This is a subset of Item No. 1	$2,503,864		$0	$0
	FTE - Using Jan 31, 2021 FTE for cost prior to proposed agreements. Years 1 - 3 have changes only due to the proposed agreements.	4,056.52	1,829.17	1,829.17	1,829.17

* Rates:	FY 2020-21	FY 2020-21	FY 2021-22	FY 2022-23
Retiree H&W & Long-term Leave Rates - Certificated	2.60%	2.60%	2.60%	2.60%
Retiree H&W & Long-term Leave Rates - Classified	4.95%	4.95%	4.95%	4.95%
Health & Welfare	4.00%	4.00%	4.00%	7.50%
Step & Column - Certificated	0.90%		0.90%	0.90%
Step & Column - Classified	0.90%		0.90%	0.90%

9. What was the negotiated salary percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

One-time additional payment as written in the Side Letter of Agreement (SLA) for each bargaining unit

San Juan Professional Educators Coalition (SJPEC) *- All members will have the opportunity to work and be compensated for two days (in addition to their 2020-2021 contracted work year calendar) between the signature date below and June 30, 2021. These days will be paid at the members daily rate and will be based on the employees FTE. Members will not be required to document when the days/time have been completed.*

San Juan Supervisors Association (SJSA) *- All members w ill have the opportunity to work and be compensated for an additional two days, each day's hours equivalent to their current FTE (in addition to their 2020-2021 contracted work year calendar) between the signature date below and June 30, 2021. These days will be paid at the members hourly/daily rate and the hours/day will be based on the employees FTE. Members will not be required to document when the days/time have been completed.*
For members paid hourly these days will be paid at the members hourly rate and the hours/day will be based on the employees FTE.
For salaried members these days will be paid at the members daily rate and the hours/day will be based on the employees FTE.
Members will not be required to document when the days/time have been completed.

Teamsters *- All members will have the opportunity to work and be compensated for an additional two days, each day's hours equivalent to their current FTE (in addition to their 2020-2021 contracted work year calendar) between the signature date below and June 30, 2021. These days will be paid at the members hourly rate and the hours/day will be based on the employees FTE. Members will not be required to document when the days/time have been completed.*

California School Employees Association (CSEA) *- All members will have the opportunity to work and be compensated for an additional two days, each day's hours equivalent to their current FTE (in addition to their 2020-2021 contracted work year calendar) between the signature date below and June 30, 2021. These days will be paid at the members hourly rate and the hours/day will be based on the employees FTE. Members will not be required to document when the days/time have been completed.*
Confidential Group, Unrepresented Specialists, San Juan Administrators Association (SJAA) and Cabinet *- All members will have the opportunity to work and be compensated for two days (in addition to their 2020-2021 contracted work year calendar) between the memo date above and June 30, 2021. These days will be paid at the members daily rate and will be based on the employees FTE. Members will not be required to document when the days/time have been completed.*

10. Were any additional steps, columns, or range added to the schedules? (If yes, please explain.)

There were no additional steps, columns or range added to the schedules.

11 . Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

Not applicable.

12. Does this bargaining unit have a negotiated cap for Health & Welfare benefits?

Yes	No
☐	☒

If yes, please describe the cap amount.

Not applicable.

B. Proposed Negotiated Changes in other compensation and non-compensation Items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.).

Not applicable.

C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

The impact of the one-time additional payment is to compensate employees for the additional time and effort they have incurred in preparation for the return of students to in-person learning due to COVID-19. There will be no financial impact on the different programs as one-time funds are being used to pay for this expense.

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

CONTINGENCY LANGUAGE:

There were no contingency language in any of the SLA's.

E. Will this agreement create or decrease deficit financing in the current or subsequent year(s)? "Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

General Fund: *Deficit financing is not expected to be created from the agreements in the current year. One-time funds are being used to pay for these one-time payments.*

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

None known at this time.

G. Source of Funding for Proposed Agreement

1. Current Year

The source of funding for the proposed agreements are one-time restricted revenues.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

This is a single year agreement with one-time costs only. There are no ongoing costs on the proposed agreement.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

Not applicable.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted SF0 General Fund

Enter Bargaining Unit/Group: **SJPEC, SJSA, CSEA, Teamsters, Unrepresented, Confidential, SJAA and Board Contracted Cabinet members**

	Column 1	Column 2	Column 3	Column 4
	FY 2020-21 2nd Interim 3/9/2021 Board Approved	Certificated & Classified, Board Contracts	Other Revisions, including reduction for estimate included in 2nd Interim	FY 2020-21 Proposed Budget after adjustments
REVENUES				
LCFF Sources (8010-8099)	$ 365,550,111		$ -	$ 365,550,111
Remaining Revenues (8100-8799)	$ 8,755,360		$ -	$ 8,755,360
TOTAL REVENUES	**$ 374,305,471**	**$ -**	**$ -**	**$ 374,305,471**
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 159,622,527	$ -	$ -	$ 159,622,527
Classified Salaries (2000-2999)	$ 39,985,649	$ -	$ -	$ 39,985,649
Employee Benefits (3000-3999)	$ 85,723,433	$ -	$ -	$ 85,723,433
Books and Supplies (4000-4999)	$ 8,523,801	$ -	$ -	$ 8,523,801
Services, Other Operating Expenses (5000-5999)	$ 20,803,811		$ -	$ 20,803,811
Capital Outlay (6000-6999)	$ 199,761		$ -	$ 199,761
Other Outgo (7100-7299) (7400-7499)	$ 1,010,405		$ -	$ 1,010,405
Direct Support/Indirect Cost (7300-7399)	$ (7,630,345)		$ -	$ (7,630,345)
Other Adjustments			$ -	$ -
TOTAL EXPENDITURES	**$ 308,239,042**	**$ -**	**$ -**	**$ 308,239,042**
OPERATING SURPLUS (DEFICIT)	**$ 66,066,429**	**$ -**	**$ -**	**$ 66,066,429**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -		**$ -**	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 3,727,872	$ -	**$ -**	$ 3,727,872
CONTRIBUTIONS (8980-8999)	$ (55,097,683)	$ (33,368)	**$ (330,977)**	$ (55,462,028)
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ 7,240,874**	**$ (33,368)**	**$ (330,977)**	**$ 6,876,529**
BEGINNING BALANCE	$ 52,103,664	$ -	$ -	$ 52,103,664
Prior-Year Adjustments/Restatements (9793/9795)	$ (741,618)	$ -		$ (741,618)
CURRENT-YEAR ENDING BALANCE	**$ 58,602,920**	**$ (33,368)**	**$ (330,977)**	**$ 58,238,575**
COMPONENTS OF ENDING BALANCE:	$ -			
Nonspendable Amounts:	$ 500,000			$ 500,000
Reserved Amounts (9711-9740)	$ -			$ -
Reserved for Economic Uncertainties (9770)	$ 10,300,000	$ 9,498	$ 246,718	$ 10,556,216
Committed Funds (9750-9760)	$ -		$ -	$ -
Assigned Amounts	$ 3,897,507	$ -		$ 3,897,507
Unappropriated Amounts (9790)	**$ 43,905,413**	**$ (42,866)**	**$ (577,695)**	**$ 43,284,852**

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted SF 3 & 5 General Fund

Enter Bargaining Unit/Group: SJPEC, SJSA, CSEA, Teamsters, Unrepresented, Confidential, SJAA and Board Contracted Cabinet members

	Column 1	Column 2	Column 3	Column 4
	FY 2020-21 2nd Interim 3/9/2021 Board Approved	Certificated & Classified, Board Contracts	Other Revisions, including reduction for estimate included in 2nd Interim	FY 2020-21 Proposed Budget after adjustments
REVENUES				
LCFF Sources (8010-8099)	$ 1,706,852		$ -	$ 1,706,852
Remaining Revenues (8100-8799)	$ 138,444,715		$ 12,115,063	$ 150,559,778
TOTAL REVENUES	**$ 140,151,567**	**$ -**	**$ 12,115,063**	**$ 152,266,630**
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 51,883,384	$ 215,934	$ 6,409,614	$ 58,508,932
Classified Salaries (2000-2999)	$ 29,219,431	$ 131,300	$ 627,068	$ 29,977,799
Employee Benefits (3000-3999)	$ 59,480,977	$ 94,285	$ 1,644,287	$ 61,219,549
Books and Supplies (4000-4999)	$ 37,065,810	$ 33,368	$ 330,977	$ 37,430,155
Services, Other Operating Expenses (5000-5999)	$ 11,279,681		$ 117,028	$ 11,396,709
Capital Outlay (6000-6999)	$ 697,783		$ -	$ 697,783
Other Outgo (7100-7299) (7400-7499)	$ -		$ -	$ -
Direct Support/Indirect Cost (7300-7399)	$ 6,307,582		$ 523,919	$ 6,831,501
Other Adjustments			$ 2,351,628	$ 2,351,628
TOTAL EXPENDITURES	**$ 195,934,648**	**$ 474,887**	**$ 12,004,521**	**$ 208,414,056**
OPERATING SURPLUS (DEFICIT)	**$ (55,783,081)**	**$ (474,887)**	**$ 110,542**	**$ (56,147,426)**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -		$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 6,918,848		$ -	$ 6,918,848
CONTRIBUTIONS (8980-8999)	$ 55,097,683	$ 33,368	$ 330,977	$ 55,462,028
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ (7,604,246)**	**$ (441,519)**	**$ 441,519**	**$ (7,604,246)**
BEGINNING BALANCE	$ 26,222,769	$ -	$ -	$ 26,222,769
Prior-Year Adjustments/Restatements (9793/9795)	$ 741,618			$ 741,618
CURRENT-YEAR ENDING BALANCE	**$ 19,360,141**	**$ (441,519)**	**$ 441,519**	**$ 19,360,141**
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts			$ -	$ -
Reserved Amounts (9711-9740)	$ 19,360,141	$ (441,519)	$ 441,519	$ 19,360,141
Reserved for Economic Uncertainties (9770)			$ -	$ -
Committed Funds	$ -		$ -	$ -
Assigned Amounts		$ 441,519	$ (441,519)	$ -
Unappropriated Amounts (9790)	**$ -**	**$ (441,519)**	**$ 441,519**	**$ -**

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Enter Bargaining Unit/Group: **SJPEC, SJSA, CSEA, Teamsters, Unrepresented, Confidential, SJAA and Board Contracted Cabinet members**

	Column 1	Column 2	Column 3	Column 4
	FY 2020-21 2nd Interim 3/9/2021 Board Approved	Certificated & Classified, Board Contracts	Other Revisions, including reduction for estimate included in 2nd Interim	FY 2020-21 Proposed Budget after adjustments
REVENUES				
LCFF Sources (8010-8099)	$ 367,256,963	$ -	$ -	$ 367,256,963
Remaining Revenues (8100-8799)	$ 147,200,075	$ -	$ 12,115,063	$ 159,315,138
TOTAL REVENUES	**$ 514,457,038**	**$ -**	**$ 12,115,063**	**$ 526,572,101**
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 211,505,911	$ 215,934	$ 6,409,614	$ 218,131,459
Classified Salaries (2000-2999)	$ 69,205,080	$ 131,300	$ 627,068	$ 69,963,448
Employee Benefits (3000-3999)	$ 145,204,410	$ 94,285	$ 1,644,287	$ 146,942,982
Books and Supplies (4000-4999)	$ 45,589,611	$ 33,368	$ 330,977	$ 45,953,956
Services, Other Operating Expenses (5000-5999)	$ 32,083,492	$ -	$ 117,028	$ 32,200,520
Capital Outlay (6000-6999)	$ 897,544	$ -	$ -	$ 897,544
Other Outgo (7100-7299) (7400-7499)	$ 1,010,405	$ -	$ -	$ 1,010,405
Direct Support/Indirect Cost (7300-7399)	$ (1,322,763)	$ -	$ 523,919	$ (798,844)
Other Adjustments	$ -	$ -	$ 2,351,628	$ 2,351,628
TOTAL EXPENDITURES	**$ 504,173,690**	**$ 474,887**	**$ 12,004,521**	$ 516,653,098
OPERATING SURPLUS (DEFICIT)	**$ 10,283,348**	**$ (474,887)**	**$ 110,542**	$ 9,919,003
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 10,646,720	$ -	$ -	$ 10,646,720
CONTRIBUTIONS (8980-8999)	$ -	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ (363,372)**	**$ (474,887)**	**$ 110,542**	**$ (727,717)**
BEGINNING BALANCE	$ 78,326,433			$ 78,326,433
Prior-Year Adjustments/Restatements (9793/9795)	$ -	$ -	$ -	$ -
CURRENT-YEAR ENDING BALANCE	**$ 77,963,061**	**$ (474,887)**	**$ 110,542**	**$ 77,598,716**
COMPONENTS OF ENDING BALANCE:				$ -
Nonspendable Amounts	$ 500,000			$ 500,000
Reserved Amounts (9711-9740)	$ 19,360,141	$ (441,519)	$ 441,519	$ 19,360,141
Reserved for Economic Uncertainties (9770)	$ 10,300,000	$ 9,498	$ 246,718	$ 10,556,216
Committed Funds	$ -	$ -		$ -
Assigned Amounts	$ 3,897,507	$ 441,519	$ (441,519)	$ 3,897,507
Unappropriated Amounts - Unrestricted (9790)	$ 43,905,413	$ (42,866)	$ (577,695)	$ 43,284,852
Reserve for Economic Uncertainties Percentage	2.00%			2.00%

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund

Enter Bargaining Unit/Group: **SJPEC, SJSA, CSEA, Teamsters, Unrepresented, Confidential, SJAA and Board Contracted Cabinet members**

	FY 2020-21	FY 2021-22	FY 2022-23
	FY 2020-21 Proposed Budget after adjustments	Certificated & Classified, Board Contracts	Second Subsequent Year
REVENUES			
LCFF Sources (8010-8099)	$367,256,963	$377,922,960	$379,922,878
Remaining Revenues (8100-8799)	$159,315,138	$106,867,185	$106,502,514
TOTAL REVENUES	**$526,572,101**	**$484,790,145**	**$486,425,392**
EXPENDITURES			
Certificated Salaries (1000-1999)	$218,131,459	$205,757,499	$206,609,078
Classified Salaries (2000-2999)	$69,963,448	$69,742,973	$71,131,139
Employee Benefits (3000-3999)	$146,942,982	$147,526,708	$159,073,312
Books and Supplies (4000-4999)	$45,953,956	$24,760,234	$23,993,285
Services, Other Operating Expenses (5000-5999)	$32,200,520	$25,574,510	$26,241,804
Capital Outlay (6000-6999)	$897,544	$715,544	$715,544
Other Outgo (7100-7299) (7400-7499)	$1,010,405	$1,010,405	$1,010,405
Direct Support/Indirect Cost (7300-7399)	($798,844)	($1,316,128)	($1,207,206)
Other Adjustments	$2,351,628	$0	$0
TOTAL EXPENDITURES	**$516,653,098**	**$473,771,745**	**$487,567,361**
OPERATING SURPLUS (DEFICIT)	**$9,919,003**	**$11,018,400**	**-$1,141,969**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$0	$0	$0
TRANSFERS OUT & OTHER USES (7610-7699)	$10,646,720	$4,231,720	$4,231,720
CONTRIBUTIONS (8980-8999)	$0	$0	$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**($727,717)**	**$6,786,680**	**($5,373,689)**
BEGINNING BALANCE	$78,326,433	$77,598,716	$84,385,396
Prior-Year Adjustments/Restatements (9793/9795)	$0		
CURRENT-YEAR ENDING BALANCE	**$77,598,716**	**$84,385,396**	**$79,011,707**
COMPONENTS OF ENDING BALANCE:			
Nonspendable Amounts	$500,000	$500,000	$500,000
Reserved Amounts (9711-9740)	$19,360,141	$14,729,736	$8,802,660
Reserved for Economic Uncertainties (9770)	$10,556,216	$9,565,000	$9,840,000
Committed Funds	$0	$0	$0
Assigned Amounts	$3,897,507	$4,418,371	$4,596,950
Unappropriated Amounts - Unrestricted (9790)	**$43,284,852**	**$55,172,289**	**$55,272,097**
Reserve for Economic Uncertainties Percentage	**2.00%**	**2.00%**	**2.00%**

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2020-21 Projected Year Totals - Budget	2021-22 Multi-Year Projection	2022-23 Multi-Year Projection
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	$ 527,299,818	$ 478,003,465	$ 491,799,081
b.	State Standard Minimum Reserve Percentage for this District (2%) enter percentage:	2%	2%	2%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, OR $50,000	$ 10,545,996	$ 9,560,069	$ 9,835,982

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	$ 10,556,216	$ 9,565,000	$ 9,840,000
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	$ 43,284,852	$ 55,172,289	$ 55,272,097
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	$ -	$ -	$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriate Amount (9790)	$ -	$ -	$ -
g.	Total Available Reserves	$ 53,841,068	$ 64,737,289	$ 65,112,097
h.	Reserve for Economic Uncertainties Percentage	2.00%	2.00%	2.00%

3. Do unrestricted reserves meet the state minimum reserve amount?

2020-21	Yes	[x]	No	[ ]
2021-22	Yes	[x]	No	[ ]
2022-23	Yes	[x]	No	[ ]

4. If no, how do you plan to restore your reserves?

5. If the total amount of the adjustment in Column 2 on Page 4c does not agree with the amount of the Total Compensation Increase in Section A, Line 5, Page 1a (i.e., increase was partially budgeted), explain the variance below:

Total amount of the adjustment in Column 2 on Page 4c is:	*$*	*474,887*
Total Compensation Increase in Section A, Line 5, Page 1a is:	*$*	*1,112,293*
Variance	*$*	*(637,406)*
Net increase contribution to Restricted Repair Maintenance Account (RRMA)	*$*	*(33,368)*
Amount budgeted in object code 4xxx in Restriced General Fund to offset the increased cost	*$*	*(33,368)*

6. Please include any additional comments and explanation of Page 5 if necessary:

The budget at 2nd interim already reflects the 2-day compensation for CSEA of $670,444. The variance of -$637,406 is the net of -$670,444 and $33,368 to RRMA.

K. SALARY NOTIFICATION REQUIREMENT

The following section is applicable and should be completed when any Salary/Benefit Negotiations are settled after the district's final budget has been adopted.

COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT LOCAL CONTROL FUNDING

(a) Current-Year Local Control Funding per ADA(line 19 below):	**$**	**9,746**
(b) Prior-Year Base Funding per ADA (line 20 below)	**$**	**9,786**
(c) Amount of Current-Year Increase: (a) minus (b)	**$**	**(40)**
(d) Percentage Increase in Base LCFF per ADA: (c) divided by (b)		**-0.41%**
(e) Total Compensation Percentage Increase from Section A, Line 5, Page 1 for current year (Year 1)		**0.26%**

1	K-3 CSR		6,361,740
2	EIA		4,398,886
3	Other State categorical		24,749,916
4	Transportation		5,230,781
5	Targeted Instructional Improvement Grant (TIIG)		2,350,261
6	Total LCFF Categoricals	$	43,091,584
7	2012-13 Rev Limit funding per ADA	$	5,303.79
8	Actual or Estimated funded ADA		37,509.32
9	Current year ADA x 2012-13 Rev Limit funding per ADA (Rows 7 x 8)		198,941,556
10	Prior year gap funding	$	12,630,041
11	Prior year gap funding per ADA		336.72
12	Total of all prior years gap funding adjusted for current year ADA		112,398,928
13	Adjusted Funding Floor (Rows 6 + 9 + 12)	*$*	*354,432,068*
14	LCFF funding target	$	365,550,111
15	Funding GAP (Rows 14-13)	$	11,118,043
16	LCFF Statewide funding GAP %		100.00%
17	LCFF Growth (Rows 15 x 16)	*$*	*11,118,043*
18	*LCFF Funding (Rows 13 + 17)*	*$*	*365,550,111*
19	LCFF revenue per ADA (Rows 18 / 8)	$	9,746
20	Prior year funding per ADA	$	9,786
21	Per ADA change from Prior year (Rows 19 - 20)	$	(40)
22	Growth Increase % (Rows 21 / 20)		-0.41%

L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICTS ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent and Chief Financial Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Deputy Superintendent of San Juan Unified School District (District), hereby certify that the District can meet the costs incurred under the Collective bargaining Agreements between the District and SJPEC, SJSA, CSEA and Teamsters barganing units, Unrepresented, Confidential, SJAA and Board Contracted Cabinet members during the term of the agreement from July 1, 2020 to June 30, 2021 or later.

The budget revisions necessary to meet the costs of the agreement in each year of its term are as follows:

General Fund Budget Adjustment Categories:	20-21 Budget Adjustment Increase (Decrease)	21-22	22-23
Revenues/Other Financing Sources	$0	$0	$0
Expenditures/Other Financing Uses*	$474,887	$ (474,887)	$ -
Ending Balance Increase (Decrease)	($474,887)	$ 474,887	$ -
* (includes budget offsets, if any)			

_____(No budget revisions necessary)

The cost for the Other Funds (Adult Ed, Cafeteria, Child Development, Deferred Maintenance/Building Funds, and Self Insurance Fund) will be absorbed by the one-time funds budgeted in the restricted general fund for their appropriate Full-Time Equivalent (FTE) staff.

Kent Kern, Superintendent of Schools — Date: 5/12/2021

Kent Stephens, Deputy Superintendent — Date: 5/12/2021

General Funds Group Total Costs	20-21	Not Cumulative 21-22	Not Cumulative 22-23
Teachers (SJTA)	$ -	$ -	
General & Operations Support (CSEA)	670,774	(670,774)	
Teamsters	40,663	(40,663)	
Management (SJAA) & Board Contracted Cabinet members	117,915	(117,915)	
Certificated Supervisory (SJPEC)	218,243	(218,243)	
Supervisors (SJSA)	29,226	(29,226)	
Confidential & Unrepresented Specialists Units	35,472	(35,472)	
Total	$ 1,112,293	$ (1,112,293)	$ -
Less offsets	(637,406)	637,406	$ -
Total impact to budget	$ 474,887	$ (474,887)	$ -

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement(s) and is submitted to the Governing Board for public disclosure of the major provisions of the agreement(s) (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

Kent Kern, Superintendent of Schools — **Date**
(Signature)

Kent Stephens, Deputy Superintendent — **(916) 971-7237**
Contact Person — **Phone**

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on June 8, 2021 **took action to approve the proposed agreements with SJPEC, SJSA, CSEA and Teamsters bargaining units, Unrepresented, Confidential, SJAA and Board Contract Cabinet members.**

President, Governing Board — **Date**
(Signature)

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: **I-13**

MEETING DATE: **06/08/2021**

SUBJECT: Implementation of Agreements (SJAA, Cabinet, Confidential and Unrepresented Groups) in Response to Returning to In-Person Learning Four Days Per Week

DEPARTMENT: Schools and Labor Relations

CHECK ONE:
For Discussion: ☐
For Action: ☒
Report: ☐
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

ACTION REQUESTED:
The superintendent is recommending that the board approve the implementation of additional paid days during the remainder of the 2020-2021 school year for the San Juan Administrators Association (SJAA), Cabinet, Confidential and Unrepresented Groups in alignment with the Side Letters of Agreement that were negotiated with all SJUSD Bargaining Units.

RATIONALE/BACKGROUND:
The district acknowledges that all employees are critical to supporting high quality instruction and providing services and supports during these unprecedented times. The district also acknowledges that all employees are experiencing workload issues that require additional hours and days of work above and beyond their contracted work year calendar.

Statute requires that the public be made aware of the costs associated with a tentative collective bargaining agreement before it becomes binding on the district or county office of education. Government Code Section 3547.5 states:

> "Before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal year, shall be disclosed at a public meeting of the public school employer in a format established for this purpose by the Superintendent of Public Instruction [G.C. 3547.5(a)]."

ATTACHMENT(S):
A: AB 1200 Public Disclosure Agreement

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/17/2021
Board of Education: 05/25/2021

FINANCIAL DATA:
In accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449, Fiscal Services has prepared an analysis of the fiscal impact of the proposed agreement and will submit it to the Sacramento County Office of Education. The cost to the general fund for the San Juan Administrators Association, Cabinet, Confidential and Unrepresented Group's agreements is an increase of $153,387 for 2020- 2021 which is off-set with one-time revenue.

PREPARED BY: Jim Shoemake, Assistant Superintendent, Schools and Labor Relations

APPROVED BY: Kent Kern, Superintendent of Schools

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District:	**San Juan Unified School District - *General Fund***
Name of Bargaining Units:	**SJPEC, SJSA, CSEA, Teamsters, Unrepresented, Confidential, SJAA and Board Contracted Cabinet members**
Certificated, Classified, Other:	**Certificated & Classified, Board Contracts**

The proposed agreements cover the period beginning: July 1, 2020 (date) and ending: June 30, 2021 (date)

The Governing Board will act upon the proposed agreement(s) on: June 8, 2021 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action. This form must also be available to the public at least ten (10) working days prior to the date the governing board will take action on the proposed bargaining agreements.

A. Proposed Change in Compensation

Page 1a

	Compensation	Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to	Year 1	Year 2	Year 3
		Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
		FY 2020-21 2nd Interim 3/9/2021 Board Approved	FY 2020-21	FY 2021-22	FY 2022-23
1	**Salary Schedule** (This is to include Step and Column, which is also reported separately in Item 6)	$280,710,991	$0	$0	$0
			0.00%	0.00%	0.00%
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	$0	$843,002	($843,002)	$0
			0.30%	-0.30%	0.00%
3	**Statutory Benefits -** STRS, PERS, FICA WC, UI, Medicare, etc. (retiree h&w and long-term sick leave included in section 4)	$81,989,482	$232,638	($232,638)	$0
			0.28%	-0.28%	0.00%
4	**Health/Welfare Plans** - includes medical, dental, vision, life insurance, retiree h&w, long-term sick leave, cash option, PEHP	$63,214,928	$36,653	($36,653)	$0
			0.06%	-0.06%	0.00%
5	**Total Compensation -** Add Items 1 through 4 to equal 5	$425,915,401	$1,112,293	($1,112,293)	$0
			0.26%	-0.26%	0.00%
6	**Step and Column -** Due to movement plus any changes due to settlement. 2019-20, 2020-21 and 2021-22 step and column increases have already been included in the multi-year projection. This is a subset of Item No. 1	$2,503,864	$0	$0	$0
7	**Total Number of Represented Employees** (Use FTEs if appropriate)	**4,056.52**	**1,829.17**	**1,829.17**	**1,829.17**
8	**Total Compensation Average Cost per Employee**	$104,995	$608	($608)	$0
			0.58%	-0.58%	0.00%

A. Proposed Change in Compensation-breakdown of amounts on page 1 General fund
Page 1b

	Compensation	Annual Cost Prior to Proposed Agreement FY 2020-21 2nd Interim 3/9/2021 Board Approved	Fiscal Impact of Proposed Agreement Year 1 Increase (Decrease) FY 2020-21	Year 2 Increase (Decrease) FY 2021-22	Year 3 Increase (Decrease) FY 2022-23
1	**Salary Schedule** (This is to include Step and Columns, which is also reported separately in Item 6	**$280,710,991**	**$0**	**$0**	**$0**
	Certificated Salaries - Object 1xxx - SF 0	$159,622,527			
	Certificated Salaries - Object 1xxx - Restricted	$51,883,384			
	Classified Salaries - Object 2xxx - SF 0	$39,985,649			
	Classified Salaries - Object 2xxx - Restricted	$29,219,431			
	Salary Increase Certificated Salaries SJTA Only - Object 1xxx - SF 0				
	Salary Increase Certificated Salaries SJTA Only - Object 1xxx - Restricted				
	Salary Increase Classified Salaries Object 2xxx - SF 0				
	Salary Increase Classified Salaries Object 2xxx - Restricted				
	Salary Increase Certificated Salaries - Object 1xxx - SF 0				
	Salary Increase Certificated Salaries Object 1xxx - Restricted				
	Other - Certificated Salaries - Object 1xxx - SF 0				
	Other - Certificated Salaries - Object 1xxx -Restricted				
	Other - Classified Salaries - Object 2xxx - SF 0				
	Other - Classified Salaries - Object 2xxx -Restricted				$0
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc	$0	$843,002	($843,002)	$0
	One Time Payment - Addl. Days Certificated - Object 1xxx - Restricted		$215,934	($215,934)	
	One Time Payment - Training, Orientations, Nurses stipend, Extra hours & Combo clas stipend Certificated Salaries - Object 1xxx - Restricted			$0	
	One Time Payment - Classified Salaries - Object 2xxx - SF 0			$0	
	One Time Payment - Addl. DaysClassified Salaries - Object 2xxx - Restricted		$627,068	($627,068)	$0
3	Statutory Benefit - Certificated Rates	**19.60%**	**19.60%**	**19.42%**	**21.50%**
	Statutory Benefit - Classified Rates	**30.35%**	**30.35%**	**32.70%**	**36.00%**
	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc. (Retiree H&W & Long-term Sick Leave included in section 4	$81,989,482	$232,638	($232,638)	$0
	Payroll costs SF 0	$42,961,240			
	Payroll costs-Restricted	$39,028,243			
	Salary Increase - Certificated payroll costs - SF 0		$0	$0	$0
	Salary Increase - Certificated payroll costs - Restricted		$0	$0	$0
	Salary Increase - Classified payroll costs - SF 0		$0	$0	$0
	Salary Increase - Classified payroll costs - Restricted		$0	$0	$0
	Salary Increase Other - Certificated payroll costs - SF0		$0	$0	$0
	Salary Increase Other - Certificated payroll costs - Restricted		$0	$0	$0
	Other - Certificated payroll costs - SF0		$0	$0	$0
	Other - Certificated payroll costs - Restricted		$0	$0	$0
	Other - Classified payroll costs - SF0		$0	$0	$0
	Other - Classified payroll costs - Restricted		$0	$0	$0
	One Time Payment - Certificated payroll costs - SF0			$0	
	One Time Payment - Certificated payroll costs - Restricted		$42,323	($42,323)	
	One Time Payment - Classified payroll costs - SF0			$0	
	One Time Payment-Classified payroll costs - Restricted		$190,315	($190,315)	

	Compensation	Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to Proposed Agreement	Year 1 Increase (Decrease)	Year 2 Increase (Decrease)	Year 3 Increase (Decrease)
		FY 2020-21 2nd Interim 3/9/2021 Board Approved	FY 2020-21	FY 2021-22	FY 2022-23
4	**Health/Welfare Plans -** medical,dental,vision, life insurance, retiree h&w, lt sick leave, cash option (obj 340x, 395x,	$63,214,928	$36,653	($36,653)	$0
	Unrestricted (SF 0)				
	Medical/Dental/VSP - Object 340x	$36,035,224			
	Life Insurance - Object 395x	$247,677			
	Retiree H&W & Long-term Sick Leave - * See below for rates	$6,129,475		$0	$0
	Cash Option - Object 391x	$349,817			
	Health & Welfare -SF 0 Certificated - * See below for rates				
	Health & Welfare -Restricted Certificated -* See below for rates				
	Health & Welfare -SF 0 Classified - *See below for rates				
	Health & Welfare - Restricted Classified -* See below for rates				
	Post Employment Health Plan (PEHP) Object 3751 (SJTA only)-SF 0				
	Total Unrestricted	**$42,762,193**	**$0**	**$0**	**$0**
	Restricted				
	Medical/Dental/VSP - Object 340x	$17,273,192			
	Life Insurance - Object 395x	$114,502			
	Retiree H&W & Long-term Sick Leave - * See below for rates	$2,795,330	$36,653	($36,653)	$0
	Cash Option - Object 391x	$269,711			
	Post Employment Health Plan (PEHP) Object 3751 (SJTA only)-SF 3,5				
	Total Restricted	**$20,452,735**	**$36,653**	**($36,653)**	**$0**
5	**Total Compensation -** Add Items 1 through 4	$425,915,401	$1,112,293	($1,112,293)	$0
6	**Step and Column - Related** to movement plus any changes due to settlement. This is a subset of Item No. 1	$2,503,864		$0	$0
	FTE - Using Jan 31, 2021 FTE for cost prior to proposed agreements. Years 1 - 3 have changes only due to the proposed agreements.	4,056.52	1,829.17	1,829.17	1,829.17

* Rates:	FY 2020-21	FY 2020-21	FY 2021-22	FY 2022-23
Retiree H&W & Long-term Leave Rates - Certificated	2.60%	2.60%	2.60%	2.60%
Retiree H&W & Long-term Leave Rates - Classified	4.95%	4.95%	4.95%	4.95%
Health & Welfare	4.00%	4.00%	4.00%	7.50%
Step & Column - Certificated	0.90%		0.90%	0.90%
Step & Column - Classified	0.90%		0.90%	0.90%

9. What was the negotiated salary percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

One-time additional payment as written in the Side Letter of Agreement (SLA) for each bargaining unit

San Juan Professional Educators Coalition (SJPEC) *- All members will have the opportunity to work and be compensated for two days (in addition to their 2020-2021 contracted work year calendar) between the signature date below and June 30, 2021. These days will be paid at the members daily rate and will be based on the employees FTE. Members will not be required to document when the days/time have been completed.*

San Juan Supervisors Association (SJSA) *- All members w ill have the opportunity to work and be compensated for an additional two days, each day's hours equivalent to their current FTE (in addition to their 2020-2021 contracted work year calendar) between the signature date below and June 30, 2021. These days will be paid at the members hourly/daily rate and the hours/day will be based on the employees FTE. Members will not be required to document when the days/time have been completed.*
For members paid hourly these days will be paid at the members hourly rate and the hours/day will be based on the employees FTE.
For salaried members these days will be paid at the members daily rate and the hours/day will be based on the employees FTE.
Members will not be required to document when the days/time have been completed.

Teamsters *- All members will have the opportunity to work and be compensated for an additional two days, each day's hours equivalent to their current FTE (in addition to their 2020-2021 contracted work year calendar) between the signature date below and June 30, 2021. These days will be paid at the members hourly rate and the hours/day will be based on the employees FTE. Members will not be required to document when the days/time have been completed.*

California School Employees Association (CSEA) *- All members will have the opportunity to work and be compensated for an additional two days, each day's hours equivalent to their current FTE (in addition to their 2020-2021 contracted work year calendar) between the signature date below and June 30, 2021. These days will be paid at the members hourly rate and the hours/day will be based on the employees FTE. Members will not be required to document when the days/time have been completed.*
Confidential Group, Unrepresented Specialists, San Juan Administrators Association (SJAA) and Cabinet *- All members will have the opportunity to work and be compensated for two days (in addition to their 2020-2021 contracted work year calendar) between the memo date above and June 30, 2021. These days will be paid at the members daily rate and will be based on the employees FTE. Members will not be required to document when the days/time have been completed.*

10. Were any additional steps, columns, or range added to the schedules? (If yes, please explain.)

There were no additional steps, columns or range added to the schedules.

11 . Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

Not applicable.

12. Does this bargaining unit have a negotiated cap for Health & Welfare benefits?

Yes	No
☐	☒

If yes, please describe the cap amount.

Not applicable.

B. Proposed Negotiated Changes in other compensation and non-compensation Items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.).

Not applicable.

C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

The impact of the one-time additional payment is to compensate employees for the additional time and effort they have incurred in preparation for the return of students to in-person learning due to COVID-19. There will be no financial impact on the different programs as one-time funds are being used to pay for this expense.

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

CONTINGENCY LANGUAGE:

There were no contingency language in any of the SLA's.

E. Will this agreement create or decrease deficit financing in the current or subsequent year(s)? "Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

General Fund: *Deficit financing is not expected to be created from the agreements in the current year. One-time funds are being used to pay for these one-time payments.*

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

None known at this time.

G. Source of Funding for Proposed Agreement

1. Current Year

The source of funding for the proposed agreements are one-time restricted revenues.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

This is a single year agreement with one-time costs only. There are no ongoing costs on the proposed agreement.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

Not applicable.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted SF0 General Fund

Enter Bargaining Unit/Group: **SJPEC, SJSA, CSEA, Teamsters, Unrepresented, Confidential, SJAA and Board Contracted Cabinet members**

	Column 1	Column 2	Column 3	Column 4
	FY 2020-21 2nd Interim 3/9/2021 Board Approved	Certificated & Classified, Board Contracts	Other Revisions, including reduction for estimate included in 2nd Interim	FY 2020-21 Proposed Budget after adjustments
REVENUES				
LCFF Sources (8010-8099)	$ 365,550,111		$ -	$ 365,550,111
Remaining Revenues (8100-8799)	$ 8,755,360		$ -	$ 8,755,360
TOTAL REVENUES	**$ 374,305,471**	**$ -**	**$ -**	**$ 374,305,471**
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 159,622,527	$ -	$ -	$ 159,622,527
Classified Salaries (2000-2999)	$ 39,985,649	$ -	$ -	$ 39,985,649
Employee Benefits (3000-3999)	$ 85,723,433	$ -	$ -	$ 85,723,433
Books and Supplies (4000-4999)	$ 8,523,801	$ -	$ -	$ 8,523,801
Services, Other Operating Expenses (5000-5999)	$ 20,803,811		$ -	$ 20,803,811
Capital Outlay (6000-6999)	$ 199,761		$ -	$ 199,761
Other Outgo (7100-7299) (7400-7499)	$ 1,010,405		$ -	$ 1,010,405
Direct Support/Indirect Cost (7300-7399)	$ (7,630,345)		$ -	$ (7,630,345)
Other Adjustments			$ -	$ -
TOTAL EXPENDITURES	**$ 308,239,042**	**$ -**	**$ -**	**$ 308,239,042**
OPERATING SURPLUS (DEFICIT)	**$ 66,066,429**	**$ -**	**$ -**	**$ 66,066,429**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -		**$ -**	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 3,727,872	$ -	**$ -**	$ 3,727,872
CONTRIBUTIONS (8980-8999)	$ (55,097,683)	$ (33,368)	**$ (330,977)**	$ (55,462,028)
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ 7,240,874**	**$ (33,368)**	**$ (330,977)**	**$ 6,876,529**
BEGINNING BALANCE	$ 52,103,664	$ -	$ -	$ 52,103,664
Prior-Year Adjustments/Restatements (9793/9795)	$ (741,618)	$ -		$ (741,618)
CURRENT-YEAR ENDING BALANCE	**$ 58,602,920**	**$ (33,368)**	**$ (330,977)**	**$ 58,238,575**
COMPONENTS OF ENDING BALANCE:	$ -			
Nonspendable Amounts:	$ 500,000			$ 500,000
Reserved Amounts (9711-9740)	$ -			$ -
Reserved for Economic Uncertainties (9770)	$ 10,300,000	$ 9,498	$ 246,718	$ 10,556,216
Committed Funds (9750-9760)	$ -		$ -	$ -
Assigned Amounts	$ 3,897,507	$ -		$ 3,897,507
Unappropriated Amounts (9790)	**$ 43,905,413**	**$ (42,866)**	**$ (577,695)**	**$ 43,284,852**

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted SF 3 & 5 General Fund

Enter Bargaining Unit/Group: SJPEC, SJSA, CSEA, Teamsters, Unrepresented, Confidential, SJAA and Board Contracted Cabinet members

	Column 1	Column 2	Column 3	Column 4
	FY 2020-21 2nd Interim 3/9/2021 Board Approved	Certificated & Classified, Board Contracts	Other Revisions, including reduction for estimate included in 2nd Interim	FY 2020-21 Proposed Budget after adjustments
REVENUES				
LCFF Sources (8010-8099)	$ 1,706,852		$ -	$ 1,706,852
Remaining Revenues (8100-8799)	$ 138,444,715		$ 12,115,063	$ 150,559,778
TOTAL REVENUES	**$ 140,151,567**	**$ -**	**$ 12,115,063**	**$ 152,266,630**
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 51,883,384	$ 215,934	$ 6,409,614	$ 58,508,932
Classified Salaries (2000-2999)	$ 29,219,431	$ 131,300	$ 627,068	$ 29,977,799
Employee Benefits (3000-3999)	$ 59,480,977	$ 94,285	$ 1,644,287	$ 61,219,549
Books and Supplies (4000-4999)	$ 37,065,810	$ 33,368	$ 330,977	$ 37,430,155
Services, Other Operating Expenses (5000-5999)	$ 11,279,681		$ 117,028	$ 11,396,709
Capital Outlay (6000-6999)	$ 697,783		$ -	$ 697,783
Other Outgo (7100-7299) (7400-7499)	$ -		$ -	$ -
Direct Support/Indirect Cost (7300-7399)	$ 6,307,582		$ 523,919	$ 6,831,501
Other Adjustments			$ 2,351,628	$ 2,351,628
TOTAL EXPENDITURES	**$ 195,934,648**	**$ 474,887**	**$ 12,004,521**	**$ 208,414,056**
OPERATING SURPLUS (DEFICIT)	**$ (55,783,081)**	**$ (474,887)**	**$ 110,542**	**$ (56,147,426)**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -		$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 6,918,848		$ -	$ 6,918,848
CONTRIBUTIONS (8980-8999)	$ 55,097,683	$ 33,368	$ 330,977	$ 55,462,028
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ (7,604,246)**	**$ (441,519)**	**$ 441,519**	**$ (7,604,246)**
BEGINNING BALANCE	$ 26,222,769	$ -	$ -	$ 26,222,769
Prior-Year Adjustments/Restatements (9793/9795)	$ 741,618			$ 741,618
CURRENT-YEAR ENDING BALANCE	**$ 19,360,141**	**$ (441,519)**	**$ 441,519**	**$ 19,360,141**
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts			$ -	$ -
Reserved Amounts (9711-9740)	$ 19,360,141	$ (441,519)	$ 441,519	$ 19,360,141
Reserved for Economic Uncertainties (9770)			$ -	$ -
Committed Funds	$ -		$ -	$ -
Assigned Amounts		$ 441,519	$ (441,519)	$ -
Unappropriated Amounts (9790)	**$ -**	**$ (441,519)**	**$ 441,519**	**$ -**

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Enter Bargaining Unit/Group: **SJPEC, SJSA, CSEA, Teamsters, Unrepresented, Confidential, SJAA and Board Contracted Cabinet members**

	Column 1	Column 2	Column 3	Column 4
	FY 2020-21 2nd Interim 3/9/2021 Board Approved	Certificated & Classified, Board Contracts	Other Revisions, including reduction for estimate included in 2nd Interim	FY 2020-21 Proposed Budget after adjustments
REVENUES				
LCFF Sources (8010-8099)	$ 367,256,963	$ -	$ -	$ 367,256,963
Remaining Revenues (8100-8799)	$ 147,200,075	$ -	$ 12,115,063	$ 159,315,138
TOTAL REVENUES	**$ 514,457,038**	**$ -**	**$ 12,115,063**	**$ 526,572,101**
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 211,505,911	$ 215,934	$ 6,409,614	$ 218,131,459
Classified Salaries (2000-2999)	$ 69,205,080	$ 131,300	$ 627,068	$ 69,963,448
Employee Benefits (3000-3999)	$ 145,204,410	$ 94,285	$ 1,644,287	$ 146,942,982
Books and Supplies (4000-4999)	$ 45,589,611	$ 33,368	$ 330,977	$ 45,953,956
Services, Other Operating Expenses (5000-5999)	$ 32,083,492	$ -	$ 117,028	$ 32,200,520
Capital Outlay (6000-6999)	$ 897,544	$ -	$ -	$ 897,544
Other Outgo (7100-7299) (7400-7499)	$ 1,010,405	$ -	$ -	$ 1,010,405
Direct Support/Indirect Cost (7300-7399)	$ (1,322,763)	$ -	$ 523,919	$ (798,844)
Other Adjustments	$ -	$ -	$ 2,351,628	$ 2,351,628
TOTAL EXPENDITURES	**$ 504,173,690**	**$ 474,887**	**$ 12,004,521**	$ 516,653,098
OPERATING SURPLUS (DEFICIT)	**$ 10,283,348**	**$ (474,887)**	**$ 110,542**	$ 9,919,003
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 10,646,720	$ -	$ -	$ 10,646,720
CONTRIBUTIONS (8980-8999)	$ -	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ (363,372)**	**$ (474,887)**	**$ 110,542**	**$ (727,717)**
BEGINNING BALANCE	$ 78,326,433			$ 78,326,433
Prior-Year Adjustments/Restatements (9793/9795)	$ -	$ -	$ -	$ -
CURRENT-YEAR ENDING BALANCE	**$ 77,963,061**	**$ (474,887)**	**$ 110,542**	**$ 77,598,716**
COMPONENTS OF ENDING BALANCE:				$ -
Nonspendable Amounts	$ 500,000			$ 500,000
Reserved Amounts (9711-9740)	$ 19,360,141	$ (441,519)	$ 441,519	$ 19,360,141
Reserved for Economic Uncertainties (9770)	$ 10,300,000	$ 9,498	$ 246,718	$ 10,556,216
Committed Funds	$ -	$ -		$ -
Assigned Amounts	$ 3,897,507	$ 441,519	$ (441,519)	$ 3,897,507
Unappropriated Amounts - Unrestricted (9790)	$ 43,905,413	$ (42,866)	$ (577,695)	$ 43,284,852
Reserve for Economic Uncertainties Percentage	2.00%			2.00%

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund

Enter Bargaining Unit/Group: **SJPEC, SJSA, CSEA, Teamsters, Unrepresented, Confidential, SJAA and Board Contracted Cabinet members**

	FY 2020-21	FY 2021-22	FY 2022-23
	FY 2020-21 Proposed Budget after adjustments	Certificated & Classified, Board Contracts	Second Subsequent Year
REVENUES			
LCFF Sources (8010-8099)	$367,256,963	$377,922,960	$379,922,878
Remaining Revenues (8100-8799)	$159,315,138	$106,867,185	$106,502,514
TOTAL REVENUES	**$526,572,101**	**$484,790,145**	**$486,425,392**
EXPENDITURES			
Certificated Salaries (1000-1999)	$218,131,459	$205,757,499	$206,609,078
Classified Salaries (2000-2999)	$69,963,448	$69,742,973	$71,131,139
Employee Benefits (3000-3999)	$146,942,982	$147,526,708	$159,073,312
Books and Supplies (4000-4999)	$45,953,956	$24,760,234	$23,993,285
Services, Other Operating Expenses (5000-5999)	$32,200,520	$25,574,510	$26,241,804
Capital Outlay (6000-6999)	$897,544	$715,544	$715,544
Other Outgo (7100-7299) (7400-7499)	$1,010,405	$1,010,405	$1,010,405
Direct Support/Indirect Cost (7300-7399)	($798,844)	($1,316,128)	($1,207,206)
Other Adjustments	$2,351,628	$0	$0
TOTAL EXPENDITURES	**$516,653,098**	**$473,771,745**	**$487,567,361**
OPERATING SURPLUS (DEFICIT)	**$9,919,003**	**$11,018,400**	**-$1,141,969**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$0	$0	$0
TRANSFERS OUT & OTHER USES (7610-7699)	$10,646,720	$4,231,720	$4,231,720
CONTRIBUTIONS (8980-8999)	$0	$0	$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**($727,717)**	**$6,786,680**	**($5,373,689)**
BEGINNING BALANCE	$78,326,433	$77,598,716	$84,385,396
Prior-Year Adjustments/Restatements (9793/9795)	$0		
CURRENT-YEAR ENDING BALANCE	**$77,598,716**	**$84,385,396**	**$79,011,707**
COMPONENTS OF ENDING BALANCE:			
Nonspendable Amounts	$500,000	$500,000	$500,000
Reserved Amounts (9711-9740)	$19,360,141	$14,729,736	$8,802,660
Reserved for Economic Uncertainties (9770)	$10,556,216	$9,565,000	$9,840,000
Committed Funds	$0	$0	$0
Assigned Amounts	$3,897,507	$4,418,371	$4,596,950
Unappropriated Amounts - Unrestricted (9790)	**$43,284,852**	**$55,172,289**	**$55,272,097**
Reserve for Economic Uncertainties Percentage	**2.00%**	**2.00%**	**2.00%**

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2020-21 Projected Year Totals - Budget	2021-22 Multi-Year Projection	2022-23 Multi-Year Projection
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	$ 527,299,818	$ 478,003,465	$ 491,799,081
b.	State Standard Minimum Reserve Percentage for this District (2%) enter percentage:	2%	2%	2%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, OR $50,000	$ 10,545,996	$ 9,560,069	$ 9,835,982

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	$ 10,556,216	$ 9,565,000	$ 9,840,000
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	$ 43,284,852	$ 55,172,289	$ 55,272,097
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	$ -	$ -	$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriate Amount (9790)	$ -	$ -	$ -
g.	Total Available Reserves	$ 53,841,068	$ 64,737,289	$ 65,112,097
h.	Reserve for Economic Uncertainties Percentage	2.00%	2.00%	2.00%

3. Do unrestricted reserves meet the state minimum reserve amount?

2020-21	Yes	[x]	No	[ ]
2021-22	Yes	[x]	No	[ ]
2022-23	Yes	[x]	No	[ ]

4. If no, how do you plan to restore your reserves?

5. If the total amount of the adjustment in Column 2 on Page 4c does not agree with the amount of the Total Compensation Increase in Section A, Line 5, Page 1a (i.e., increase was partially budgeted), explain the variance below:

Total amount of the adjustment in Column 2 on Page 4c is:	*$*	*474,887*
Total Compensation Increase in Section A, Line 5, Page 1a is:	*$*	*1,112,293*
Variance	*$*	*(637,406)*
Net increase contribution to Restricted Repair Maintenance Account (RRMA)	*$*	*(33,368)*
Amount budgeted in object code 4xxx in Restriced General Fund to offset the increased cost	*$*	*(33,368)*

6. Please include any additional comments and explanation of Page 5 if necessary:

The budget at 2nd interim already reflects the 2-day compensation for CSEA of $670,444. The variance of -$637,406 is the net of -$670,444 and $33,368 to RRMA.

K. SALARY NOTIFICATION REQUIREMENT

The following section is applicable and should be completed when any Salary/Benefit Negotiations are settled after the district's final budget has been adopted.

COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT LOCAL CONTROL FUNDING

(a) Current-Year Local Control Funding per ADA(line 19 below):	**$**	**9,746**
(b) Prior-Year Base Funding per ADA (line 20 below)	**$**	**9,786**
(c) Amount of Current-Year Increase: (a) minus (b)	**$**	**(40)**
(d) Percentage Increase in Base LCFF per ADA: (c) divided by (b)		**-0.41%**
(e) Total Compensation Percentage Increase from Section A, Line 5, Page 1 for current year (Year 1)		**0.26%**

1	K-3 CSR		6,361,740
2	EIA		4,398,886
3	Other State categorical		24,749,916
4	Transportation		5,230,781
5	Targeted Instructional Improvement Grant (TIIG)		2,350,261
6	Total LCFF Categoricals	$	43,091,584
7	2012-13 Rev Limit funding per ADA	$	5,303.79
8	Actual or Estimated funded ADA		37,509.32
9	Current year ADA x 2012-13 Rev Limit funding per ADA (Rows 7 x 8)		198,941,556
10	Prior year gap funding	$	12,630,041
11	Prior year gap funding per ADA		336.72
12	Total of all prior years gap funding adjusted for current year ADA		112,398,928
13	Adjusted Funding Floor (Rows 6 + 9 + 12)	*$*	*354,432,068*
14	LCFF funding target	$	365,550,111
15	Funding GAP (Rows 14-13)	$	11,118,043
16	LCFF Statewide funding GAP %		100.00%
17	LCFF Growth (Rows 15 x 16)	*$*	*11,118,043*
18	*LCFF Funding (Rows 13 + 17)*	*$*	*365,550,111*
19	LCFF revenue per ADA (Rows 18 / 8)	$	9,746
20	Prior year funding per ADA	$	9,786
21	Per ADA change from Prior year (Rows 19 - 20)	$	(40)
22	Growth Increase % (Rows 21 / 20)		-0.41%

L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICTS ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent and Chief Financial Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Deputy Superintendent of San Juan Unified School District (District), hereby certify that the District can meet the costs incurred under the Collective bargaining Agreements between the District and SJPEC, SJSA, CSEA and Teamsters barganing units, Unrepresented, Confidential, SJAA and Board Contracted Cabinet members during the term of the agreement from July 1, 2020 to June 30, 2021 or later.

The budget revisions necessary to meet the costs of the agreement in each year of its term are as follows:

General Fund Budget Adjustment Categories:	20-21 Budget Adjustment Increase (Decrease)	21-22	22-23
Revenues/Other Financing Sources	$0	$0	$0
Expenditures/Other Financing Uses*	$474,887	$ (474,887)	$ -
Ending Balance Increase (Decrease)	($474,887)	$ 474,887	$ -
* (includes budget offsets, if any)			

_____(No budget revisions necessary)

The cost for the Other Funds (Adult Ed, Cafeteria, Child Development, Deferred Maintenance/Building Funds, and Self Insurance Fund) will be absorbed by the one-time funds budgeted in the restricted general fund for their appropriate Full-Time Equivalent (FTE) staff.

Kent Kern, Superintendent of Schools — Date: 5/12/2021

Kent Stephens, Deputy Superintendent — Date: 5/12/2021

General Funds Group Total *Costs*	20-21	Not Cumulative 21-22	Not Cumulative 22-23
Teachers (SJTA)	$ -	$ -	
General & Operations Support (CSEA)	670,774	(670,774)	
Teamsters	40,663	(40,663)	
Management (SJAA) & Board Contracted Cabinet members	117,915	(117,915)	
Certificated Supervisory (SJPEC)	218,243	(218,243)	
Supervisors (SJSA)	29,226	(29,226)	
Confidential & Unrepresented Specialists Units	35,472	(35,472)	
Total	$ 1,112,293	$ (1,112,293)	$ -
Less offsets	(637,406)	637,406	$ -
Total impact to budget	$ 474,887	$ (474,887)	$ -

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement(s) and is submitted to the Governing Board for public disclosure of the major provisions of the agreement(s) (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

Kent Kern, Superintendent of Schools — **Date**
(Signature)

Kent Stephens, Deputy Superintendent — **(916) 971-7237**
Contact Person — **Phone**

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on June 8, 2021 **took action to approve the proposed agreements with SJPEC, SJSA, CSEA and Teamsters bargaining units, Unrepresented, Confidential, SJAA and Board Contract Cabinet members.**

President, Governing Board — **Date**
(Signature)

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-14

MEETING DATE: 06/08/2021

SUBJECT: Tentative Agreement with San Juan Teachers Association and the San Juan Unified School District

For Discussion: ☒
For Action: ☐
Report: ☐
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

DEPARTMENT: Schools and Labor Relations

ACTION REQUESTED:
The board is asked to discuss the San Juan Teachers Association tentative agreement with the San Juan Unified School District.

Public Comment/Action Anticipated: June 22, 2021

RATIONALE/BACKGROUND:
Statute requires that the public be made aware of the costs associated with a tentative collective bargaining agreement before it becomes binding on the district or county office of education. Government Code Section 3547.5 states:

"Before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal year, shall be disclosed at a public meeting of the public school employer in a format established for this purpose by the Superintendent of Public Instruction [G.C. 3547.5(a)]."

This tentative agreement is intended to be ratified by the San Juan Teachers Association prior to the board action on 06/22/2021.

ATTACHMENT(S):
A: Tentative Agreement
B: AB 1200 Public Disclosure Agreement

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/17/2021

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $ See Below
Funding Source: One-Time revenue for one-time payment
Ongoing funded by LCFF, Unrestricted base, other restricted and Unappropriated Fund Balance
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☐ On-going ☒

LCAP/STRATEGIC PLAN:
Goal: N/A Focus: N/A
Action: N/A
Strategic Plan: N/A

FINANCIAL DATA:
In accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449, Fiscal Services has prepared an analysis of the fiscal impact of the proposed agreement and has submitted it to the Sacramento County Office of Education. Costs to the General Fund beginning each year for the San Juan Teachers Association tentative collective bargaining agreement are: an increase of $15,602,699 in 2021-

2022, for which $8,078,370 is off-set with one-time revenue and $7,524,329 is ongoing. The ongoing increase of $7,524,329 will continue into 2022-2023 and 2023-2024.

PREPARED BY: Jim Shoemake, Assistant Superintendent, Schools and Labor Relations

APPROVED BY: Kent Kern, Superintendent of Schools

Tentative Agreement
Between
San Juan Unified School District (District)
and the
San Juan Teachers Association (Association)

In the fall of 2019 the parties agreed to:

> *Article 1.06.3 The parties agree to reopen negotiations for the 2020-21 school year. The following will be considered reopeners: Article 11 (Salary), Article 8 (Hours) and Article 9 (Employee Benefits). Unless by mutual agreement, no other Articles will be reopened for the 2020-21 school year. The intent in limiting the scope of the reopeners for the 2020-21 negotiations is to focus on the issues that were revealed by the total compensation comparability study in 2019.*

Article 11 - Salary

11.01 Certificated Salary Schedules

The parties agree to adopt the new salary schedule effective July 1, 2021 (See attachment). This salary schedule shall replace the current salary schedule located in Exhibit D1.

11.01b The parties agree that the primary consideration in spring of 2022 is to explore MA/Doctorate Stipend options related to Exhibit D-9

11.07: Early Childhood Education Salary Schedule (Exhibit F-1)

a. **Exhibit F-1 shall be increased by 2%.**
b. **The parties agree to create a Work Group during the 2021-2022 school year to discuss 7-hour employees in the Infant/Toddler program and how we report them to STRS/PERS**

11.08: Adult Education Hourly Rates (Exhibit D-4)

c. **Exhibit D-4 shall be increased by 2%.**

Article 1 - Term

1.06.1 This agreement concludes the Article 11 (Salary), Article 8 (Hours) and Article 9 (Employee Benefits) reopeners for the 2020-21 school year. The term of this new agreement is for 2021-2022 and 2022-2023.

1.06.3 The parties agree to the following:

i. Per Article 1.06.2, in the spring of 2022, the parties agree to negotiate the following articles* for the 2022-2023 school year:

Article 8: Calendar (2024-2025 school year)

Article 9: Benefits

Article 11: Salary (except Article 11.01)

***Unless by mutual agreement no other articles will be opened in the spring of 2022**

Article 8 - Hours

8.02.4 Calendar. (Exhibit "C")
The parties have a shared interest in having two years of school year calendars published. The parties agree to negotiate the **school year** calendars ~~each~~ two (2) years in advance of the **current calendar cycle** ~~beginning of the school year beginning with 1997-98~~. If no agreement is reached by ~~June 1~~ **September 1** of the first year in the two-year cycle the District has the right to adopt **a** calendar**s for the next school year that mirrors** ~~consistent with~~ **the most recently negotiated school year calendar(s).** ~~official county schools calendar~~.

See attachments for the following calendars:

- **2022-2023**
- **2023-2024**

Exhibit D (D1) (revised effective July 1, 2021)

Step	Col I: BA + 0-29 Semester Units	Col II: BA + 30 Semester Units *or* MA*	Col III: BA + 45 Semester Units *or* MA* + 15 Sem. Units	Col IV: BA + 75 Sem. Units *or* BA + 60 Sem Units w/ MA* *or* MA* + 30 Sem Units	Col V: Requirements of Column IV + 150 Continuing Education hours (renewable every 5 years)
1	47,000	47,500	48,500	49,000	
2	47,500	48,000	49,500	51,000	53,750
3	48,000	48,500	50,500	53,000	56,000
4	48,500	50,000	53,000	56,500	59,500
5	50,000	53,000	56,000	60,000	63,500
6	52,000	55,000	59,000	63,000	67,000
7	54,500	58,000	62,000	67,000	70,500
8	54,500	63,000	65,000	71,250	75,250
9	54,500	63,000	70,000	77,100	81,500
10	54,500	63,000	70,000	79,750	84,500
11	54,500	63,000	70,000	82,750	87,250
12	54,500	63,000	70,000	83,250	87,750
13	54,500	63,000	70,000	83,750	88,250
14	54,500	63,000	70,000	84,000	88,750
15	55,329	63,786	70,475	85,000	90,000
16	55,329	63,786	70,475	86,000	91,000
17	55,329	63,786	70,475	87,000	92,000
18	56,414	65,037	71,857	88,000	93,000
19	56,414	65,037	71,857	90,000	95,000
20	58,584	67,539	74,620	91,500	100,000

(a) Column V requires 150 hours of Continuing Education; must meet eligibility requirements. New hires are not eligible. All hours must be earned while employed with this district. ~~Column V is 5.5% of Column IV base salary.~~

(b) Outside Experience: Experience is granted for each year of properly verified certificated experience under contract requiring a regular teaching credential in grades K-12, with a maximum placement on Step 11 on the above salary schedule.

(c) Effective with the 2021/2022 school year, currently employed practitioners who were hired and credited with properly verified years of outside SJUSD experience under the old salary schedule, will have their step(s) corrected to reflect their experience in SJUSD. It will be the responsibility of the practitioner to contact Human Resources to initiate this change. Human Resources will be responsible for verifying and placing members on the salary schedule.

For continuing members employed as of July 1, 2021 the district shall provide a one-time off schedule payment equal to 3.5% of each members base salary (Exhibits D1-D4 and F1) and stipends included in contract (Exhibit D9) as of July 1, 2021. This one-time off schedule payment will be paid no later than August 20, 2021. This one-time off schedule payment will not increase a members base compensation for the 2021-2022 school year.

Jim Shoemake 5.13.2021
Assistant Superintendent
Schools and Labor Relations
San Juan Unified School District

Edward Burgess IX

Dr. Edward Burgess IX 5.13.2021
Associate Executive Director
San Juan Teachers' Association

San Juan Unified School District
2022-2023 School Year Calendar

	FIRST WEEK					SECOND WEEK					THIRD WEEK					FOURTH WEEK					FIFTH WEEK					School Days Elem	School Days Sec	Non-Inst Day	Optional Days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F				
July					~~1~~	~~4~~	~~5~~	~~6~~	~~7~~	~~8~~	~~11~~	~~12~~	~~13~~	~~14~~	~~15~~	~~18~~	~~19~~	~~20~~	~~21~~	~~22~~	~~25~~	~~26~~	~~27~~	~~28~~	~~29~~				
August	1	2	3	4	5	8	**9**	**10**	**11**	12	15	16	17	18	19	22	23	24	25	26	29	30	31			15	15	2	
September				1	2	**5**	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	21	21		
October	~~3~~	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					20	20		
November		1	2	3	4	7	8	9	**10**	**11**	14	15	16	17	18	~~21~~	~~22~~	~~23~~	**24**	**25**	28	29	30			15	15	1 (Elem & K8	1 (MS & HS)
December				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	~~23~~	**26**	**27**	**28**	**29**	**30**	16	16		
January	~~2~~	~~3~~	~~4~~	~~5~~	~~6~~	**9**	10	11	12	13	**16**	17	18	19	20	23	24	25	26	27	30	31				15	15	1 (MS & HS)	1 (Elem & K8)
February			1	2	3	6	7	8	9	10	13	14	15	16	17	**20**	**21**	~~22~~	~~23~~	~~24~~	27	28				15	15		
March			1	2	3	6	7	8	9	10	13	14	15	16	17	~~20~~	21	22	23	24	27	28	29	30	31	22	22		
April	~~3~~	~~4~~	~~5~~	~~6~~	**7**	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28						15	15		
May	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	**29**	30	31			22	22		
June				1	2	5	**6**	**7**	8	~~9~~	~~12~~	~~13~~	~~14~~	~~15~~	~~16~~	~~19~~	~~20~~	~~21~~	~~22~~	~~23~~	~~26~~	~~27~~	~~28~~	~~29~~	~~30~~	4	4	1	

Work Days	180	180
Non-Instructional Days*		6
Total Days		186

Holidays

September 5 Labor Day
November 11, Veterans' Day (Observed)
November 24, Thanksgiving Day
November 25, Local Holiday
December 25 Christmas Day
December 26, 27, 28, 29, 30 Winter Recess
January 2, 3, 4, 5, 6 Winter Recess
January 1 New Year's Day
January 16, Martin Luther King, Jr. Day
February 20, Presidents' Day
February 21, Lincoln's Day Observed
April 7 Local Holiday
May 29, Memorial Day

First/Last Day of Service

August 9- June 7

Student First/Last Day

August 11 - June 6

***Non-Instructional Days**

August 9 - Staff Development Day
August 10 - Teacher Work Day
November 10 - Elementary & K8 Teacher Work Day
November 10 - MS & HS Teacher PD Day (optional)
January 9 - MS & HS Teacher Work Day
January 9- Elementary & K8 Teacher PD Day(optional)
June 7- Teacher Work Day (185 day or less only)
*Plus 2 Staff Development Days (Legislative-Non ADA): as determined per site

Semester Dates - Secondary (MS & HS)

August 11 - January 9 = 87 Days
January 10 - June 6 = 92 Days

Trimester Dates - Elementary & K8

August 11 - November 10 (14 weeks)
November 14 - March 3 (12 weeks)
March 6 - June 6 (12 weeks)

Strike through days represent "School Recess Days"

Board Approved:

San Juan Unified School District
2023-2024 School Year Calendar

	FIRST WEEK					SECOND WEEK					THIRD WEEK					FOURTH WEEK					FIFTH WEEK					School Days Elem	School Days Sec	Non-Inst Day	Optional Days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F				
July						~~3~~	~~4~~	~~5~~	~~6~~	~~7~~	~~10~~	~~11~~	~~12~~	~~13~~	~~14~~	~~17~~	~~18~~	~~19~~	~~20~~	~~21~~	~~24~~	~~25~~	~~26~~	~~27~~	~~28~~				
August		~~1~~	~~2~~	~~3~~	~~4~~	~~7~~	**8**	**9**	**10**	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		16	16	2	
September					1	**4**	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	20	20		
October	~~2~~	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				21	21		
November			1	2	3	6	7	8	**9**	**10**	13	14	15	16	17	~~20~~	~~21~~	~~22~~	**23**	**24**	27	28	29	30		15	15	1 (Elem & K8	1 (MS & HS)
December					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	~~22~~	**25**	**26**	**27**	**28**	**29**	15	15		
January	**1**	~~2~~	~~3~~	~~4~~	~~5~~	**8**	9	10	11	12	**15**	16	17	18	19	22	23	24	25	26	29	30	31			16	16	1 (MS & HS)	1 (Elem & K8)
February				1	2	5	6	7	8	9	12	13	14	15	16	**19**	**20**	~~21~~	~~22~~	~~23~~	26	27	28	29		16	16		
March					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	~~25~~	~~26~~	~~27~~	~~28~~	**29**	16	16		
April	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	~~26~~	29	30				21	21		
May			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	**27**	28	29	30	31	22	22		
June	3	**4**	**5**	~~6~~	~~7~~	~~10~~	~~11~~	~~12~~	~~13~~	~~14~~	~~17~~	~~18~~	~~19~~	~~20~~	~~21~~	~~24~~	~~25~~	~~26~~	~~27~~	~~28~~						2	2	1	

Holidays

September 4 Labor Day
November 10, Veterans' Day (Observed)
November 23, Thanksgiving Day
November 24, Local Holiday
December 25 Christmas Day
December 26, 27, 28, 29, 30 Winter Recess
January 2, 3, 4, 5, 6 Winter Recess
January 1 New Year's Day
January 15, Martin Luther King, Jr. Day
February 19, Presidents' Day
February 20, Lincoln's Day Observed
April 26 Local Holiday
May 27, Memorial Day

First/Last Day of Service
August 8 - June 5

Student First/Last Day
August 10 - June 4

***Non-Instructional Days**
August 8- Staff Development Day
August 9 - Teacher Work Day
November 9 - Elementary & K8 Teacher Work Day
November 9 - MS & HS Teacher PD Day (optional)
January 8 - MS & HS Teacher Work Day
January 8- Elementary & K8 Teacher PD Day(optional)
June 5 - Teacher Work Day (185 day or less only)
*Plus 2 Staff Development Days (Legislative-Non ADA): as determined per site

Work Days	180	180	
Non-Instructional Days*			6
Total Days			186

Semester Dates - Secondary (MS & HS)
August 10 - January 8 = 87 Days
January 9 - June 4 = 93 Days

Trimester Dates - Elementary & K8
August 10 - November 9 (14 weeks)
November 13 - March 1 (12 weeks)
March 4 - June 5 (12 weeks)

Strike through days represent "School Recess Days"

Board Approved:

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: San Juan Unified School District - *General Fund*

Name of Bargaining Units: SJTA, Unrepresented, Confidential, SJAA and Board Contracted Cabinet members

Certificated, Classified, Other: Certificated & Classified, Board Contracts

The proposed agreements cover the period beginning: July 1, 2021 (date) **and ending:** June 30, 2023 (date)

The Governing Board will act upon the proposed agreement(s) on: June 22, 2021 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action. This form must also be available to the public at least ten (10) working days prior to the date the governing board will take action on the proposed bargaining agreements.

A. Proposed Change in Compensation

Page 1a

Compensation		Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to	Year 1	Year 2	Year 3
		Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
		FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	FY 2020-21	FY 2021-22	FY 2022-23
1	**Salary Schedule** (This is to include Step and Column, which is also reported separately in Item 6)	$280,710,991	$0	$6,481,135	$0
			0.00%	2.31%	0.00%
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	$0	$0	$6,971,391	($6,971,391)
			0.00%	2.48%	0.00%
3	**Statutory Benefits -** STRS, PERS, FICA WC, UI, Medicare, etc. (retiree h&w and long-term sick leave included in section 4)	$81,989,482	$0	$2,980,422	($1,545,414)
			0.00%	3.64%	-1.88%
4	**Health/Welfare Plans** - includes medical, dental, vision, life insurance, retiree h&w, long-term sick leave, cash option, PEHP	$63,214,928	$0	$364,161	($188,889)
			0.00%	0.58%	-0.30%
5	**Total Compensation -** Add Items 1 through 4 to equal 5	$425,915,401	$0	$16,797,109	($8,705,694)
			0.00%	3.94%	-2.04%
6	**Step and Column -** Due to movement plus any changes due to settlement. 2019-20, 2020-21 and 2021-22 step and column increases have already been included in the multi-year projection. This is a subset of Item No. 1	$2,503,864	$0	$0	$71,245
7	**Total Number of Represented Employees** (Use FTEs if appropriate)	4,056.52	4,056.52	2,289.04	2,289.04
8	**Total Compensation Average Cost per Employee**	$104,995	$0	$7,338	($3,803)
			0.00%	6.99%	-3.62%

A. Proposed Change in Compensation-breakdown of amounts on page 1 General fund
Page 1b

	Compensation	Annual Cost Prior to Proposed Agreement FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	Fiscal Impact of Proposed Agreement Year 1 Increase (Decrease) FY 2020-21	Year 2 Increase (Decrease) FY 2021-22	Year 3 Increase (Decrease) FY 2022-23
1	**Salary Schedule** (This is to include Step and Columns, which is also reported separately in Item 6)	**$280,710,991**	**$0**	**$6,481,135**	**$0**
	Certificated Salaries - Object 1xxx - SF 0	$159,622,527			
	Certificated Salaries - Object 1xxx - Restricted	$51,883,384			
	Classified Salaries - Object 2xxx - SF 0	$39,985,649			
	Classified Salaries - Object 2xxx - Restricted	$29,219,431			
	Salary Increase Certificated Salaries 3.55% - Object 1xxx - SF 0			$5,015,718	
	Salary Increase Certificated Salaries 3.55% - Object 1xxx - Restricted			$1,177,614	
	Salary Increase Classified Salaries 3.55% Object 2xxx - SF 0			$199,886	
	Salary Increase Classified Salaries 3.55% Object 2xxx - Restricted			$87,917	
	Salary Increase Certificated Salaries - Object 1xxx - SF 0				
	Salary Increase Certificated Salaries Object 1xxx - Restricted				
	Other - Certificated Salaries - Object 1xxx - SF 0				
	Other - Certificated Salaries - Object 1xxx -Restricted				
	Other - Classified Salaries - Object 2xxx - SF 0				
	Other - Classified Salaries - Object 2xxx -Restricted				
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc	$0	$0	$6,971,391	($6,971,391)
	One Time Payment - 3.5% Certificated - Object 1xxx - Restricted		$0	$6,646,587	($6,646,587)
	One Time Payment - Training, Orientations, Nurses stipend, Extra hours & Combo class stipend Certificated Salaries - Object 1xxx - Restricted			$0	
	One Time Payment - Classified Salaries - Object 2xxx - SF 0			$0	
	One Time Payment - 3.5% Classified Salaries - Object 2xxx - Restricted		$0	$324,804	($324,804)
3	Statutory Benefit - Certificated Rates	**19.60%**	**19.60%**	**21.60%**	**22.75%**
	Statutory Benefit - Classified Rates	**30.35%**	**30.35%**	**33.79%**	**35.95%**
	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc. (Retiree H&W & Long-term Sick Leave included in section 4	$81,989,482	$0	$2,980,422	($1,545,414)
	Payroll costs SF 0	$42,961,240			
	Payroll costs-Restricted	$39,028,243			
	Salary Increase - Certificated payroll costs - SF 0		$0	$1,083,395	$0
	Salary Increase - Certificated payroll costs - Restricted		$0	$254,365	$0
	Salary Increase - Classified payroll costs - SF 0		$0	$67,541	$0
	Salary Increase - Classified payroll costs - Restricted		$0	$29,707	$0
	Salary Increase Other - Certificated payroll costs - SF0		$0	$0	$0
	Salary Increase Other - Certificated payroll costs - Restricted		$0	$0	$0
	Other - Certificated payroll costs - SF0		$0	$0	$0
	Other - Certificated payroll costs - Restricted		$0	$0	$0
	Other - Classified payroll costs - SF0		$0	$0	$0
	Other - Classified payroll costs - Restricted		$0	$0	$0
	One Time Payment - Certificated payroll costs - SF0			$0	
	One Time Payment - Certificated payroll costs - Restricted		$0	$1,435,663	($1,435,663)
	One Time Payment - Classified payroll costs - SF0			$0	
	One Time Payment-Classified payroll costs - Restricted		$0	$109,751	($109,751)

	Compensation	Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to Proposed Agreement	Year 1 Increase (Decrease)	Year 2 Increase (Decrease)	Year 3 Increase (Decrease)
		2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	FY 2020-21	FY 2021-22	FY 2022-23
4	**Health/Welfare Plans -** medical,dental,vision, life insurance, retiree h&w, lt sick leave, cash option (obj 340x, 395x,	$63,214,928	$0	$364,161	($188,889)
	Unrestricted (SF 0)				
	Medical/Dental/VSP - Object 340x	$36,035,224			
	Life Insurance - Object 395x	$247,677			
	Retiree H&W & Long-term Sick Leave - * See below for rates	$6,129,475		$140,302	$0
	Cash Option - Object 391x	$349,817			
	Health & Welfare -SF 0 Certificated - * See below for rates				
	Health & Welfare -Restricted Certificated -* See below for rates				
	Health & Welfare -SF 0 Classified - *See below for rates				
	Health & Welfare - Restricted Classified -* See below for rates				
	Post Employment Health Plan (PEHP) Object 3751 (SJTA only)-SF 0				
	Total Unrestricted	**$42,762,193**	**$0**	**$140,302**	**$0**
	Restricted				
	Medical/Dental/VSP - Object 340x	$17,273,192			
	Life Insurance - Object 395x	$114,502			
	Retiree H&W & Long-term Sick Leave - * See below for rates	$2,795,330	$0	$223,859	($188,889)
	Cash Option - Object 391x	$269,711			
	Post Employment Health Plan (PEHP) Object 3751 (SJTA only)-SF 3,5				
	Total Restricted	**$20,452,735**	**$0**	**$223,859**	**($188,889)**
5	**Total Compensation -** Add Items 1 through 4	$425,915,401	$0	$16,797,109	($8,705,694)
6	**Step and Column - Related** to movement plus any changes due to settlement. This is a subset of Item No. 1	$2,503,864		$0	$71,245
	FTE - Using Jan 31, 2021 FTE for cost prior to proposed agreements. Years 1 - 3 have changes only due to the proposed agreements.	4,056.52	4,056.52	2,289.04	2,289.04

* Rates:	FY 2020-21	FY 2020-21	FY 2021-22	FY 2022-23
Retiree H&W & Long-term Leave Rates - Certificated	2.60%	2.60%	2.60%	2.60%
Retiree H&W & Long-term Leave Rates - Classified	4.95%	4.95%	4.95%	4.95%
Health & Welfare	4.00%	4.00%	4.00%	7.50%
Step & Column - Certificated	0.90%		0.90%	0.90%
Step & Column - Classified	0.90%		0.90%	0.90%

9. What was the negotiated salary percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

On-going

San Juan Teachers Association *(SJTA) - Article 11 - Salary #11.01 - The parties agree to adopt the new salary schedule effective July 1, 2021 (Replaces Exhibit D1).*

SJTA Article 11 - Salary #11.07: Early Childhood Education Salary Schedule - Exhibit F-1 shall be increased by 2%.

SJTA Article 11 - Salary #11.08: Adult Education Hourly Rates - Exhibit D-4 shall be increased by 2%.

Confidential Group, Unrepresented Specialists, San Juan Administrators Association (SJAA) and Cabinet *(Salary Adjustments) - Parties agree that base salaries, stipends and hourly rates shall be increased by a total of 3.55% effective July 1, 2021.*

One-time off schedule payment

SJTA *- For continuing members employed as of July 1, 2021, the district shall provide a one-time off schedule payment equal to 3.5 % of each member's base salary (Exhibits D-1-D-4 and F1) and stipends included in Contract (Exhibit D9) as of July 1, 2021. This one-time off schedule payment will be paid no later than August 20, 2021. This one-time off schedule payment will not increase a members base compensation for the 2021-2022 school year.*

Confidential Group, Unrepresented Specialists, SJAA and Cabinet *- For members employed as of July 1, 2021, the district shall provide a one-time off schedule payment equal to 3.5% of each member's base salary. This one-time off schedule payment will not increase a members base compensation for the 2021-2022 school year. The one-time off schedule payment will be paid no later than August 20, 2021.*

10. Were any additional steps, columns, or range added to the schedules? (If yes, please explain.)

The SJTA adopted a new salary schedule effective July 1, 2021. This is a single schedule that incorporates longevity and covers Step 1 to Step 20 for all five columns.

11 . Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

The SJTA new salary schedule D1 is inclusive of a 3.55% on-going increase and longevity for certain members paid under this salary schedule.

12. Does this bargaining unit have a negotiated cap for Health & Welfare benefits? **Yes** ☐ **No** ☒ X

If yes, please describe the cap amount.

Not applicable.

B. Proposed Negotiated Changes in other compensation and non-compensation Items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.).

Not applicable.

C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

The on-going salary increase helps SJUSD with employee recruitment. As much as possible, program budgets will absorb cost increases. Unappropriated fund balance is the source of funding to accommodate the settlements until additional solutions are identified and approved.

The impact of the one-time additional payment is to compensate employees for the additional time and effort they have incurred in the transition to distance learning and then back to a hybrid model for in-person learning and then again changing up the learning model for in-person learning due to COVID-19 and the various stages of instruction in compliance with State requirements . There will be no financial impact on the different programs as one-time funds are being used to pay for this one-time expense.

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

CONTINGENCY LANGUAGE:

There was no contingency language in any of the agreements.

E. Will this agreement create or decrease deficit financing in the current or subsequent year(s)? "Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

General Fund: *The agreements do not affect spending or create deficit financing in the current year because the payments to employees do not occur until July 1, 2021. Deficit financing in unrestricted is expected to be created from the on-going salary adjustment from the agreements in the 2021-2022 fiscal. Deficit financing is not expected to be created from the one-time additional payment agreements in the 2021-2022 fiscal year. One-time funds are being used to pay for the one-time payments. In FY 2022-2023, deficit spending is decreased due to the reversal of one-time expenses. Fund balance is projected to be used until further budget solutions are identified and approved.*

All Other Funds: *Deficit financing will increase in the 2021-2022 fiscal year from the agreements. Fund balance is projected to be used until further budget solutions are identified and approved.*

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

None known at this time.

G. Source of Funding for Proposed Agreement

1. Current Year

The proposed agreements have no effect on the current year.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

The source of funding for the proposed agreements is one-time restricted revenues for the one-time payments. On-going costs will require the reduction of fund balance or other program costs.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

This is a multi-year agreement with a single-year, one-time off schedule payment along with an on-going increase to base salaries, stipends and hourly rates. The sources of funding the one-time payments are restricted revenues. The sources of funding for the multi-year agreements are LCFF, program revenues, and the unappropriated fund balance until additional solutions are identified and approved.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted SF0 General Fund

Enter Bargaining Unit/Group: **SJTA, Unrepresented, Confidential, SJAA and Board Contracted Cabinet members**

	Column 1	Column 2	Column 3	Column 4
	FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	Certificated & Classified, Board Contracts	Other Revisions, including reduction for estimate included in 2nd Interim	FY 2020-21 Proposed Budget after adjustments
REVENUES				
LCFF Sources (8010-8099)	$ 365,550,111		$ -	$ 365,550,111
Remaining Revenues (8100-8799)	$ 8,755,360		$ -	$ 8,755,360
TOTAL REVENUES	**$ 374,305,471**	**$ -**	**$ -**	**$ 374,305,471**
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 159,622,527	$ -	$ -	$ 159,622,527
Classified Salaries (2000-2999)	$ 39,985,649	$ -	$ -	$ 39,985,649
Employee Benefits (3000-3999)	$ 85,723,433	$ -	$ -	$ 85,723,433
Books and Supplies (4000-4999)	$ 8,523,801	$ -	$ -	$ 8,523,801
Services, Other Operating Expenses (5000-5999)	$ 20,803,811		$ -	$ 20,803,811
Capital Outlay (6000-6999)	$ 199,761		$ -	$ 199,761
Other Outgo (7100-7299) (7400-7499)	$ 1,010,405		$ -	$ 1,010,405
Direct Support/Indirect Cost (7300-7399)	$ (7,630,345)		$ -	$ (7,630,345)
Other Adjustments			$ -	$ -
TOTAL EXPENDITURES	**$ 308,239,042**	**$ -**	**$ -**	**$ 308,239,042**
OPERATING SURPLUS (DEFICIT)	**$ 66,066,429**	**$ -**	**$ -**	**$ 66,066,429**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -		**$ -**	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 3,727,872	$ -	**$ -**	$ 3,727,872
CONTRIBUTIONS (8980-8999)	$ (55,462,028)	$ -	**$ -**	$ (55,462,028)
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ 6,876,529**	**$ -**	**$ -**	**$ 6,876,529**
BEGINNING BALANCE	$ 52,103,664	$ -	$ -	$ 52,103,664
Prior-Year Adjustments/Restatements (9793/9795)	$ (741,618)	$ -		$ (741,618)
CURRENT-YEAR ENDING BALANCE	**$ 58,238,575**	**$ -**	**$ -**	**$ 58,238,575**
COMPONENTS OF ENDING BALANCE:	$ -			
Nonspendable Amounts:	$ 500,000			$ 500,000
Reserved Amounts (9711-9740)	$ -			$ -
Reserved for Economic Uncertainties (9770)	$ 10,556,216	$ -	$ -	$ 10,556,216
Committed Funds (9750-9760)	$ -		$ -	$ -
Assigned Amounts	$ 3,897,507	$ -		$ 3,897,507
Unappropriated Amounts (9790)	**$ 43,284,852**	**$ -**	**$ -**	**$ 43,284,852**

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted SF 3 & 5 General Fund

Enter Bargaining Unit/Group: SJTA, Unrepresented, Confidential, SJAA and Board Contracted Cabinet members

	Column 1	Column 2	Column 3	Column 4
	FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	Certificated & Classified, Board Contracts	Other Revisions, including reduction for estimate included in 2nd Interim	FY 2020-21 Proposed Budget after adjustments
REVENUES				
LCFF Sources (8010-8099)	$ 1,706,852		$ -	$ 1,706,852
Remaining Revenues (8100-8799)	$ 150,559,778		$ -	$ 150,559,778
TOTAL REVENUES	**$ 152,266,630**	**$ -**	**$ -**	**$ 152,266,630**
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 58,508,932	$ -	$ -	$ 58,508,932
Classified Salaries (2000-2999)	$ 29,977,799	$ -	$ -	$ 29,977,799
Employee Benefits (3000-3999)	$ 61,219,549	$ -	$ -	$ 61,219,549
Books and Supplies (4000-4999)	$ 37,430,155	$ -	$ -	$ 37,430,155
Services, Other Operating Expenses (5000-5999)	$ 11,396,709		$ -	$ 11,396,709
Capital Outlay (6000-6999)	$ 697,783		$ -	$ 697,783
Other Outgo (7100-7299) (7400-7499)	$ -		$ -	$ -
Direct Support/Indirect Cost (7300-7399)	$ 6,831,501		$ -	$ 6,831,501
Other Adjustments	$ 2,351,628		$ -	$ 2,351,628
TOTAL EXPENDITURES	**$ 208,414,056**	**$ -**	**$ -**	**$ 208,414,056**
OPERATING SURPLUS (DEFICIT)	**$ (56,147,426)**	**$ -**	**$ -**	**$ (56,147,426)**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -		$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 6,918,848		$ -	$ 6,918,848
CONTRIBUTIONS (8980-8999)	$ 55,462,028	$ -	$ -	$ 55,462,028
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ (7,604,246)**	**$ -**	**$ -**	**$ (7,604,246)**
BEGINNING BALANCE	$ 26,222,769	$ -	$ -	$ 26,222,769
Prior-Year Adjustments/Restatements (9793/9795)	$ 741,618			$ 741,618
CURRENT-YEAR ENDING BALANCE	**$ 19,360,141**	**$ -**	**$ -**	**$ 19,360,141**
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts			$ -	$ -
Reserved Amounts (9711-9740)	$ 19,360,141	$ -	$ -	$ 19,360,141
Reserved for Economic Uncertainties (9770)			$ -	$ -
Committed Funds	$ -		$ -	$ -
Assigned Amounts		$ -	$ -	$ -
Unappropriated Amounts (9790)	**$ -**	**$ -**	**$ -**	**$ -**

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Enter Bargaining Unit/Group: SJTA, Unrepresented, Confidential, SJAA and Board Contracted Cabinet members

	Column 1	Column 2	Column 3	Column 4
	FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	Certificated & Classified, Board Contracts	Other Revisions, including reduction for estimate included in 2nd Interim	FY 2020-21 Proposed Budget after adjustments
REVENUES				
LCFF Sources (8010-8099)	$ 367,256,963	$ -	$ -	$ 367,256,963
Remaining Revenues (8100-8799)	$ 159,315,138	$ -	$ -	$ 159,315,138
TOTAL REVENUES	**$ 526,572,101**	**$ -**	**$ -**	**$ 526,572,101**
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 218,131,459	$ -	$ -	$ 218,131,459
Classified Salaries (2000-2999)	$ 69,963,448	$ -	$ -	$ 69,963,448
Employee Benefits (3000-3999)	$ 146,942,982	$ -	$ -	$ 146,942,982
Books and Supplies (4000-4999)	$ 45,953,956	$ -	$ -	$ 45,953,956
Services, Other Operating Expenses (5000-5999)	$ 32,200,520	$ -	$ -	$ 32,200,520
Capital Outlay (6000-6999)	$ 897,544	$ -	$ -	$ 897,544
Other Outgo (7100-7299) (7400-7499)	$ 1,010,405	$ -	$ -	$ 1,010,405
Direct Support/Indirect Cost (7300-7399)	$ (798,844)	$ -	$ -	$ (798,844)
Other Adjustments	$ 2,351,628	$ -	$ -	$ 2,351,628
TOTAL EXPENDITURES	**$ 516,653,098**	**$ -**	**$ -**	$ 516,653,098
OPERATING SURPLUS (DEFICIT)	**$ 9,919,003**	**$ -**	**$ -**	$ 9,919,003
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 10,646,720	$ -	$ -	$ 10,646,720
CONTRIBUTIONS (8980-8999)	$ -	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ (727,717)**	**$ -**	**$ -**	**$ (727,717)**
BEGINNING BALANCE	$ 78,326,433			$ 78,326,433
Prior-Year Adjustments/Restatements (9793/9795)	$ -	$ -	$ -	$ -
CURRENT-YEAR ENDING BALANCE	**$ 77,598,716**	**$ -**	**$ -**	**$ 77,598,716**
COMPONENTS OF ENDING BALANCE:				$ -
Nonspendable Amounts	$ 500,000			$ 500,000
Reserved Amounts (9711-9740)	$ 19,360,141	$ -	$ -	$ 19,360,141
Reserved for Economic Uncertainties (9770)	$ 10,556,216	$ -	$ -	$ 10,556,216
Committed Funds	$ -	$ -		$ -
Assigned Amounts	$ 3,897,507	$ -	$ -	$ 3,897,507
Unappropriated Amounts - Unrestricted (9790)	$ 43,284,852	$ -	$ -	$ 43,284,852
Reserve for Economic Uncertainties Percentage	2.00%			2.00%

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund

Enter Bargaining Unit/Group: **SJTA, Unrepresented, Confidential, SJAA and Board Contracted Cabinet members**

	FY 2020-21	FY 2021-22	FY 2022-23
	FY 2020-21 Proposed Budget after adjustments	Certificated & Classified, Board Contracts	Second Subsequent Year
REVENUES			
LCFF Sources (8010-8099)	$367,256,963	$382,665,618	$389,192,138
Remaining Revenues (8100-8799)	$159,315,138	$114,424,076	$107,999,882
TOTAL REVENUES	**$526,572,101**	**$497,089,694**	**$497,192,020**
EXPENDITURES			
Certificated Salaries (1000-1999)	$218,131,459	$214,909,269	$208,208,645
Classified Salaries (2000-2999)	$69,963,448	$72,670,617	$72,909,184
Employee Benefits (3000-3999)	$146,942,982	$158,455,218	$164,796,687
Books and Supplies (4000-4999)	$45,953,956	$64,199,967	$24,115,699
Services, Other Operating Expenses (5000-5999)	$32,200,520	$32,520,074	$29,229,578
Capital Outlay (6000-6999)	$897,544	$4,432,600	$73,000
Other Outgo (7100-7299) (7400-7499)	$1,010,405	$1,010,455	$1,010,455
Direct Support/Indirect Cost (7300-7399)	($798,844)	($1,292,385)	($1,218,518)
Other Adjustments	$2,351,628	$0	$0
TOTAL EXPENDITURES	**$516,653,098**	**$546,905,815**	**$499,124,730**
OPERATING SURPLUS (DEFICIT)	**$9,919,003**	**-$49,816,121**	**-$1,932,710**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$0	$0	$0
TRANSFERS OUT & OTHER USES (7610-7699)	$10,646,720	$11,697,521	$4,227,628
CONTRIBUTIONS (8980-8999)	$0	$0	$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**($727,717)**	**($61,513,642)**	**($6,160,338)**
BEGINNING BALANCE	$78,326,433	$77,598,716	$80,335,993
Prior-Year Adjustments/Restatements (9793/9795)/ Update to Estimated actuals		$64,250,919	
CURRENT-YEAR ENDING BALANCE	**$77,598,716**	**$80,335,993**	**$74,175,655**
COMPONENTS OF ENDING BALANCE:			
Nonspendable Amounts	$500,000	$500,000	$500,000
Reserved Amounts (9711-9740)	$19,360,141	$19,893,934	$13,515,952
Reserved for Economic Uncertainties (9770)	$10,556,216	$11,173,429	$10,158,205
Committed Funds	$0	$0	$0
Assigned Amounts	$3,897,507	$6,255,367	$9,046,984
Unappropriated Amounts - Unrestricted (9790)	**$43,284,852**	**$42,513,263**	**$40,954,514**
Reserve for Economic Uncertainties Percentage	**2.00%**	**2.00%**	**2.02%**

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2020-21 Projected Year Totals - Budget	2021-22 Multi-Year Projection	2022-23 Multi-Year Projection
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	$ 527,299,818	$ 558,603,336	$ 503,352,358
b.	State Standard Minimum Reserve Percentage for this District (2%) enter percentage:	2%	2%	2%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, OR $50,000	$ 10,545,996	$ 11,172,067	$ 10,067,047

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	$ 10,556,216	$ 11,173,429	$ 10,158,205
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	$ 43,284,852	$ 42,513,263	$ 40,954,514
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	$ -	$ -	$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriate Amount (9790)	$ -	$ -	$ -
g.	Total Available Reserves	$ 53,841,068	$ 53,686,692	$ 51,112,719
h.	Reserve for Economic Uncertainties Percentage	2.00%	2.00%	2.02%

3. Do unrestricted reserves meet the state minimum reserve amount?

2020-21	Yes	[x]	No	[ ]
2021-22	Yes	[x]	No	[ ]
2022-23	Yes	[x]	No	[ ]

4. If no, how do you plan to restore your reserves?

5. If the total amount of the adjustment in Column 2 on Page 4c does not agree with the amount of the Total Compensation Increase in Section A, Line 5, Page 1a (i.e., increase was partially budgeted), explain the variance below:

Total amount of the adjustment in Column 2 on Page 4c is:	*$*	-
Total Compensation Increase in Section A, Line 5, Page 1a is:	*$*	-
Variance	*$*	-
Net increase contribution to Restricted Repair Maintenance Account (RRMA)	*$*	-
Amount budgeted in object code 4xxx in Restriced General Fund to offset the increased cost	*$*	-

6. Please include any additional comments and explanation of Page 5 if necessary:

The budget reflected for FY 2021-22 and FY 2022-23 on page 5 is based on the budget that is being presented to the board for public disclosure on June 8, 2021 which includes the adjustments for the settled concessions.

K. SALARY NOTIFICATION REQUIREMENT

The following section is applicable and should be completed when any Salary/Benefit Negotiations are settled after the district's final budget has been adopted.

COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT LOCAL CONTROL FUNDING

(a) Current-Year Local Control Funding per ADA(line 19 below):	**$**	**9,746**
(b) Prior-Year Base Funding per ADA (line 20 below)	**$**	**9,786**
(c) Amount of Current-Year Increase: (a) minus (b)	**$**	**(40)**
(d) Percentage Increase in Base LCFF per ADA: (c) divided by (b)		**-0.41%**
(e) Total Compensation Percentage Increase from Section A, Line 5, Page 1 for current year (Year 1)		**0.00%**

1	K-3 CSR		6,361,740
2	EIA		4,398,886
3	Other State categorical		24,749,916
4	Transportation		5,230,781
5	Targeted Instructional Improvement Grant (TIIG)		2,350,261
6	Total LCFF Categoricals	$	43,091,584
7	2012-13 Rev Limit funding per ADA	$	5,303.79
8	Actual or Estimated funded ADA		37,509.32
9	Current year ADA x 2012-13 Rev Limit funding per ADA (Rows 7 x 8)		198,941,556
10	Prior year gap funding	$	12,630,041
11	Prior year gap funding per ADA		336.72
12	Total of all prior years gap funding adjusted for current year ADA		112,398,928
13	Adjusted Funding Floor (Rows 6 + 9 + 12)	*$*	*354,432,068*
14	LCFF funding target	$	365,550,111
15	Funding GAP (Rows 14-13)	$	11,118,043
16	LCFF Statewide funding GAP %		100.00%
17	LCFF Growth (Rows 15 x 16)	*$*	*11,118,043*
18	*LCFF Funding (Rows 13 + 17)*	*$*	*365,550,111*
19	LCFF revenue per ADA (Rows 18 / 8)	$	9,746
20	Prior year funding per ADA	$	9,786
21	Per ADA change from Prior year (Rows 19 - 20)	$	(40)
22	Growth Increase % (Rows 21 / 20)		-0.41%

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: ***San Juan Unified School District - Adult Education Fund***

Name of Bargaining Units: **SJAA, Unrepresented, Confidential, SJTA, Board Contracted Cabinet members**

Certificated, Classified, Other: **Certificated & Classified, Board Contracts**

The proposed agreements cover the period beginning: **July 1, 2021** **and ending:** **June 30, 2023**

(date) **(date)**

The Governing Board will act upon the proposed agreement(s) on: **June 22, 2021**

(date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action. This form must also be available to the public at least ten (10) working days prior to the date the governing board will take action on the proposed bargaining agreements.

A. Proposed Change in Compensation

Page 1 (Other Funds Section)

	Compensation	Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to	Year 1	Year 2	Year 3
		Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
		FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	FY 2020-21	FY 2021-22	FY 2022-23
1	**Salary Schedule** (This is to include Step and Columns, which is also reported separately in Item 6)	$1,421,799	$0	$14,494	$0
			0.00%	1.02%	0.00%
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	$0	$0	$0	$0
			0.00%	0.00%	0.00%
3	**Statutory Benefits -** STRS, PERS, FICA WC, UI, Medicare, etc. (retiree h&w and long-term sick leave included in section 4)	$394,350	$0	$3,130	$0
			0.00%	0.79%	0.00%
4	**Health/Welfare Plans -** includes medical, dental, vision, life insurance, retiree h&w, long-term sick leave, cash option	$238,452	$0	$0	$0
			0.00%	0.00%	0.00%
5	**Total Compensation -** Add Items 1 through 4 to equal 5	$2,054,602	$0	$17,624	$0
			0.00%	0.86%	0.00%
6	**Step and Column - Due to movement plus any changes due to settlement. 2019-20, 2020-21 and 2021-22 step and column increases have already been included in the multi-year projection. This is a subset of Item No. 1**	$12,099	$0	$0	$159
7	**Total Number of Represented Employees** (Use FTEs if appropriate)	**24.71**	**24.71**	**9.51**	**9.51**
8	**Total Compensation <u>Average</u> Cost per Employee**	$83,165	$0	$1,853	$0
			0.00%	2.23%	0.00%
9	**Total Salary Compensation**	$1,421,799	$0	$14,494	$0
	Total Salary Compensation %		**Total Salary Compensation %**		**0.00%**

A. Proposed Change in Compensation for Adult Education Fund
Page 2 (Other Funds Section)

	Compensation	Annual Cost Prior to Proposed Agreement FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	Fiscal Impact of Proposed Agreement Year 1 Increase (Decrease) FY 2020-21	Year 2 Increase (Decrease) FY 2021-22	Year 3 Increase (Decrease) FY 2022-23
1	**Salary Schedule** (This is to include Step and Columns, which is also reported separately in Item 6)	$1,421,799.00	$0.00	$14,494.00	$0.00
	Certificated Salaries - Object 1xxx	$1,125,540		$0	$0
	Classified Salaries - Object 2xxx	$296,259		$0	$0
	Salary Increase Certificated Salaries SJTA 2% - Object 1xxx			$14,494	
	Salary Increase Certificated Salaries 3.55% - Object 1xxx			$0	$0
	Salary Increase **Classified** Salaries Object 2xxx				
	Other - Certificated Salaries - Object 1xxx			$0	
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	$0	$0	$0	$0
	One Time Payment -Certificated Salaries - Object 1xxx		$0	$0	$0
	One Time Payment - Classified Salaries - Object 2xxx -		$0		$0
3	Statutory Benefit - Certificated Rates	19.60%	19.60%	21.60%	22.75%
	Statutory Benefit - Classified Rates	30.35%	30.35%	33.79%	35.95%
	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc. (Retiree H&W & Long-term Sick Leave included in section 4)	$394,350	$0	$3,130	$0
	Certificated Payroll costs	$262,521	$0	$0	$0
	Classified Payroll costs	$131,830	$0	$0	
	Salary Increase - Certificated payroll costs		$0	$3,130	
	Salary Increase - **Classified** payroll costs		$0	$0	
	One Time Payment - Certificated payroll costs		$0	$0	$0
	One Time Payment - **Classified** payroll costs				$0
4	**Health/Welfare Plans** - Medical,dental,vision, life insurance, retiree h&w, lt sick leave, cash	$238,452	$0	$0	$0
	Medical/Dental/VSP - Object 340x	$192,835			
	Life Insurance - Object 395x	$1,688	$0	$0	
	Retiree H&W & Long-term Sick Leave - * See below for rates	$43,929	$0	$0	$0
	Post Employment Health Plan (PEHP) Object 3751 (SJTA only)				
				$ -	$ -
5	**Total Compensation** - Add Items 1 through 4 to equal 5	$2,054,602	$0	$17,624	$0
6	**Step and Column - Related to movement plus any changes due to settlement. This is a subset of Item No. 1**	$12,099	$0	$0	$159
				$0	
	FTE - Using January 31, 2021 FTE for cost prior to proposed agreements. Years 1 - 3 have changes only due to the proposed	24.71	24.71	9.51	9.51

* Rates:	FY 2020-21	FY 2020-21	FY 2021-22	FY 2022-23
Retiree H&W & Long-term Leave Rates - Certificated	2.60%	2.60%	2.60%	2.60%
Retiree H&W & Long-term Leave Rates - Classified	4.95%	4.95%	4.95%	4.95%
Health & Welfare	4.00%	4.00%	4.00%	7.50%
Step & Column - Certificated	0.90%		0.90%	0.90%
Step & Column - Classified	0.70%		0.90%	0.90%

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET
Page 3 (Other Funds Section)

Adult Ed Fund-Unrestricted & Restricted

Enter Bargaining Unit/Group: **SJAA, Unrepresented, Confidential, SJTA, Board Contracted Cabinet members**

	Column 1	Column 2	Column 3	Column 4
	FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	Certificated & Classified, Board Contracts	Other Revisions, including proposed budget revision	FY 2020-21 Proposed Budget after adjustments
REVENUES				
LCFF Sources (8010-8099)	$ -		$ -	$ -
Remaining Revenues (8100-8799)	$ 3,502,101		$ -	$ 3,502,101
TOTAL REVENUES	**$ 3,502,101**	**$ -**	**$ -**	**$ 3,502,101**
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 1,125,540	$ -	$ -	$ 1,125,540
Classified Salaries (2000-2999)	$ 296,259	$ -	$ -	$ 296,259
Employee Benefits (3000-3999)	$ 632,802	$ -	$ -	$ 632,802
Books and Supplies (4000-4999)	$ 526,425		$ -	$ 526,425
Services, Other Operating Expenses (5000-5999)	$ 1,016,989		$ -	$ 1,016,989
Capital Outlay (6000-6999)	$ -		$ -	$ -
Other Outgo (7100-7299) (7400-7499)	$ -		$ -	$ -
Direct Support/Indirect Cost (7300-7399)	$ 68,038		$ -	$ 68,038
Other Adjustments	$ -		$ -	$ -
TOTAL EXPENDITURES	**$ 3,666,053**	**$ -**	**$ -**	**$ 3,666,053**
OPERATING SURPLUS (DEFICIT)	**$ (163,952)**	**$ -**	**$ -**	**$ (163,952)**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -		$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 90,300		$ -	$ 90,300
CONTRIBUTIONS (8980-8999)	$ -		$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ (254,252)**	**$ -**	**$ -**	**$ (254,252)**
BEGINNING BALANCE	$ 1,733,310			$ 1,733,310
Prior-Year Adjustments/Restatements (9793/9795)	$ -			$ -
CURRENT-YEAR ENDING BALANCE	**$ 1,479,058**	**$ -**		**$ 1,479,058**
COMPONENTS OF ENDING BALANCE:	$ -			
Nonspendable	$ -			
Restricted	$ 1,437,968	$ -		$ 1,437,968
Reserved for Economic Uncertainties (9770)	$ -			
Committed	$ -			
Assigned	$ 41,090			$ 41,090
Unappropriated Amounts (9790)	**$ -**	**$ -**	**$ -**	**$ -**

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS
Page 4 (Other Funds Section)

Adult Education Fund
SJAA, Unrepresented, Confidential, SJTA, Board Contracted
Enter Bargaining Unit/Group: ***Cabinet members***

	FY 2020-21	FY 2021-22	FY 2022-23
	FY 2020-21 Proposed Budget after adjustments	First Subsequent Year	Second Subsequent Year
REVENUES			
LCFF Sources (8010-8099)	$0	$0	$0
Remaining Revenues (8100-8799)	$3,502,101	$3,496,985	$3,496,985
TOTAL REVENUES	$3,502,101	$3,496,985	$3,496,985
EXPENDITURES			
Certificated Salaries (1000-1999)	$1,125,540	$1,104,054	$1,091,298
Classified Salaries (2000-2999)	$296,259	$311,649	$314,454
Employee Benefits (3000-3999)	$632,802	$700,741	$749,060
Books and Supplies (4000-4999)	$526,425	$194,750	$176,503
Services, Other Operating Expenses (5000-5999)	$1,016,989	$1,029,113	$1,012,238
Capital Outlay (6000-6999)	$0	-$377	-$377
Other Outgo (7100-7299) (7400-7499)	$0	$93,099	$92,722
Direct Support/Indirect Cost (7300-7399)	$68,038	$56,825	$56,825
Other Adjustments	$0		
TOTAL EXPENDITURES	$3,666,053	$3,489,854	$3,492,723
OPERATING SURPLUS (DEFICIT)	($163,952)	$7,131	$4,262
TRANSFERS IN & OTHER SOURCES (8910-8979)	$0		
TRANSFERS OUT & OTHER USES (7610-7699)	$90,300	$ -	$0
CONTRIBUTIONS (8980-8999)	$0	$0	$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	($254,252)	$7,131	$4,262
BEGINNING BALANCE	$1,733,310	$1,479,058	$1,900,174
Prior Year Adjustments/Restatements/updated to estimated actuals		$413,985	
CURRENT-YEAR ENDING BALANCE	$1,479,058	$1,900,174	$1,904,436
COMPONENTS OF ENDING BALANCE:			
Nonspendable	$0		
Restricted	$1,437,968	$1,900,174	$1,904,436
Reserved for Economic Uncertainties	$0		
Committed	$0		
Assigned	$41,090		
Reserve for Economic Uncertainties Percentage	0.00%	0.00%	0.00%
	$0	***$0***	***$0***

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT
In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: *San Juan Unified School District - Child Development Fund*

Name of Bargaining Units: SJAA, Unrepresented, Confidential, SJTA, Board Contracted Cabinet members

Certificated, Classified, Other: Certificated & Classified, Board Contracts

The proposed agreements cover the period beginning: July 1, 2021 (date) **and ending:** June 30, 2023 (date)

The Governing Board will act upon the proposed agreement(s) on: June 22, 2021 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action. This form must also be available to the public at least ten (10) working days prior to the date the governing board will take action on the proposed bargaining agreements.

A. Proposed Change in Compensation
Page 4 (Other Funds Section)

	Compensation	Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to	Year 1	Year 2	Year 3
		Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
		~~FY 2020-21~~ 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	FY 2020-21	FY 2021-22	FY 2022-23
1	**Salary Schedule** (This is to include Step and Columns, which is also reported separately in Item 6)	$12,464,295	$0	$164,393	$0
			0.00%	1.32%	0.00%
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	$0	$0	$0	$0
			0.00%	0.00%	0.00%
	Description of other compensation				
3	**Statutory Benefits -** STRS, PERS, FICA WC, UI, Medicare, etc. (retiree h&w and long-term sick leave included in section 4)	$3,804,518	$0	$35,509	$0
			0.00%	0.93%	0.00%
4	**Health/Welfare Plans** - includes medical, dental, vision, life insurance, retiree h&w, long-term sick leave, cash option	$474,788	$0	$4,274	$0
			0.00%	0.90%	0.00%
5	**Total Compensation -** Add Items 1 through 4 to equal 5	$16,743,602	$0	$204,176	$0
			0.00%	1.22%	0.00%
6	**Step and Column - Due to movement plus any changes due to settlement. 2019-20, 2020-21 and 2021-22 step and column increases have already been included in the multi-year projection. This is a subset of Item No. 1**	$111,178	$0	$0	$1,799
7	**Total Number of Represented Employees** (Use FTEs if appropriate)	279.64	279.64	143.42	143.42
8	**Total Compensation Average Cost per Employee**	$59,875	$0	$1,424	$0
			0.00%	2.38%	0.00%
9	**Total Salary Compensation**	$12,464,295	$0	$164,393	$0
	Total Salary Compensation %		**Total Salary Compensation %**		0.00%

A. Proposed Change in Compensation for Child Development Fund
Page 5 (Other Funds Section)

	Compensation	Annual Cost Prior to Proposed Agreement FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	Fiscal Impact of Proposed Agreement Year 1 Increase (Decrease) FY 2020-21	Year 2 Increase (Decrease) FY 2021-22	Year 3 Increase (Decrease) FY 2022-23
1	**Salary Schedule** (This is to include Step and Columns, which is also reported separately in Item 6)	$12,464,295	$0	$164,393	$0
	Certificated Salaries - Object 1xxx	$8,240,661			
	Classified Salaries - Object 2xxx	$4,223,634			
	Salary Increase Certificated SalariesSJTA Only 2.0% Object 1xxx			$160,144	
	Salary Increase Certificated Salaries 3.55% - Object 1xxx			$4,249	
	Other - Certificated Salaries - Object 1xxx				
	Salary Increase Classified - Object 2xxx				
	Other - Classified Salaries - Object 2xxx				
2	**Other Compensation**	$0	$0	$0	$0
	One Time Payment -Certificated Salaries - Object 1xxx			$0	
	One Time Payment- **Classified** Salaries - Object 2xxx				
3	Statutory Benefit - Certificated Rates	19.60%	19.60%	21.60%	22.75%
	Statutory Benefit - Classified Rates	30.35%	30.35%	33.79%	35.95%
	Statutory Benefits - STRS, PERS, FICA,WC, UI, Medicare, etc. (Retiree H&W & Long-term Sick Leave included in section 4)	$3,804,518	$0	$35,509	$0
	Certificated payroll costs	$2,546,848			
	Classified payroll costs	$1,257,671			
	Salary Increase 2.0% - Certificated payroll costs		$0	$34,591	
	Salary Increase 3.55% - Other Certificated payroll costs		$0	$918	
	Other - Certificated payroll costs		$0	$0	
	Salary Increase Classified payroll costs				
	Other - **Classified** payroll costs			$0	
	One Time Payment - 2% payroll costs(No PERS)		$0	$0	
	One Time Payment - **Classified** payroll costs		$0	$0	$0
				$0	$0

A. Proposed Change in Compensation for Child Development Fund
Page 6 (b) (Other Funds Section)

4	**Health/Welfare Plans** - medical,dental,vision, life insurance, retiree h&w, lt sick leave, cash option (obj 340x, 395x, 37xx, 396x, 391x)	$474,788	$0	$4,274	$0
	Medical/Dental/VSP - Object 340x				
	Life Insurance - Object 395x	$21,247	$0	$0	
	*Retiree H&W & Long-term Sick Leave - * See below for rates*	$453,541	$0	$4,274	
	Post Employment Health Plan (PEHP) Object 3751 (SJTA only)	$0	$0	$0	
5	**Total Compensation** - Add Items 1 through 4 to equal 5	$16,743,602	$0	$204,176	$0
6	**Step and Column - Related to movement plus any changes due to settlement. This is a subset of Item No. 1**	$111,178	$0	$0	$1,799
	FTE - Using January 31, 2021 FTE for cost prior to proposed agreements. Years 1 - 3 have changes only due to the proposed agreements.	279.64	279.64	143.42	143.42

* Rates:	FY 2020-21	FY 2020-21	FY 2021-22	FY 2022-23
Retiree H&W & Long-term Leave Rates - Certificated	2.60%	2.60%	2.60%	2.60%
Retiree H&W & Long-term Leave Rates - Classified	4.95%	4.95%	4.95%	4.95%
Health & Welfare	4.00%	4.00%	4.00%	7.50%
Step & Column - Certificated	0.90%	0.00%	0.90%	0.90%
Step & Column - Classified	0.90%	0.00%	0.90%	0.90%

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET
Page 3 (Other Funds Section)

Child Development Fund-Unrestricted & Restricted

Enter Bargaining Unit/Group: **SJAA, Unrepresented, Confidential, SJTA, Board Contracted Cabinet members**

	Column 1	Column 2	Column 3	Column 4
	FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	Certificated & Classified, Board Contracts	Other Revisions, including proposed budget revision	FY 2020-21 Proposed Budget after adjustments
REVENUES				
LCFF Sources (8010-8099)	$ -		$ -	$ -
Remaining Revenues (8100-8799)	$ 20,768,042		$ -	$ 20,768,042
TOTAL REVENUES	**$ 20,768,042**	**$ -**	**$ -**	**$ 20,768,042**
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 8,240,661	$ -	$ -	$ 8,240,661
Classified Salaries (2000-2999)	$ 4,223,634	$ -	$ -	$ 4,223,634
Employee Benefits (3000-3999)	$ 7,602,518	$ -	$ -	$ 7,602,518
Books and Supplies (4000-4999)	$ 4,080,521	$ -	$ -	$ 4,080,521
Services, Other Operating Expenses (5000-5999)	$ 427,183		$ -	$ 427,183
Capital Outlay (6000-6999)	$ -		$ -	$ -
Other Outgo (7100-7299) (7400-7499)	$ -		$ -	$ -
Direct Support/Indirect Cost (7300-7399)	$ 850,599		$ -	$ 850,599
Other Adjustments	$ -		$ -	$ -
TOTAL EXPENDITURES	**$ 25,425,116**	**$ -**	**$ -**	**$ 25,425,116**
OPERATING SURPLUS (DEFICIT)	**$ (4,657,074)**	**$ -**	**$ -**	**$ (4,657,074)**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ 2,915,000	$ -	$ -	$ 2,915,000
TRANSFERS OUT & OTHER USES (7610-7699)	$ -		$ -	$ -
CONTRIBUTIONS (8980-8999)	$ -		$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ (1,742,074)**	**$ -**	**$ -**	**$ (1,742,074)**
BEGINNING BALANCE	$ 2,558,674			$ 2,558,674
Prior-Year Adjustments/Restatements (9793/9795)	$ -			$ -
CURRENT-YEAR ENDING BALANCE	**$ 816,600**	**$ -**	**$ -**	**$ 816,600**
COMPONENTS OF ENDING BALANCE:	$ -			
Nonspendable	$ -		$ -	$ -
Restricted	$ 536,411		$ -	$ 536,411
Reserved for Economic Uncertainties (9770)	$ 280,189	$ -		$ 280,189
Committed	$ -	$ -	$ -	$ -
Assigned	$ -			$ -
Unappropriated Amounts (9790)	**$ -**	**$ -**	**$ -**	**$ -**

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS
Page 4 (Other Funds Section)

Child Development Fund

SJAA, Unrepresented, Confidential, SJTA, Board Contracted

Enter Bargaining Unit/Group: ***Cabinet members***

	FY 2020-21	FY 2021-22	FY 2022-23
	FY 2020-21 Proposed Budget after adjustments	Certificated & Classified, Board Contracts	Second Subsequent Year
REVENUES			
LCFF Sources (8010-8099)	$ -	$ -	$ -
Remaining Revenues (8100-8799)	$ 20,768,042	$ 20,167,285	$ 25,420,369
TOTAL REVENUES	**$ 20,768,042**	**$ 20,167,285**	**$ 25,420,369**
EXPENDITURES			
Certificated Salaries (1000-1999)	$ 8,240,661	$ 8,928,828	$ 9,007,708
Classified Salaries (2000-2999)	$ 4,223,634	$ 4,579,317	$ 4,620,532
Employee Benefits (3000-3999)	$ 7,602,518	$ 8,982,931	$ 9,523,466
Books and Supplies (4000-4999)	$ 4,080,521	$ 1,161,886	$ 1,159,823
Services, Other Operating Expenses (5000-5999)	$ 427,183	$ 264,344	$ 264,344
Capital Outlay (6000-6999)	$ -	$ -	$ -
Other Outgo (7100-7299) (7400-7499)	$ -	$ -	$ -
Direct Support/Indirect Cost (7300-7399)	$ 850,599	$ 852,124	$ 864,680
Other Adjustments	$ -	$ -	$ -
TOTAL EXPENDITURES	**$ 25,425,116**	**$ 24,769,430**	**$ 25,440,553**
OPERATING SURPLUS (DEFICIT)	**$ (4,657,074)**	**$ (4,602,145)**	**$ (20,184)**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ 2,915,000	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ -	$ -	$ -
CONTRIBUTIONS (8980-8999)	$ -	$ 4,469,893	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ (1,742,074)**	**$ (132,252)**	**$ (20,184)**
BEGINNING BALANCE	$ 2,558,674	$ 816,600	$ 645,831
Prior Year Adjustments/Restatements/updated to estimated actuals		$ (38,517)	
CURRENT-YEAR ENDING BALANCE	**$ 816,600**	**$ 645,831**	**$ 625,647**
COMPONENTS OF ENDING BALANCE:			
Nonspendable	$ -	$ -	$ -
Restricted	$ 536,411	$ 645,831	$ 625,647
Reserved for Economic Uncertainties	$ 280,189	$ -	$ -
Committed	$ -	$ -	$ -
Assigned	$ -	$ -	$ -
Unappropriated Amounts - Unrestricted (9790)	**$ -**		
Reserve for Economic Uncertainties Percentage	1.10%	0.00%	0.00%

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: *San Juan Unified School District - Cafeteria Fund*

Name of Bargaining Units: SJAA, Unrepresented, Confidential, SJTA, Board Contracted Cabinet members

Certificated, Classified, Other: Certificated & Classified, Board Contracts

The proposed agreements cover the period beginning: July 1, 2021 (date) **and ending:** June 30, 2023 (date)

The Governing Board will act upon the proposed agreement(s) on: June 22, 2021 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action. This form must also be available to the public at least ten (10) working days prior to the date the governing board will take action on the proposed bargaining agreements.

A. Proposed Change in Compensation

Page 5 (Other Funds Section)

	Compensation	Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to	Year 1	Year 2	Year 3
		Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
		FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	FY 2020-21	FY 2021-22	FY 2022-23
1	**Salary Schedule** (This is to include Step and Columns, which is also reported separately in Item 6)	$4,443,682	$0	$4,101	$0
			0.00%	0.09%	0.00%
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	$0	$0	$0	$0
			0.00%	0.00%	0.00%
	Description of other compensation				
3	**Statutory Benefits -** STRS, PERS, FICA WC, UI, Medicare, etc. (retiree h&w and long-term sick leave included in section 4)	$1,250,031	$0	$1,386	$0
			0.00%	0.11%	0.00%
4	**Health/Welfare Plans** - includes medical, dental, vision, life insurance, retiree h&w, long-term sick leave, cash option	$1,952,735	$0	$203	$0
			0.00%	0.01%	0.00%
5	**Total Compensation -** Add Items 1 through 4 to equal 5	$7,646,449	$0	$5,690	$0
			0.00%	0.07%	0.00%
6	**Step and Column - Due to movement plus any changes due to settlement. 2019-20, 2020-21 and 2021-22 step and column increases have already been included in the multi-year projection. This is a subset of Item No. 1**	$39,636	$0	$0	$49
7	**Total Number of Represented Employees** (Use FTEs if appropriate)	**158.59**	**158.59**	**1.00**	**1.00**
8	**Total Compensation Average Cost per Employee**	$48,215	$0	$5,690	$0
			0.00%	11.80%	0.00%
9	**Total Salary Compensation**	$4,443,682	$0	$4,101	$0
	Total Salary Compensation %		**Total Salary Compensation %**		0.00%

A. Proposed Change in Compensation for Cafeteria Fund
Page 6 (Other Funds Section)

	Compensation	Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to	Year 1	Year 2	Year 3
		Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
		FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	FY 2020-21	FY 2021-22	FY 2022-23
1	**Salary Schedule** (This is to include Step and Columns, which is also reported separately in Item 6)	$4,443,682	$0	$4,101	$0
	Classified Salaries - Object 2xxx	$4,443,682			
	Salary Increase **Certificated** Salaries - Object 2xxx				
	Salary Increase **Classified 3.55%** - Object 2xxx			$4,101	
	Other - **Classified** Salaries - Object 2xxx -				
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc	$0	$0	$0	$0
	One Time Payment 2% - Other **Classified** Salaries - Object 2xxx		$0	$0	
3	Statutory Benefit - Certificated Rates				
	Statutory Benefit - Classified Rates	30.35%	30.35%	33.79%	35.95%
	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc. (Retiree H&W & Long-term Sick Leave included in section 4)	$1,250,031	$0	$1,386	$0
	Classified payroll costs	$1,250,031			
	Salary Increase - Certificated payroll costs				
	Salary Increase - **Classified** payroll costs		$0	$1,386	
	One Time Payment - Certificated payroll costs				
	One Time Payment - **other Classified** payroll costs		$0	$0	
4	**Health/Welfare Plans -** medical, dental, vision, life insurance, retiree h&w, lt sick leave, cash option (obj 340x, 395x, 37xx, 396x, 391x)	$1,952,735	$0	$203	$0
	Medical/Dental/VSP - Object 340x	$1,724,486			
	Life Insurance - Object 395x	$8,287			
	Retiree H&W & Long-term Sick Leave - * See below for rates	$219,962	$0	$203	
	Cash Option - Object 391x				
5	**Total Compensation -** Add Items 1 through 4 to equal 5	$7,646,449	$0	$5,690	$0
6	**Step and Column - Related to movement plus any changes due to settlement. This is a subset of Item No. 1**	$39,636	$0	$0	$49
	FTE - Using January 31, 2021 FTE for cost prior to proposed agreements. Years 1 - 3 have changes only due to the proposed agreements.	158.59	158.59	1.00	1.00

* Rates:			* Rates:	FY 2022-23
Retiree H&W & Long-term Leave Rates - Classified	4.95%	4.95%	4.95%	4.95%
Health & Welfare	4.00%	4.00%	4.00%	7.50%
Step & Column - Certificated				
Step & Column - Classified	0.90%	0.85%	0.90%	0.90%

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Page 7 (Other Funds Section)

Cafeteria Fund - Untrestricted & Restricted

SJAA, Unrepresented, Confidential, SJTA, Board Contracted Cabinet

Enter Bargaining Unit/Group: ***members***

	Column 1	Column 2	Column 3	Column 4
	FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	Certificated & Classified, Board Contracts	Other Revisions, including proposed budget revision	FY 2020-21 Proposed Budget after adjustments
REVENUES				
LCFF Sources (8010-8099)	$ -		$ -	$ -
Remaining Revenues (8100-8799)	$ 5,882,807		$ -	$ 5,882,807
TOTAL REVENUES	**$ 5,882,807**	**$ -**	**$ -**	**$ 5,882,807**
EXPENDITURES				
Certificated Salaries (1000-1999)	$ -		$ -	$ -
Classified Salaries (2000-2999)	$ 4,443,682	$ -	$ -	$ 4,443,682
Employee Benefits (3000-3999)	$ 3,202,767	$ -	$ -	$ 3,202,767
Books and Supplies (4000-4999)	$ 3,568,620		$ -	$ 3,568,620
Services, Other Operating Expenses (5000-5999)	$ 711,730		$ -	$ 711,730
Capital Outlay (6000-6999)	$ -		$ -	$ -
Other Outgo (7100-7299) (7400-7499)	$ -		$ -	$ -
Direct Support/Indirect Cost (7300-7399)	$ 393,435		$ -	$ 393,435
Other Adjustments	$ -		$ -	$ -
TOTAL EXPENDITURES	**$ 12,320,234**	**$ -**	**$ -**	**$ 12,320,234**
OPERATING SURPLUS (DEFICIT)	**$ (6,437,427)**	**$ -**	**$ -**	**$ (6,437,427)**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ 3,675,000		$ -	$ 3,675,000
TRANSFERS OUT & OTHER USES (7610-7699)	$ 7,775		$ -	$ 7,775
CONTRIBUTIONS (8980-8999)			$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ (2,770,202)**	**$ -**	**$ -**	**$ (2,770,202)**
BEGINNING BALANCE	$ 4,002,887			$ 4,002,887
Prior-Year Adjustments/Restatements (9793/9795)	$ -			$ -
CURRENT-YEAR ENDING BALANCE	**$ 1,232,685**	**$ -**		**$ 1,232,685**
COMPONENTS OF ENDING BALANCE:	$ -			
Nonspendable	$ 297,410			$ 297,410
Restricted	$ 935,275	$ -	$ -	$ 935,275
Reserved for Economic Uncertainties (9770)	$ -		$ -	$ -
Committed	$ -		$ -	$ -
Assigned	$ -			$ -
Unappropriated Amounts (9790)	**$ 0**	**$ -**	**$ -**	**$ 0**

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Page 12 (Other Funds Section)

Cafeteria Fund

SJAA, Unrepresented, Confidential, SJTA, Board Contracted

Enter Bargaining Unit/Group: ***Cabinet members***

	FY 2020-21	FY 2021-22	FY 2022-23
	FY 2020-21 Proposed Budget after adjustments	First Subsequent Year	Second Subsequent Year
REVENUES			
LCFF Sources (8010-8099)	$ -	$ -	$ -
Remaining Revenues (8100-8799)	$ 5,882,807	$14,160,214	$17,507,849
TOTAL REVENUES	$ 5,882,807	$ 14,160,214	$ 17,507,849
EXPENDITURES			
Certificated Salaries (1000-1999)	$ -		$ -
Classified Salaries (2000-2999)	$ 4,443,682	$ 5,191,788	$ 5,188,856
Employee Benefits (3000-3999)	$ 3,202,767	$ 3,619,417	$ 3,813,023
Books and Supplies (4000-4999)	$ 3,568,620	$ 6,406,616	$ 7,333,496
Services, Other Operating Expenses (5000-5999)	$ 711,730	$ 746,424	$ 751,222
Capital Outlay (6000-6999)	$ -	$ -	$ -
Other Outgo (7100-7299) (7400-7499)	$ -	$ -	$ -
Direct Support/Indirect Cost (7300-7399)	$ 393,435	$ 373,798	$ 455,230
Other Adjustments	$ -		
TOTAL EXPENDITURES	$ 12,320,234	$ 16,338,043	$ 17,541,827
OPERATING SURPLUS (DEFICIT)	$ (6,437,427)	$ (2,177,829)	$ (33,978)
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ 3,675,000	$ 3,175,000	$ 175,000
TRANSFERS OUT & OTHER USES (7610-7699)	$ 7,775	$ 7,983	$ 7,775
CONTRIBUTIONS (8980-8999)	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (2,770,202)	$ 989,188	$ 133,247
BEGINNING BALANCE	$ 4,002,887	$ 1,232,685	$ 3,000,000
Prior Year Adjustments/Restatements/updated to estimated actuals		$ 778,127	
CURRENT-YEAR ENDING BALANCE	$ 1,232,685	$ 3,000,000	$ 3,133,247
COMPONENTS OF ENDING BALANCE:			
Nonspendable	$ 297,410	$ 361,534	$ 361,534
Restricted	$ 935,275	$ 2,638,466	$ 2,771,713
Reserved for Economic Uncertainties	$ -		
Committed	$ -		
Assigned	$ -		
Reserve for Economic Uncertainties Percentage	0.00%		

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT
In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: *San Juan Unified School District - Deferred Maintenance, Building, Capital Facilities and Self Insurance Funds*

Name of Bargaining Units: SJAA, Unrepresented, Confidential, SJTA, Board Contracted Cabinet members

Certificated, Classified, Other: Certificated & Classified, Board Contracts

The proposed agreements cover the period beginning: July 1, 2021 (date) **and ending:** June 30, 2023 (date)

The Governing Board will act upon the proposed agreement(s) on: June 22, 2021 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action. This form must also be available to the public at least ten (10) working days prior to the date the governing board will take action on the proposed bargaining agreements.

A. Proposed Change in Compensation
Page 8 (Other Funds Section)

	Compensation	Annual Cost Prior to Proposed Agreement FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	Fiscal Impact of Proposed Agreement Year 1 Increase (Decrease) FY 2020-21	Year 2 Increase (Decrease) FY 2021-22	Year 3 Increase (Decrease) FY 2022-23
1	**Salary Schedule** (This is to include Step and Columns, which is also reported separately in Item 6)	$2,039,608	$0	$25,833	$0
			0.00%	1.27%	0.00%
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	$0	$0	$0	$0
			0.00%	0.00%	0.00%
	Description of other compensation				
3	**Statutory Benefits -** STRS, PERS, FICA WC, UI, Medicare, etc. (retiree h&w and long-term sick leave included in section 4)	$799,004	$0	$8,728	$0
			0.00%	1.09%	0.00%
4	**Health/Welfare Plans** - includes medical, dental, vision, life insurance, retiree h&w, long-term sick leave, cash option	$377,716	$0	$1,279	$0
			0.00%	0.34%	0.00%
5	**Total Compensation -** Add Items 1 through 4 to equal 5	$3,216,328	$0	$35,840	$0
			0.00%	1.11%	0.00%
6	**Step and Column - Due to movement plus any changes due to settlement. 2019-20, 2020-21 and 2021-22 step and column increases have already been included in the multi-year projection. This is a subset of Item No. 1**	$18,193	$0	$0	$311
7	**Total Number of Represented Employees** (Use FTEs if appropriate)	**22.12**	**22.12**	**6.02**	**6.02**
8	**Total Compensation Average Cost per Employee**	$145,404	$0	$5,953	$0
			0.00%	4.09%	0.00%
9	**Total Salary Compensation**	$2,039,608	$0	$25,833	$0
	Total Salary Compensation %			**Total Salary Compensation %**	0.00%

A. Proposed Change in Compensation for : **Deferred Maintenance, Building,**
Page 9 (Other Funds Section) **Capital Facilities and Self Insurance Funds**

	Compensation	Annual Cost Prior to Proposed Agreement	Fiscal Impact of Proposed Agreement Year 1 Increase (Decrease)	Year 2 Increase (Decrease)	Year 3 Increase (Decrease)
		Certificated & Classified, Board Contracts	FY 2020-21	FY 2021-22	FY 2022-23
1	**Salary Schedule** (This is to include Step and Columns, which is also reported separately in Item 6)	$2,039,608	$0	$25,833	$0
	Certificated Salaries - Object 1xxx	$0			
	Classified Salaries - Object 2xxx	$2,039,608			
	Salary Increase Certificated Salaries - Object 1xxx		$0	$0	
	Salary Increase Classified Salaries - 3.55% - Object 2xxx		$0	$25,833	
	Other -Certificated Salaries - Object 1xxx			$0	
	Other - Classified Salaries - Object 2xxx		$0	0	
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	$0	$0	$0	$0
	One-Time Payment-Certificated Salaries-Object 1xxx		$0	$0	
	One-Time PaymentClassified Salaries-Object 2xxx			$0	
3	Statutory Benefit - Certificated Rates	19.60%	19.60%	21.60%	22.75%
	Statutory Benefit - Classified Rates	30.35%	30.35%	33.79%	35.95%
	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc. (Retiree H&W & Long-term Sick Leave included in section 4)	$799,004	$0	$8,728	$0
	Certificated Payroll costs	$0			
	Classified Payroll costs	$799,004			
	Salary Increase - Certificated payroll costs	$0	$0	$0	
	Salary Increase - Classified payroll costs	$0	$0	$8,728	
	One Time Payment-Certificated payroll costs		$0	$0	
	One Time Payment-Classified payroll costs		$0	$0	
	Other-Certificated payroll costs			$0	
	Other-Classified payroll costs			$0	$0
4	**Health/Welfare Plans** - medical, dental, vision, life insurance, retiree h&w, lt sick leave, cash option (obj 340x, 395x, 37xx, 396x, 391x)	$377,716	$0	$1,279	$0
	Medical/Dental/VSP - Object 340x	$275,173		$0	$0
	Life Insurance - Object 395x	$1,493			
	Retiree H&W & Long-term Sick Leave - * See below for rates	$101,050	$0	$1,279	$0
	Cash Option - Object 391x				
5	**Total Compensation** - Add Items 1 through 4 to equal 5	$3,216,328	$0	$35,840	$0
6	**Step and Column - Related to movement plus any changes due to settlement. This is a subset of Item No. 1**	$18,193		$0	$311
	FTE - Using January 31, 2021 FTE for cost prior to proposed agreements. Years 1 - 3 have changes only due to the proposed agreements.	22.12	22.12	6.02	6.02

* Rates:	FY 2020-21	FY 2020-21	FY 2021-22	FY 2022-23
Retiree H&W & Long-term Leave Rates - Certificated	2.60%	2.60%	2.60%	2.60%
Retiree H&W & Long-term Leave Rates - Classified	4.95%	4.95%	4.95%	4.95%
Health & Welfare	4.00%	4.00%	4.00%	7.50%
Step & Column - Certificated	0.90%		0.90%	0.90%
Step & Column - Classified	0.90%		0.90%	0.90%

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Page 10 (Other Funds Section)

Deferred Maintenance, Building, Capital Facilities and Self Insurance Funds

Enter Bargaining Unit/Group: ***SJAA, Unrepresented, Confidential, SJTA, Board Contracted Cabinet members***

	Column 1	Column 2	Column 3	Column 4
	FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	Certificated & Classified, Board Contracts	Other Revisions, including proposed budget revision	FY 2020-21 Proposed Budget after adjustments
REVENUES				
LCFF Sources (8010-8099)			$ -	$ -
Remaining Revenues (8100-8799)	$ 296,083,790		$ -	$ 296,083,790
TOTAL REVENUES	**$ 296,083,790**	**$ -**	**$ -**	**$ 296,083,790**
EXPENDITURES				
Certificated Salaries (1000-1999)	$ -	$ -	$ -	$ -
Classified Salaries (2000-2999)	$ 2,039,608	$ -	$ -	$ 2,039,608
Employee Benefits (3000-3999)	$ 905,037	$ -	$ -	$ 905,037
Books and Supplies (4000-4999)	$ 889,556		$ -	$ 889,556
Services, Other Operating Expenses (5000-5999)	$ 25,873,603		$ -	$ 25,873,603
Capital Outlay (6000-6999)	$ 157,875,226		$ -	$ 157,875,226
Other Outgo (7100-7299) (7400-7499)	$ -		$ -	$ -
Direct Support/Indirect Cost (7300-7399)	$ -		$ -	$ -
Other Adjustments	$ -		$ -	$ -
TOTAL EXPENDITURES	**$ 187,583,030**	**$ -**	**$ -**	**$ 187,583,030**
OPERATING SURPLUS (DEFICIT)	**$ 108,500,760**	**$ -**	**$ -**	**$ 108,500,760**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ 88,234,983		$ -	$ 88,234,983
TRANSFERS OUT & OTHER USES (7610-7699)	$ 3,141,743		$ -	$ 3,141,743
CONTRIBUTIONS (8980-8999)	$ -		$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ 193,594,000**	**$ -**	**$ -**	**$ 193,594,000**
BEGINNING BALANCE	$ -			$ -
Prior-Year Adjustments/Restatements (9793/9795)				
CURRENT-YEAR ENDING BALANCE	**$ 193,594,000**	**$ -**		
COMPONENTS OF ENDING BALANCE:				
Nonspendable				$ -
Restricted	$ 159,120,281	$ -		$ 159,120,281
Reserved for Economic Uncertainties (9770)	$ -			$ -
Committed	$ -			$ -
Assigned	$ -	$ -		$ -
Restricted Net Position	$ -			$ -
Unappropriated Amounts/Net Position (9790)	**$ 34,473,719**			$ 34,473,719

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS
Page 12 (Other Funds Section)

Deferred Maintenance, Building, Capital Facilities & Self Insurance Funds

SJAA, Unrepresented, Confidential, SJTA, Board Contracted

Enter Bargaining Unit/Group: ***Cabinet members***

	FY 2020-21	FY 2021-22	FY 2022-23
	FY 2020-21 Proposed Budget after adjustments	First Subsequent Year	Second Subsequent Year
REVENUES			
LCFF Sources (8010-8099)	$ -	$ -	$ -
Remaining Revenues (8100-8799)	$ 296,083,790	$ 105,556,899	$ 105,794,267
TOTAL REVENUES	$ 296,083,790	$ 105,556,899	$ 105,794,267
EXPENDITURES			
Certificated Salaries (1000-1999)	$ -	$ -	$ -
Classified Salaries (2000-2999)	$ 2,039,608	$ 1,368,016	$1,380,096
Employee Benefits (3000-3999)	$ 905,037	$ 814,320	$650,066
Books and Supplies (4000-4999)	$ 889,556	$ 16,401	$17,024
Services, Other Operating Expenses (5000-5999)	$ 25,873,603	$ 26,097,378	$26,105,080
Capital Outlay (6000-6999)	$ 157,875,226	$ 81,708,669	$69,752,369
Other Outgo (7100-7299) (7400-7499)	$ -	$ 88,234,983	$88,362,547
Direct Support/Indirect Cost (7300-7399)	$ -		$0
Other Adjustments	$ -		$0
TOTAL EXPENDITURES	$ 187,583,030	$ 198,239,767	$186,267,182
OPERATING SURPLUS (DEFICIT)	$ 108,500,760	$ (92,682,868)	($80,472,915)
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ 88,234,983	$ 4,391,411	$104,000,000
TRANSFERS OUT & OTHER USES (7610-7699)	$ 3,141,743	$ -	$ -
CONTRIBUTIONS (8980-8999)	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ 193,594,000	$ (88,291,457)	$ 23,527,085
BEGINNING BALANCE	$ -	$ 193,594,000	$ 136,685,566
Prior Year Adjustments/Restatements/updated to estimated actuals		$ 31,383,023	
CURRENT-YEAR ENDING BALANCE	$ 193,594,000	$ 136,685,566	$ 160,212,651
COMPONENTS OF ENDING BALANCE:			
Nonspendable	$ -		
Restricted	$ 159,120,281	$ 102,211,847	$ 125,738,932
Reserved for Economic Uncertainties	$ -		
Committed	$ -		
Assigned	$ -		
Restricted Net Position	$ -	$ -	$ -
Unappropriated Amounts/Net Position (9790)	$ 34,473,719	$ 34,473,719	$ 34,473,719
Reserve for Economic Uncertainties Percentage	0.00%	0.00%	0.00%

L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICTS ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent and Chief Financial Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Deputy Superintendent of San Juan Unified School District (District), hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreements between the District and SJTA, Unrepresented, Confidential, SJAA and Board Contracted Cabinet members during the term of the agreement from July 1, 2021 to June 30, 2023 or later.

The budget revisions necessary to meet the costs of the agreement in each year of its term are as follows:

General Fund Budget Adjustment Categories:	20-21 Budget Adjustment Increase (Decrease)	21-22	22-23
Revenues/Other Financing Sources	$0	$0	$0
Expenditures/Other Financing Uses*	$0	$ 8,171,441	$ (261,171)
Ending Balance Increase (Decrease)	$0	$ (8,171,441)	$ 261,171
* (includes budget offsets, if any)			

_____ (No budget revisions necessary)

The one-time cost for the Other Funds (Adult Ed, Cafeteria, Child Development, Deferred Maintenance/Building Funds, and Self Insurance Fund) will be absorbed by the one-time funds budgeted in the restricted general fund for their appropriate Full-Time Equivalent (FTE) staff.

Kent Kern, Superintendent of Schools — Date: 6/2/2021

Kent Stephens, Deputy Superintendent — Date: 6/2/2021

General Funds Group Total Costs	20-21	Not Cumulative 21-22	Not Cumulative 22-23
Teachers (SJTA)	$ -	$ 15,602,699	$ (8,078,372)
General & Operations Support (CSEA)	-	-	
Teamsters	-	-	-
Management (SJAA) & Board Contracted Cabinet members	-	896,873	(474,579)
Certificated Supervisory (SJPEC)	-	-	-
Supervisors (SJSA)	-	-	-
Confidential & Unrepresented Specialists Units	-	297,537	(152,743)
Total	$ -	$ 16,797,109	$ (8,705,694)
Less offsets	-	(8,625,668)	$ 8,444,523
Total impact to budget	$ -	$ 8,171,441	$ (261,171)

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement(s) and is submitted to the Governing Board for public disclosure of the major provisions of the agreement(s) (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

Kent Kern, Superintendent of Schools **(Signature)**	**Date**
Kent Stephens, Deputy Superintendent **Contact Person**	**(916) 971-7237** **Phone**

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on June 22, 2021 **took action to approve the proposed agreements with SJTA, Unrepresented, Confidential, SJAA and Board Contract Cabinet members.**

President, Governing Board **(Signature)**	**Date**

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-15

MEETING DATE: 06/08/2021

SUBJECT: Salary Schedule Adjustments and One-Time, Off-Schedule Payment for SJAA, Cabinet, Confidential and Unrepresented Groups

DEPARTMENT: Schools and Labor Relations

CHECK ONE:
For Discussion: ☒
For Action: ☐
Report: ☐
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

ACTION REQUESTED:
The Governing Board is asked to discuss the salary schedule adjustments for the San Juan Administrators Association, Cabinet, Confidential and Unrepresented Units as outlined in the language below.

Action Anticipated: 06/22/2021.

RATIONALE/BACKGROUND:
The superintendent is recommending that the San Juan Administrators Association salary schedule and Cabinet, Confidential and Unrepresented Unit salary schedules be amended to reflect a salary increase as follows:

Base salaries shall be increased by a total 3.55%, effective July 1, 2021.

The district shall provide a one-time, off-schedule payment for members employed as of July 1, 2021, equal to 3.5% of each member's base salary. This one-time, off-schedule payment will not increase a member's base compensation for the 2021-2022 school year.

These payments will be paid to the member no later than August 20, 2021. CalSTRS and CalPERS retirement will be withheld according to retirement requirements.

ATTACHMENT(S):
A: AB 1200 Public Disclosure Agreement

PREVIOUS STAFF/BOARD ACTION
Superintendent's Cabinet: 06/01/2021

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $ See Below
Funding Source: One-Time revenue for one-time payment
Ongoing funded by LCFF, Unrestricted base, other restricted and Unappropriated Fund Balance
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☐ On-going ☒

LCAP/STRATEGIC PLAN:
Goal: N/A Focus: N/A
Action: N/A
Strategic Plan: N/A

FINANCIAL DATA:
In accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449, Fiscal Services has prepared an analysis of the fiscal impact of the proposed agreement and has submitted it to the Sacramento County Office of Education. Costs to the General Fund beginning each year for the San Juan Administrators Association, Cabinet, Confidential and Unrepresented Group's agreements are: an increase of $1,194,410 in 2021-2022, for which $627,322 is off-set with one-time revenue and $567,088 is ongoing. The ongoing increase of $567,088 will continue into 2022-2023 and 2023-2024.

PREPARED BY: Jim Shoemake, Assistant Superintendent, Schools and Labor Relations

APPROVED BY: Kent Kern, Superintendent of Schools

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: San Juan Unified School District - *General Fund*

Name of Bargaining Units: SJTA, Unrepresented, Confidential, SJAA and Board Contracted Cabinet members

Certificated, Classified, Other: Certificated & Classified, Board Contracts

The proposed agreements cover the period beginning: July 1, 2021 (date) **and ending:** June 30, 2023 (date)

The Governing Board will act upon the proposed agreement(s) on: June 22, 2021 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action. This form must also be available to the public at least ten (10) working days prior to the date the governing board will take action on the proposed bargaining agreements.

A. Proposed Change in Compensation

Page 1a

	Compensation	Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to	Year 1	Year 2	Year 3
		Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
		FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	FY 2020-21	FY 2021-22	FY 2022-23
1	**Salary Schedule** (This is to include Step and Column, which is also reported separately in Item 6)	$280,710,991	$0	$6,481,135	$0
			0.00%	2.31%	0.00%
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	$0	$0	$6,971,391	($6,971,391)
			0.00%	2.48%	0.00%
3	**Statutory Benefits -** STRS, PERS, FICA WC, UI, Medicare, etc. (retiree h&w and long-term sick leave included in section 4)	$81,989,482	$0	$2,980,422	($1,545,414)
			0.00%	3.64%	-1.88%
4	**Health/Welfare Plans** - includes medical, dental, vision, life insurance, retiree h&w, long-term sick leave, cash option, PEHP	$63,214,928	$0	$364,161	($188,889)
			0.00%	0.58%	-0.30%
5	**Total Compensation -** Add Items 1 through 4 to equal 5	$425,915,401	$0	$16,797,109	($8,705,694)
			0.00%	3.94%	-2.04%
6	**Step and Column -** Due to movement plus any changes due to settlement. 2019-20, 2020-21 and 2021-22 step and column increases have already been included in the multi-year projection. This is a subset of Item No. 1	$2,503,864	$0	$0	$71,245
7	**Total Number of Represented Employees** (Use FTEs if appropriate)	**4,056.52**	**4,056.52**	**2,289.04**	**2,289.04**
8	**Total Compensation Average Cost per Employee**	$104,995	$0	$7,338	($3,803)
			0.00%	6.99%	-3.62%

A. Proposed Change in Compensation-breakdown of amounts on page 1 General fund
Page 1b

	Compensation	Annual Cost Prior to Proposed Agreement FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	Fiscal Impact of Proposed Agreement Year 1 Increase (Decrease) FY 2020-21	Year 2 Increase (Decrease) FY 2021-22	Year 3 Increase (Decrease) FY 2022-23
1	**Salary Schedule** (This is to include Step and Columns, which is also reported separately in Item 6)	**$280,710,991**	**$0**	**$6,481,135**	**$0**
	Certificated Salaries - Object 1xxx - SF 0	$159,622,527			
	Certificated Salaries - Object 1xxx - Restricted	$51,883,384			
	Classified Salaries - Object 2xxx - SF 0	$39,985,649			
	Classified Salaries - Object 2xxx - Restricted	$29,219,431			
	Salary Increase Certificated Salaries 3.55% - Object 1xxx - SF 0			$5,015,718	
	Salary Increase Certificated Salaries 3.55% - Object 1xxx - Restricted			$1,177,614	
	Salary Increase Classified Salaries 3.55% Object 2xxx - SF 0			$199,886	
	Salary Increase Classified Salaries 3.55% Object 2xxx - Restricted			$87,917	
	Salary Increase Certificated Salaries - Object 1xxx - SF 0				
	Salary Increase Certificated Salaries Object 1xxx - Restricted				
	Other - Certificated Salaries - Object 1xxx - SF 0				
	Other - Certificated Salaries - Object 1xxx -Restricted				
	Other - Classified Salaries - Object 2xxx - SF 0				
	Other - Classified Salaries - Object 2xxx -Restricted				
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc	$0	$0	$6,971,391	($6,971,391)
	One Time Payment - 3.5% Certificated - Object 1xxx - Restricted		$0	$6,646,587	($6,646,587)
	One Time Payment - Training, Orientations, Nurses stipend, Extra hours & Combo class stipend Certificated Salaries - Object 1xxx - Restricted			$0	
	One Time Payment - Classified Salaries - Object 2xxx - SF 0			$0	
	One Time Payment - 3.5% Classified Salaries - Object 2xxx - Restricted		$0	$324,804	($324,804)
3	Statutory Benefit - Certificated Rates	**19.60%**	**19.60%**	**21.60%**	**22.75%**
	Statutory Benefit - Classified Rates	**30.35%**	**30.35%**	**33.79%**	**35.95%**
	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc. (Retiree H&W & Long-term Sick Leave included in section 4	$81,989,482	$0	$2,980,422	($1,545,414)
	Payroll costs SF 0	$42,961,240			
	Payroll costs-Restricted	$39,028,243			
	Salary Increase - Certificated payroll costs - SF 0		$0	$1,083,395	$0
	Salary Increase - Certificated payroll costs - Restricted		$0	$254,365	$0
	Salary Increase - Classified payroll costs - SF 0		$0	$67,541	$0
	Salary Increase - Classified payroll costs - Restricted		$0	$29,707	$0
	Salary Increase Other - Certificated payroll costs - SF0		$0	$0	$0
	Salary Increase Other - Certificated payroll costs - Restricted		$0	$0	$0
	Other - Certificated payroll costs - SF0		$0	$0	$0
	Other - Certificated payroll costs - Restricted		$0	$0	$0
	Other - Classified payroll costs - SF0		$0	$0	$0
	Other - Classified payroll costs - Restricted		$0	$0	$0
	One Time Payment - Certificated payroll costs - SF0			$0	
	One Time Payment - Certificated payroll costs - Restricted		$0	$1,435,663	($1,435,663)
	One Time Payment - Classified payroll costs - SF0			$0	
	One Time Payment-Classified payroll costs - Restricted		$0	$109,751	($109,751)

	Compensation	Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to Proposed Agreement	Year 1 Increase (Decrease)	Year 2 Increase (Decrease)	Year 3 Increase (Decrease)
		2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	FY 2020-21	FY 2021-22	FY 2022-23
4	**Health/Welfare Plans -** medical,dental,vision, life insurance, retiree h&w, lt sick leave, cash option (obj 340x, 395x,	$63,214,928	$0	$364,161	($188,889)
	Unrestricted (SF 0)				
	Medical/Dental/VSP - Object 340x	$36,035,224			
	Life Insurance - Object 395x	$247,677			
	Retiree H&W & Long-term Sick Leave - * See below for rates	$6,129,475		$140,302	$0
	Cash Option - Object 391x	$349,817			
	Health & Welfare -SF 0 Certificated - * See below for rates				
	Health & Welfare -Restricted Certificated -* See below for rates				
	Health & Welfare -SF 0 Classified - *See below for rates				
	Health & Welfare - Restricted Classified -* See below for rates				
	Post Employment Health Plan (PEHP) Object 3751 (SJTA only)-SF 0				
	Total Unrestricted	**$42,762,193**	**$0**	**$140,302**	**$0**
	Restricted				
	Medical/Dental/VSP - Object 340x	$17,273,192			
	Life Insurance - Object 395x	$114,502			
	Retiree H&W & Long-term Sick Leave - * See below for rates	$2,795,330	$0	$223,859	($188,889)
	Cash Option - Object 391x	$269,711			
	Post Employment Health Plan (PEHP) Object 3751 (SJTA only)-SF 3,5				
	Total Restricted	**$20,452,735**	**$0**	**$223,859**	**($188,889)**
5	**Total Compensation -** Add Items 1 through 4	$425,915,401	$0	$16,797,109	($8,705,694)
6	**Step and Column - Related** to movement plus any changes due to settlement. This is a subset of Item No. 1	$2,503,864		$0	$71,245
	FTE - Using Jan 31, 2021 FTE for cost prior to proposed agreements. Years 1 - 3 have changes only due to the proposed agreements.	4,056.52	4,056.52	2,289.04	2,289.04

* Rates:	FY 2020-21	FY 2020-21	FY 2021-22	FY 2022-23
Retiree H&W & Long-term Leave Rates - Certificated	2.60%	2.60%	2.60%	2.60%
Retiree H&W & Long-term Leave Rates - Classified	4.95%	4.95%	4.95%	4.95%
Health & Welfare	4.00%	4.00%	4.00%	7.50%
Step & Column - Certificated	0.90%		0.90%	0.90%
Step & Column - Classified	0.90%		0.90%	0.90%

9. What was the negotiated salary percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

On-going

San Juan Teachers Association *(SJTA) - Article 11 - Salary #11.01 - The parties agree to adopt the new salary schedule effective July 1, 2021 (Replaces Exhibit D1).*

SJTA Article 11 - Salary #11.07: Early Childhood Education Salary Schedule - Exhibit F-1 shall be increased by 2%.

SJTA Article 11 - Salary #11.08: Adult Education Hourly Rates - Exhibit D-4 shall be increased by 2%.

Confidential Group, Unrepresented Specialists, San Juan Administrators Association (SJAA) and Cabinet *(Salary Adjustments) - Parties agree that base salaries, stipends and hourly rates shall be increased by a total of 3.55% effective July 1, 2021.*

One-time off schedule payment

SJTA *- For continuing members employed as of July 1, 2021, the district shall provide a one-time off schedule payment equal to 3.5 % of each member's base salary (Exhibits D-1-D-4 and F1) and stipends included in Contract (Exhibit D9) as of July 1, 2021. This one-time off schedule payment will be paid no later than August 20, 2021. This one-time off schedule payment will not increase a members base compensation for the 2021-2022 school year.*

Confidential Group, Unrepresented Specialists, SJAA and Cabinet *- For members employed as of July 1, 2021, the district shall provide a one-time off schedule payment equal to 3.5% of each member's base salary. This one-time off schedule payment will not increase a members base compensation for the 2021-2022 school year. The one-time off schedule payment will be paid no later than August 20, 2021.*

10. Were any additional steps, columns, or range added to the schedules? (If yes, please explain.)

The SJTA adopted a new salary schedule effective July 1, 2021. This is a single schedule that incorporates longevity and covers Step 1 to Step 20 for all five columns.

11 . Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

The SJTA new salary schedule D1 is inclusive of a 3.55% on-going increase and longevity for certain members paid under this salary schedule.

12. Does this bargaining unit have a negotiated cap for Health & Welfare benefits? **Yes** ☐ **No** ☒ X

If yes, please describe the cap amount.

Not applicable.

B. Proposed Negotiated Changes in other compensation and non-compensation Items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.).

Not applicable.

C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

The on-going salary increase helps SJUSD with employee recruitment. As much as possible, program budgets will absorb cost increases. Unappropriated fund balance is the source of funding to accommodate the settlements until additional solutions are identified and approved.

The impact of the one-time additional payment is to compensate employees for the additional time and effort they have incurred in the transition to distance learning and then back to a hybrid model for in-person learning and then again changing up the learning model for in-person learning due to COVID-19 and the various stages of instruction in compliance with State requirements . There will be no financial impact on the different programs as one-time funds are being used to pay for this one-time expense.

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

CONTINGENCY LANGUAGE:

There was no contingency language in any of the agreements.

E. Will this agreement create or decrease deficit financing in the current or subsequent year(s)? "Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

General Fund: *The agreements do not affect spending or create deficit financing in the current year because the payments to employees do not occur until July 1, 2021. Deficit financing in unrestricted is expected to be created from the on-going salary adjustment from the agreements in the 2021-2022 fiscal. Deficit financing is not expected to be created from the one-time additional payment agreements in the 2021-2022 fiscal year. One-time funds are being used to pay for the one-time payments. In FY 2022-2023, deficit spending is decreased due to the reversal of one-time expenses. Fund balance is projected to be used until further budget solutions are identified and approved.*

All Other Funds: *Deficit financing will increase in the 2021-2022 fiscal year from the agreements. Fund balance is projected to be used until further budget solutions are identified and approved.*

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

None known at this time.

G. Source of Funding for Proposed Agreement

1. Current Year

The proposed agreements have no effect on the current year.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

The source of funding for the proposed agreements is one-time restricted revenues for the one-time payments. On-going costs will require the reduction of fund balance or other program costs.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

This is a multi-year agreement with a single-year, one-time off schedule payment along with an on-going increase to base salaries, stipends and hourly rates. The sources of funding the one-time payments are restricted revenues. The sources of funding for the multi-year agreements are LCFF, program revenues, and the unappropriated fund balance until additional solutions are identified and approved.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted SF0 General Fund

Enter Bargaining Unit/Group: **SJTA, Unrepresented, Confidential, SJAA and Board Contracted Cabinet members**

	Column 1	Column 2	Column 3	Column 4
	FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	Certificated & Classified, Board Contracts	Other Revisions, including reduction for estimate included in 2nd Interim	FY 2020-21 Proposed Budget after adjustments
REVENUES				
LCFF Sources (8010-8099)	$ 365,550,111		$ -	$ 365,550,111
Remaining Revenues (8100-8799)	$ 8,755,360		$ -	$ 8,755,360
TOTAL REVENUES	**$ 374,305,471**	**$ -**	**$ -**	**$ 374,305,471**
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 159,622,527	$ -	$ -	$ 159,622,527
Classified Salaries (2000-2999)	$ 39,985,649	$ -	$ -	$ 39,985,649
Employee Benefits (3000-3999)	$ 85,723,433	$ -	$ -	$ 85,723,433
Books and Supplies (4000-4999)	$ 8,523,801	$ -	$ -	$ 8,523,801
Services, Other Operating Expenses (5000-5999)	$ 20,803,811		$ -	$ 20,803,811
Capital Outlay (6000-6999)	$ 199,761		$ -	$ 199,761
Other Outgo (7100-7299) (7400-7499)	$ 1,010,405		$ -	$ 1,010,405
Direct Support/Indirect Cost (7300-7399)	$ (7,630,345)		$ -	$ (7,630,345)
Other Adjustments			$ -	$ -
TOTAL EXPENDITURES	**$ 308,239,042**	**$ -**	**$ -**	**$ 308,239,042**
OPERATING SURPLUS (DEFICIT)	**$ 66,066,429**	**$ -**	**$ -**	**$ 66,066,429**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -		**$ -**	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 3,727,872	$ -	**$ -**	$ 3,727,872
CONTRIBUTIONS (8980-8999)	$ (55,462,028)	$ -	**$ -**	$ (55,462,028)
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ 6,876,529**	**$ -**	**$ -**	**$ 6,876,529**
BEGINNING BALANCE	$ 52,103,664	$ -	$ -	$ 52,103,664
Prior-Year Adjustments/Restatements (9793/9795)	$ (741,618)	$ -		$ (741,618)
CURRENT-YEAR ENDING BALANCE	**$ 58,238,575**	**$ -**	**$ -**	**$ 58,238,575**
COMPONENTS OF ENDING BALANCE:	$ -			
Nonspendable Amounts:	$ 500,000			$ 500,000
Reserved Amounts (9711-9740)	$ -			$ -
Reserved for Economic Uncertainties (9770)	$ 10,556,216	$ -	$ -	$ 10,556,216
Committed Funds (9750-9760)	$ -		$ -	$ -
Assigned Amounts	$ 3,897,507	$ -		$ 3,897,507
Unappropriated Amounts (9790)	**$ 43,284,852**	**$ -**	**$ -**	**$ 43,284,852**

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted SF 3 & 5 General Fund

Enter Bargaining Unit/Group: SJTA, Unrepresented, Confidential, SJAA and Board Contracted Cabinet members

	Column 1	Column 2	Column 3	Column 4
	FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	Certificated & Classified, Board Contracts	Other Revisions, including reduction for estimate included in 2nd Interim	FY 2020-21 Proposed Budget after adjustments
REVENUES				
LCFF Sources (8010-8099)	$ 1,706,852		$ -	$ 1,706,852
Remaining Revenues (8100-8799)	$ 150,559,778		$ -	$ 150,559,778
TOTAL REVENUES	**$ 152,266,630**	**$ -**	**$ -**	**$ 152,266,630**
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 58,508,932	$ -	$ -	$ 58,508,932
Classified Salaries (2000-2999)	$ 29,977,799	$ -	$ -	$ 29,977,799
Employee Benefits (3000-3999)	$ 61,219,549	$ -	$ -	$ 61,219,549
Books and Supplies (4000-4999)	$ 37,430,155	$ -	$ -	$ 37,430,155
Services, Other Operating Expenses (5000-5999)	$ 11,396,709		$ -	$ 11,396,709
Capital Outlay (6000-6999)	$ 697,783		$ -	$ 697,783
Other Outgo (7100-7299) (7400-7499)	$ -		$ -	$ -
Direct Support/Indirect Cost (7300-7399)	$ 6,831,501		$ -	$ 6,831,501
Other Adjustments	$ 2,351,628		$ -	$ 2,351,628
TOTAL EXPENDITURES	**$ 208,414,056**	**$ -**	**$ -**	**$ 208,414,056**
OPERATING SURPLUS (DEFICIT)	**$ (56,147,426)**	**$ -**	**$ -**	**$ (56,147,426)**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -		$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 6,918,848		$ -	$ 6,918,848
CONTRIBUTIONS (8980-8999)	$ 55,462,028	$ -	$ -	$ 55,462,028
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ (7,604,246)**	**$ -**	**$ -**	**$ (7,604,246)**
BEGINNING BALANCE	$ 26,222,769	$ -	$ -	$ 26,222,769
Prior-Year Adjustments/Restatements (9793/9795)	$ 741,618			$ 741,618
CURRENT-YEAR ENDING BALANCE	**$ 19,360,141**	**$ -**	**$ -**	**$ 19,360,141**
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts			$ -	$ -
Reserved Amounts (9711-9740)	$ 19,360,141	$ -	$ -	$ 19,360,141
Reserved for Economic Uncertainties (9770)			$ -	$ -
Committed Funds	$ -		$ -	$ -
Assigned Amounts		$ -	$ -	$ -
Unappropriated Amounts (9790)	**$ -**	**$ -**	**$ -**	**$ -**

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Enter Bargaining Unit/Group: SJTA, Unrepresented, Confidential, SJAA and Board Contracted Cabinet members

	Column 1	Column 2	Column 3	Column 4
	FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	Certificated & Classified, Board Contracts	Other Revisions, including reduction for estimate included in 2nd Interim	FY 2020-21 Proposed Budget after adjustments
REVENUES				
LCFF Sources (8010-8099)	$ 367,256,963	$ -	$ -	$ 367,256,963
Remaining Revenues (8100-8799)	$ 159,315,138	$ -	$ -	$ 159,315,138
TOTAL REVENUES	**$ 526,572,101**	**$ -**	**$ -**	**$ 526,572,101**
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 218,131,459	$ -	$ -	$ 218,131,459
Classified Salaries (2000-2999)	$ 69,963,448	$ -	$ -	$ 69,963,448
Employee Benefits (3000-3999)	$ 146,942,982	$ -	$ -	$ 146,942,982
Books and Supplies (4000-4999)	$ 45,953,956	$ -	$ -	$ 45,953,956
Services, Other Operating Expenses (5000-5999)	$ 32,200,520	$ -	$ -	$ 32,200,520
Capital Outlay (6000-6999)	$ 897,544	$ -	$ -	$ 897,544
Other Outgo (7100-7299) (7400-7499)	$ 1,010,405	$ -	$ -	$ 1,010,405
Direct Support/Indirect Cost (7300-7399)	$ (798,844)	$ -	$ -	$ (798,844)
Other Adjustments	$ 2,351,628	$ -	$ -	$ 2,351,628
TOTAL EXPENDITURES	**$ 516,653,098**	**$ -**	**$ -**	$ 516,653,098
OPERATING SURPLUS (DEFICIT)	**$ 9,919,003**	**$ -**	**$ -**	$ 9,919,003
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 10,646,720	$ -	$ -	$ 10,646,720
CONTRIBUTIONS (8980-8999)	$ -	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ (727,717)**	**$ -**	**$ -**	**$ (727,717)**
BEGINNING BALANCE	$ 78,326,433			$ 78,326,433
Prior-Year Adjustments/Restatements (9793/9795)	$ -	$ -	$ -	$ -
CURRENT-YEAR ENDING BALANCE	**$ 77,598,716**	**$ -**	**$ -**	**$ 77,598,716**
COMPONENTS OF ENDING BALANCE:				$ -
Nonspendable Amounts	$ 500,000			$ 500,000
Reserved Amounts (9711-9740)	$ 19,360,141	$ -	$ -	$ 19,360,141
Reserved for Economic Uncertainties (9770)	$ 10,556,216	$ -	$ -	$ 10,556,216
Committed Funds	$ -	$ -		$ -
Assigned Amounts	$ 3,897,507	$ -	$ -	$ 3,897,507
Unappropriated Amounts - Unrestricted (9790)	$ 43,284,852	$ -	$ -	$ 43,284,852
Reserve for Economic Uncertainties Percentage	2.00%			2.00%

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund

Enter Bargaining Unit/Group: **SJTA, Unrepresented, Confidential, SJAA and Board Contracted Cabinet members**

	FY 2020-21	FY 2021-22	FY 2022-23
	FY 2020-21 Proposed Budget after adjustments	Certificated & Classified, Board Contracts	Second Subsequent Year
REVENUES			
LCFF Sources (8010-8099)	$367,256,963	$382,665,618	$389,192,138
Remaining Revenues (8100-8799)	$159,315,138	$114,424,076	$107,999,882
TOTAL REVENUES	**$526,572,101**	**$497,089,694**	**$497,192,020**
EXPENDITURES			
Certificated Salaries (1000-1999)	$218,131,459	$214,909,269	$208,208,645
Classified Salaries (2000-2999)	$69,963,448	$72,670,617	$72,909,184
Employee Benefits (3000-3999)	$146,942,982	$158,455,218	$164,796,687
Books and Supplies (4000-4999)	$45,953,956	$64,199,967	$24,115,699
Services, Other Operating Expenses (5000-5999)	$32,200,520	$32,520,074	$29,229,578
Capital Outlay (6000-6999)	$897,544	$4,432,600	$73,000
Other Outgo (7100-7299) (7400-7499)	$1,010,405	$1,010,455	$1,010,455
Direct Support/Indirect Cost (7300-7399)	($798,844)	($1,292,385)	($1,218,518)
Other Adjustments	$2,351,628	$0	$0
TOTAL EXPENDITURES	**$516,653,098**	**$546,905,815**	**$499,124,730**
OPERATING SURPLUS (DEFICIT)	**$9,919,003**	**-$49,816,121**	**-$1,932,710**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$0	$0	$0
TRANSFERS OUT & OTHER USES (7610-7699)	$10,646,720	$11,697,521	$4,227,628
CONTRIBUTIONS (8980-8999)	$0	$0	$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**($727,717)**	**($61,513,642)**	**($6,160,338)**
BEGINNING BALANCE	$78,326,433	$77,598,716	$80,335,993
Prior-Year Adjustments/Restatements (9793/9795)/ Update to Estimated actuals		$64,250,919	
CURRENT-YEAR ENDING BALANCE	**$77,598,716**	**$80,335,993**	**$74,175,655**
COMPONENTS OF ENDING BALANCE:			
Nonspendable Amounts	$500,000	$500,000	$500,000
Reserved Amounts (9711-9740)	$19,360,141	$19,893,934	$13,515,952
Reserved for Economic Uncertainties (9770)	$10,556,216	$11,173,429	$10,158,205
Committed Funds	$0	$0	$0
Assigned Amounts	$3,897,507	$6,255,367	$9,046,984
Unappropriated Amounts - Unrestricted (9790)	**$43,284,852**	**$42,513,263**	**$40,954,514**
Reserve for Economic Uncertainties Percentage	**2.00%**	**2.00%**	**2.02%**

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2020-21 Projected Year Totals - Budget	2021-22 Multi-Year Projection	2022-23 Multi-Year Projection
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	$ 527,299,818	$ 558,603,336	$ 503,352,358
b.	State Standard Minimum Reserve Percentage for this District (2%) enter percentage:	2%	2%	2%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, OR $50,000	$ 10,545,996	$ 11,172,067	$ 10,067,047

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	$ 10,556,216	$ 11,173,429	$ 10,158,205
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	$ 43,284,852	$ 42,513,263	$ 40,954,514
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	$ -	$ -	$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriate Amount (9790)	$ -	$ -	$ -
g.	Total Available Reserves	$ 53,841,068	$ 53,686,692	$ 51,112,719
h.	Reserve for Economic Uncertainties Percentage	2.00%	2.00%	2.02%

3. Do unrestricted reserves meet the state minimum reserve amount?

2020-21	Yes	[x]	No	[ ]
2021-22	Yes	[x]	No	[ ]
2022-23	Yes	[x]	No	[ ]

4. If no, how do you plan to restore your reserves?

5. If the total amount of the adjustment in Column 2 on Page 4c does not agree with the amount of the Total Compensation Increase in Section A, Line 5, Page 1a (i.e., increase was partially budgeted), explain the variance below:

Total amount of the adjustment in Column 2 on Page 4c is:	*$*	*-*
Total Compensation Increase in Section A, Line 5, Page 1a is:	*$*	*-*
Variance	*$*	*-*
Net increase contribution to Restricted Repair Maintenance Account (RRMA)	*$*	*-*
Amount budgeted in object code 4xxx in Restriced General Fund to offset the increased cost	*$*	*-*

6. Please include any additional comments and explanation of Page 5 if necessary:

The budget reflected for FY 2021-22 and FY 2022-23 on page 5 is based on the budget that is being presented to the board for public disclosure on June 8, 2021 which includes the adjustments for the settled concessions.

K. SALARY NOTIFICATION REQUIREMENT

The following section is applicable and should be completed when any Salary/Benefit Negotiations are settled after the district's final budget has been adopted.

COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT LOCAL CONTROL FUNDING

(a) Current-Year Local Control Funding per ADA(line 19 below):	**$**	**9,746**
(b) Prior-Year Base Funding per ADA (line 20 below)	**$**	**9,786**
(c) Amount of Current-Year Increase: (a) minus (b)	**$**	**(40)**
(d) Percentage Increase in Base LCFF per ADA: (c) divided by (b)		**-0.41%**
(e) Total Compensation Percentage Increase from Section A, Line 5, Page 1 for current year (Year 1)		**0.00%**

1	K-3 CSR		6,361,740
2	EIA		4,398,886
3	Other State categorical		24,749,916
4	Transportation		5,230,781
5	Targeted Instructional Improvement Grant (TIIG)		2,350,261
6	Total LCFF Categoricals	$	43,091,584
7	2012-13 Rev Limit funding per ADA	$	5,303.79
8	Actual or Estimated funded ADA		37,509.32
9	Current year ADA x 2012-13 Rev Limit funding per ADA (Rows 7 x 8)		198,941,556
10	Prior year gap funding	$	12,630,041
11	Prior year gap funding per ADA		336.72
12	Total of all prior years gap funding adjusted for current year ADA		112,398,928
13	Adjusted Funding Floor (Rows 6 + 9 + 12)	*$*	*354,432,068*
14	LCFF funding target	$	365,550,111
15	Funding GAP (Rows 14-13)	$	11,118,043
16	LCFF Statewide funding GAP %		100.00%
17	LCFF Growth (Rows 15 x 16)	*$*	*11,118,043*
18	*LCFF Funding (Rows 13 + 17)*	*$*	*365,550,111*
19	LCFF revenue per ADA (Rows 18 / 8)	$	9,746
20	Prior year funding per ADA	$	9,786
21	Per ADA change from Prior year (Rows 19 - 20)	$	(40)
22	Growth Increase % (Rows 21 / 20)		-0.41%

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: ***San Juan Unified School District - Adult Education Fund***

Name of Bargaining Units: **SJAA, Unrepresented, Confidential, SJTA, Board Contracted Cabinet members**

Certificated, Classified, Other: **Certificated & Classified, Board Contracts**

The proposed agreements cover the period beginning: **July 1, 2021** **and ending:** **June 30, 2023**

(date) **(date)**

The Governing Board will act upon the proposed agreement(s) on: **June 22, 2021**

(date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action. This form must also be available to the public at least ten (10) working days prior to the date the governing board will take action on the proposed bargaining agreements.

A. Proposed Change in Compensation

Page 1 (Other Funds Section)

	Compensation	Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to	Year 1	Year 2	Year 3
		Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
		FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	FY 2020-21	FY 2021-22	FY 2022-23
1	**Salary Schedule** (This is to include Step and Columns, which is also reported separately in Item 6)	$1,421,799	$0	$14,494	$0
			0.00%	1.02%	0.00%
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	$0	$0	$0	$0
			0.00%	0.00%	0.00%
3	**Statutory Benefits -** STRS, PERS, FICA WC, UI, Medicare, etc. (retiree h&w and long-term sick leave included in section 4)	$394,350	$0	$3,130	$0
			0.00%	0.79%	0.00%
4	**Health/Welfare Plans -** includes medical, dental, vision, life insurance, retiree h&w, long-term sick leave, cash option	$238,452	$0	$0	$0
			0.00%	0.00%	0.00%
5	**Total Compensation -** Add Items 1 through 4 to equal 5	$2,054,602	$0	$17,624	$0
			0.00%	0.86%	0.00%
6	**Step and Column - Due to movement plus any changes due to settlement. 2019-20, 2020-21 and 2021-22 step and column increases have already been included in the multi-year projection. This is a subset of Item No. 1**	$12,099	$0	$0	$159
7	**Total Number of Represented Employees** (Use FTEs if appropriate)	**24.71**	**24.71**	**9.51**	**9.51**
8	**Total Compensation <u>Average</u> Cost per Employee**	$83,165	$0	$1,853	$0
			0.00%	2.23%	0.00%
9	**Total Salary Compensation**	$1,421,799	$0	$14,494	$0
	Total Salary Compensation %		**Total Salary Compensation %**		**0.00%**

A. Proposed Change in Compensation for Adult Education Fund
Page 2 (Other Funds Section)

	Compensation	Annual Cost Prior to Proposed Agreement	Fiscal Impact of Proposed Agreement Year 1 Increase (Decrease)	Year 2 Increase (Decrease)	Year 3 Increase (Decrease)
		FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	FY 2020-21	FY 2021-22	FY 2022-23
1	**Salary Schedule** (This is to include Step and Columns, which is also reported separately in Item 6)	$1,421,799.00	$0.00	$14,494.00	$0.00
	Certificated Salaries - Object 1xxx	$1,125,540		$0	$0
	Classified Salaries - Object 2xxx	$296,259		$0	$0
	Salary Increase Certificated Salaries SJTA 2% - Object 1xxx			$14,494	
	Salary Increase Certificated Salaries 3.55% - Object 1xxx			$0	$0
	Salary Increase **Classified** Salaries Object 2xxx				
	Other - Certificated Salaries - Object 1xxx			$0	
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	$0	$0	$0	$0
	One Time Payment -Certificated Salaries - Object 1xxx		$0	$0	$0
	One Time Payment - Classified Salaries - Object 2xxx -		$0		$0
3	Statutory Benefit - Certificated Rates	19.60%	19.60%	21.60%	22.75%
	Statutory Benefit - Classified Rates	30.35%	30.35%	33.79%	35.95%
	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc. (Retiree H&W & Long-term Sick Leave included in section 4)	$394,350	$0	$3,130	$0
	Certificated Payroll costs	$262,521	$0	$0	$0
	Classified Payroll costs	$131,830	$0	$0	
	Salary Increase - Certificated payroll costs		$0	$3,130	
	Salary Increase - **Classified** payroll costs		$0	$0	
	One Time Payment - Certificated payroll costs		$0	$0	$0
	One Time Payment - **Classified** payroll costs				$0
4	**Health/Welfare Plans** - Medical,dental,vision, life insurance, retiree h&w, lt sick leave, cash	$238,452	$0	$0	$0
	Medical/Dental/VSP - Object 340x	$192,835			
	Life Insurance - Object 395x	$1,688	$0	$0	
	Retiree H&W & Long-term Sick Leave - * See below for rates	$43,929	$0	$0	$0
	Post Employment Health Plan (PEHP) Object 3751 (SJTA only)				
				$ -	$ -
5	**Total Compensation** - Add Items 1 through 4 to equal 5	$2,054,602	$0	$17,624	$0
6	**Step and Column - Related to movement plus any changes due to settlement. This is a subset of Item No. 1**	$12,099	$0	$0	$159
				$0	
	FTE - Using January 31, 2021 FTE for cost prior to proposed agreements. Years 1 - 3 have changes only due to the proposed	24.71	24.71	9.51	9.51

* Rates:	FY 2020-21	FY 2020-21	FY 2021-22	FY 2022-23
Retiree H&W & Long-term Leave Rates - Certificated	2.60%	2.60%	2.60%	2.60%
Retiree H&W & Long-term Leave Rates - Classified	4.95%	4.95%	4.95%	4.95%
Health & Welfare	4.00%	4.00%	4.00%	7.50%
Step & Column - Certificated	0.90%		0.90%	0.90%
Step & Column - Classified	0.70%		0.90%	0.90%

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET
Page 3 (Other Funds Section)

Adult Ed Fund-Unrestricted & Restricted

Enter Bargaining Unit/Group: **SJAA, Unrepresented, Confidential, SJTA, Board Contracted Cabinet members**

	Column 1	Column 2	Column 3	Column 4
	FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	Certificated & Classified, Board Contracts	Other Revisions, including proposed budget revision	FY 2020-21 Proposed Budget after adjustments
REVENUES				
LCFF Sources (8010-8099)	$ -		$ -	$ -
Remaining Revenues (8100-8799)	$ 3,502,101		$ -	$ 3,502,101
TOTAL REVENUES	**$ 3,502,101**	**$ -**	**$ -**	**$ 3,502,101**
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 1,125,540	$ -	$ -	$ 1,125,540
Classified Salaries (2000-2999)	$ 296,259	$ -	$ -	$ 296,259
Employee Benefits (3000-3999)	$ 632,802	$ -	$ -	$ 632,802
Books and Supplies (4000-4999)	$ 526,425		$ -	$ 526,425
Services, Other Operating Expenses (5000-5999)	$ 1,016,989		$ -	$ 1,016,989
Capital Outlay (6000-6999)	$ -		$ -	$ -
Other Outgo (7100-7299) (7400-7499)	$ -		$ -	$ -
Direct Support/Indirect Cost (7300-7399)	$ 68,038		$ -	$ 68,038
Other Adjustments	$ -		$ -	$ -
TOTAL EXPENDITURES	**$ 3,666,053**	**$ -**	**$ -**	**$ 3,666,053**
OPERATING SURPLUS (DEFICIT)	**$ (163,952)**	**$ -**	**$ -**	**$ (163,952)**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -		$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 90,300		$ -	$ 90,300
CONTRIBUTIONS (8980-8999)	$ -		$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ (254,252)**	**$ -**	**$ -**	**$ (254,252)**
BEGINNING BALANCE	$ 1,733,310			$ 1,733,310
Prior-Year Adjustments/Restatements (9793/9795)	$ -			$ -
CURRENT-YEAR ENDING BALANCE	**$ 1,479,058**	**$ -**		**$ 1,479,058**
COMPONENTS OF ENDING BALANCE:	$ -			
Nonspendable	$ -			
Restricted	$ 1,437,968	$ -		$ 1,437,968
Reserved for Economic Uncertainties (9770)	$ -			
Committed	$ -			
Assigned	$ 41,090			$ 41,090
Unappropriated Amounts (9790)	**$ -**	**$ -**	**$ -**	**$ -**

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS
Page 4 (Other Funds Section)

Adult Education Fund
SJAA, Unrepresented, Confidential, SJTA, Board Contracted
Enter Bargaining Unit/Group: ***Cabinet members***

	FY 2020-21	FY 2021-22	FY 2022-23
	FY 2020-21 Proposed Budget after adjustments	First Subsequent Year	Second Subsequent Year
REVENUES			
LCFF Sources (8010-8099)	$0	$0	$0
Remaining Revenues (8100-8799)	$3,502,101	$3,496,985	$3,496,985
TOTAL REVENUES	$3,502,101	$3,496,985	$3,496,985
EXPENDITURES			
Certificated Salaries (1000-1999)	$1,125,540	$1,104,054	$1,091,298
Classified Salaries (2000-2999)	$296,259	$311,649	$314,454
Employee Benefits (3000-3999)	$632,802	$700,741	$749,060
Books and Supplies (4000-4999)	$526,425	$194,750	$176,503
Services, Other Operating Expenses (5000-5999)	$1,016,989	$1,029,113	$1,012,238
Capital Outlay (6000-6999)	$0	-$377	-$377
Other Outgo (7100-7299) (7400-7499)	$0	$93,099	$92,722
Direct Support/Indirect Cost (7300-7399)	$68,038	$56,825	$56,825
Other Adjustments	$0		
TOTAL EXPENDITURES	$3,666,053	$3,489,854	$3,492,723
OPERATING SURPLUS (DEFICIT)	($163,952)	$7,131	$4,262
TRANSFERS IN & OTHER SOURCES (8910-8979)	$0		
TRANSFERS OUT & OTHER USES (7610-7699)	$90,300	$ -	$0
CONTRIBUTIONS (8980-8999)	$0	$0	$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	($254,252)	$7,131	$4,262
BEGINNING BALANCE	$1,733,310	$1,479,058	$1,900,174
Prior Year Adjustments/Restatements/updated to estimated actuals		$413,985	
CURRENT-YEAR ENDING BALANCE	$1,479,058	$1,900,174	$1,904,436
COMPONENTS OF ENDING BALANCE:			
Nonspendable	$0		
Restricted	$1,437,968	$1,900,174	$1,904,436
Reserved for Economic Uncertainties	$0		
Committed	$0		
Assigned	$41,090		
Reserve for Economic Uncertainties Percentage	0.00%	0.00%	0.00%
	$0	***$0***	***$0***

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT
In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: *San Juan Unified School District - Child Development Fund*

Name of Bargaining Units: SJAA, Unrepresented, Confidential, SJTA, Board Contracted Cabinet members

Certificated, Classified, Other: Certificated & Classified, Board Contracts

The proposed agreements cover the period beginning: July 1, 2021 (date) **and ending:** June 30, 2023 (date)

The Governing Board will act upon the proposed agreement(s) on: June 22, 2021 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action. This form must also be available to the public at least ten (10) working days prior to the date the governing board will take action on the proposed bargaining agreements.

A. Proposed Change in Compensation
Page 4 (Other Funds Section)

	Compensation	Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to	Year 1	Year 2	Year 3
		Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
		~~FY 2020-21~~ 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	FY 2020-21	FY 2021-22	FY 2022-23
1	**Salary Schedule** (This is to include Step and Columns, which is also reported separately in Item 6)	$12,464,295	$0	$164,393	$0
			0.00%	1.32%	0.00%
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	$0	$0	$0	$0
			0.00%	0.00%	0.00%
	Description of other compensation				
3	**Statutory Benefits -** STRS, PERS, FICA WC, UI, Medicare, etc. (retiree h&w and long-term sick leave included in section 4)	$3,804,518	$0	$35,509	$0
			0.00%	0.93%	0.00%
4	**Health/Welfare Plans** - includes medical, dental, vision, life insurance, retiree h&w, long-term sick leave, cash option	$474,788	$0	$4,274	$0
			0.00%	0.90%	0.00%
5	**Total Compensation -** Add Items 1 through 4 to equal 5	$16,743,602	$0	$204,176	$0
			0.00%	1.22%	0.00%
6	**Step and Column - Due to movement plus any changes due to settlement. 2019-20, 2020-21 and 2021-22 step and column increases have already been included in the multi-year projection. This is a subset of Item No. 1**	$111,178	$0	$0	$1,799
7	**Total Number of Represented Employees** (Use FTEs if appropriate)	279.64	279.64	143.42	143.42
8	**Total Compensation Average Cost per Employee**	$59,875	$0	$1,424	$0
			0.00%	2.38%	0.00%
9	**Total Salary Compensation**	$12,464,295	$0	$164,393	$0
	Total Salary Compensation %			**Total Salary Compensation %**	0.00%

A. Proposed Change in Compensation for Child Development Fund
Page 5 (Other Funds Section)

	Compensation	Annual Cost Prior to Proposed Agreement FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	Fiscal Impact of Proposed Agreement Year 1 Increase (Decrease) FY 2020-21	Year 2 Increase (Decrease) FY 2021-22	Year 3 Increase (Decrease) FY 2022-23
1	**Salary Schedule** (This is to include Step and Columns, which is also reported separately in Item 6)	$12,464,295	$0	$164,393	$0
	Certificated Salaries - Object 1xxx	$8,240,661			
	Classified Salaries - Object 2xxx	$4,223,634			
	Salary Increase Certificated SalariesSJTA Only 2.0% Object 1xxx			$160,144	
	Salary Increase Certificated Salaries 3.55% - Object 1xxx			$4,249	
	Other - Certificated Salaries - Object 1xxx				
	Salary Increase Classified - Object 2xxx				
	Other - Classified Salaries - Object 2xxx				
2	**Other Compensation**	$0	$0	$0	$0
	One Time Payment -Certificated Salaries - Object 1xxx			$0	
	One Time Payment- **Classified** Salaries - Object 2xxx				
3	Statutory Benefit - Certificated Rates	19.60%	19.60%	21.60%	22.75%
	Statutory Benefit - Classified Rates	30.35%	30.35%	33.79%	35.95%
	Statutory Benefits - STRS, PERS, FICA,WC, UI, Medicare, etc. (Retiree H&W & Long-term Sick Leave included in section 4)	$3,804,518	$0	$35,509	$0
	Certificated payroll costs	$2,546,848			
	Classified payroll costs	$1,257,671			
	Salary Increase 2.0% - Certificated payroll costs		$0	$34,591	
	Salary Increase 3.55% - Other Certificated payroll costs		$0	$918	
	Other - Certificated payroll costs		$0	$0	
	Salary Increase Classified payroll costs				
	Other - **Classified** payroll costs			$0	
	One Time Payment - 2% payroll costs(No PERS)		$0	$0	
	One Time Payment - **Classified** payroll costs		$0	$0	$0
				$0	$0

A. Proposed Change in Compensation for Child Development Fund
Page 6 (b) (Other Funds Section)

4	**Health/Welfare Plans** - medical,dental,vision, life insurance, retiree h&w, lt sick leave, cash option (obj 340x, 395x, 37xx, 396x, 391x)	$474,788	$0	$4,274	$0
	Medical/Dental/VSP - Object 340x				
	Life Insurance - Object 395x	$21,247	$0	$0	
	*Retiree H&W & Long-term Sick Leave - * See below for rates*	$453,541	$0	$4,274	
	Post Employment Health Plan (PEHP) Object 3751 (SJTA only)	$0	$0	$0	
5	**Total Compensation** - Add Items 1 through 4 to equal 5	$16,743,602	$0	$204,176	$0
6	**Step and Column - Related to movement plus any changes due to settlement. This is a subset of Item No. 1**	$111,178	$0	$0	$1,799
	FTE - Using January 31, 2021 FTE for cost prior to proposed agreements. Years 1 - 3 have changes only due to the proposed agreements.	279.64	279.64	143.42	143.42

* Rates:	FY 2020-21	FY 2020-21	FY 2021-22	FY 2022-23
Retiree H&W & Long-term Leave Rates - Certificated	2.60%	2.60%	2.60%	2.60%
Retiree H&W & Long-term Leave Rates - Classified	4.95%	4.95%	4.95%	4.95%
Health & Welfare	4.00%	4.00%	4.00%	7.50%
Step & Column - Certificated	0.90%	0.00%	0.90%	0.90%
Step & Column - Classified	0.90%	0.00%	0.90%	0.90%

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET
Page 3 (Other Funds Section)

Child Development Fund-Unrestricted & Restricted

Enter Bargaining Unit/Group: SJAA, Unrepresented, Confidential, SJTA, Board Contracted Cabinet members

	Column 1	Column 2	Column 3	Column 4
	FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	Certificated & Classified, Board Contracts	Other Revisions, including proposed budget revision	FY 2020-21 Proposed Budget after adjustments
REVENUES				
LCFF Sources (8010-8099)	$ -		$ -	$ -
Remaining Revenues (8100-8799)	$ 20,768,042		$ -	$ 20,768,042
TOTAL REVENUES	**$ 20,768,042**	**$ -**	**$ -**	**$ 20,768,042**
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 8,240,661	$ -	$ -	$ 8,240,661
Classified Salaries (2000-2999)	$ 4,223,634	$ -	$ -	$ 4,223,634
Employee Benefits (3000-3999)	$ 7,602,518	$ -	$ -	$ 7,602,518
Books and Supplies (4000-4999)	$ 4,080,521	$ -	$ -	$ 4,080,521
Services, Other Operating Expenses (5000-5999)	$ 427,183		$ -	$ 427,183
Capital Outlay (6000-6999)	$ -		$ -	$ -
Other Outgo (7100-7299) (7400-7499)	$ -		$ -	$ -
Direct Support/Indirect Cost (7300-7399)	$ 850,599		$ -	$ 850,599
Other Adjustments	$ -		$ -	$ -
TOTAL EXPENDITURES	**$ 25,425,116**	**$ -**	**$ -**	**$ 25,425,116**
OPERATING SURPLUS (DEFICIT)	**$ (4,657,074)**	**$ -**	**$ -**	**$ (4,657,074)**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ 2,915,000	$ -	$ -	$ 2,915,000
TRANSFERS OUT & OTHER USES (7610-7699)	$ -		$ -	$ -
CONTRIBUTIONS (8980-8999)	$ -		$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ (1,742,074)**	**$ -**	**$ -**	**$ (1,742,074)**
BEGINNING BALANCE	$ 2,558,674			$ 2,558,674
Prior-Year Adjustments/Restatements (9793/9795)	$ -			$ -
CURRENT-YEAR ENDING BALANCE	**$ 816,600**	**$ -**	**$ -**	**$ 816,600**
COMPONENTS OF ENDING BALANCE:	$ -			
Nonspendable	$ -		$ -	$ -
Restricted	$ 536,411		$ -	$ 536,411
Reserved for Economic Uncertainties (9770)	$ 280,189	$ -		$ 280,189
Committed	$ -	$ -	$ -	$ -
Assigned	$ -			$ -
Unappropriated Amounts (9790)	**$ -**	**$ -**	**$ -**	**$ -**

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS
Page 4 (Other Funds Section)

Child Development Fund

SJAA, Unrepresented, Confidential, SJTA, Board Contracted

Enter Bargaining Unit/Group: ***Cabinet members***

	FY 2020-21	FY 2021-22	FY 2022-23
	FY 2020-21 Proposed Budget after adjustments	Certificated & Classified, Board Contracts	Second Subsequent Year
REVENUES			
LCFF Sources (8010-8099)	$ -	$ -	$ -
Remaining Revenues (8100-8799)	$ 20,768,042	$ 20,167,285	$ 25,420,369
TOTAL REVENUES	**$ 20,768,042**	**$ 20,167,285**	**$ 25,420,369**
EXPENDITURES			
Certificated Salaries (1000-1999)	$ 8,240,661	$ 8,928,828	$ 9,007,708
Classified Salaries (2000-2999)	$ 4,223,634	$ 4,579,317	$ 4,620,532
Employee Benefits (3000-3999)	$ 7,602,518	$ 8,982,931	$ 9,523,466
Books and Supplies (4000-4999)	$ 4,080,521	$ 1,161,886	$ 1,159,823
Services, Other Operating Expenses (5000-5999)	$ 427,183	$ 264,344	$ 264,344
Capital Outlay (6000-6999)	$ -	$ -	$ -
Other Outgo (7100-7299) (7400-7499)	$ -	$ -	$ -
Direct Support/Indirect Cost (7300-7399)	$ 850,599	$ 852,124	$ 864,680
Other Adjustments	$ -	$ -	$ -
TOTAL EXPENDITURES	**$ 25,425,116**	**$ 24,769,430**	**$ 25,440,553**
OPERATING SURPLUS (DEFICIT)	**$ (4,657,074)**	**$ (4,602,145)**	**$ (20,184)**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ 2,915,000	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ -	$ -	$ -
CONTRIBUTIONS (8980-8999)	$ -	$ 4,469,893	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ (1,742,074)**	**$ (132,252)**	**$ (20,184)**
BEGINNING BALANCE	$ 2,558,674	$ 816,600	$ 645,831
Prior Year Adjustments/Restatements/updated to estimated actuals		$ (38,517)	
CURRENT-YEAR ENDING BALANCE	**$ 816,600**	**$ 645,831**	**$ 625,647**
COMPONENTS OF ENDING BALANCE:			
Nonspendable	$ -	$ -	$ -
Restricted	$ 536,411	$ 645,831	$ 625,647
Reserved for Economic Uncertainties	$ 280,189	$ -	$ -
Committed	$ -	$ -	$ -
Assigned	$ -	$ -	$ -
Unappropriated Amounts - Unrestricted (9790)	**$ -**		
Reserve for Economic Uncertainties Percentage	1.10%	0.00%	0.00%

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: *San Juan Unified School District - Cafeteria Fund*

Name of Bargaining Units: SJAA, Unrepresented, Confidential, SJTA, Board Contracted Cabinet members

Certificated, Classified, Other: Certificated & Classified, Board Contracts

The proposed agreements cover the period beginning: July 1, 2021 (date) **and ending:** June 30, 2023 (date)

The Governing Board will act upon the proposed agreement(s) on: June 22, 2021 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action. This form must also be available to the public at least ten (10) working days prior to the date the governing board will take action on the proposed bargaining agreements.

A. Proposed Change in Compensation

Page 5 (Other Funds Section)

	Compensation	Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to	Year 1	Year 2	Year 3
		Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
		FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	FY 2020-21	FY 2021-22	FY 2022-23
1	**Salary Schedule** (This is to include Step and Columns, which is also reported separately in Item 6)	$4,443,682	$0	$4,101	$0
			0.00%	0.09%	0.00%
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	$0	$0	$0	$0
			0.00%	0.00%	0.00%
	Description of other compensation				
3	**Statutory Benefits -** STRS, PERS, FICA WC, UI, Medicare, etc. (retiree h&w and long-term sick leave included in section 4)	$1,250,031	$0	$1,386	$0
			0.00%	0.11%	0.00%
4	**Health/Welfare Plans** - includes medical, dental, vision, life insurance, retiree h&w, long-term sick leave, cash option	$1,952,735	$0	$203	$0
			0.00%	0.01%	0.00%
5	**Total Compensation -** Add Items 1 through 4 to equal 5	$7,646,449	$0	$5,690	$0
			0.00%	0.07%	0.00%
6	**Step and Column - Due to movement plus any changes due to settlement. 2019-20, 2020-21 and 2021-22 step and column increases have already been included in the multi-year projection. This is a subset of Item No. 1**	$39,636	$0	$0	$49
7	**Total Number of Represented Employees** (Use FTEs if appropriate)	**158.59**	**158.59**	**1.00**	**1.00**
8	**Total Compensation Average Cost per Employee**	$48,215	$0	$5,690	$0
			0.00%	11.80%	0.00%
9	**Total Salary Compensation**	$4,443,682	$0	$4,101	$0
	Total Salary Compensation %		**Total Salary Compensation %**		0.00%

A. Proposed Change in Compensation for Cafeteria Fund
Page 6 (Other Funds Section)

	Compensation	Annual Cost Prior to Proposed Agreement FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	Fiscal Impact of Proposed Agreement Year 1 Increase (Decrease) FY 2020-21	Year 2 Increase (Decrease) FY 2021-22	Year 3 Increase (Decrease) FY 2022-23
1	**Salary Schedule** (This is to include Step and Columns, which is also reported separately in Item 6)	$4,443,682	$0	$4,101	$0
	Classified Salaries - Object 2xxx	$4,443,682			
	Salary Increase **Certificated** Salaries - Object 2xxx				
	Salary Increase **Classified 3.55%** - Object 2xxx			$4,101	
	Other - **Classified** Salaries - Object 2xxx -				
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc	$0	$0	$0	$0
	One Time Payment 2% - Other **Classified** Salaries - Object 2xxx		$0	$0	
3	Statutory Benefit - Certificated Rates				
	Statutory Benefit - Classified Rates	30.35%	30.35%	33.79%	35.95%
	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc. (Retiree H&W & Long-term Sick Leave included in section 4)	$1,250,031	$0	$1,386	$0
	Classified payroll costs	$1,250,031			
	Salary Increase - Certificated payroll costs				
	Salary Increase - **Classified** payroll costs		$0	$1,386	
	One Time Payment - Certificated payroll costs				
	One Time Payment - **other Classified** payroll costs		$0	$0	
4	**Health/Welfare Plans -** medical, dental, vision, life insurance, retiree h&w, lt sick leave, cash option (obj 340x, 395x, 37xx, 396x, 391x)	$1,952,735	$0	$203	$0
	Medical/Dental/VSP - Object 340x	$1,724,486			
	Life Insurance - Object 395x	$8,287			
	Retiree H&W & Long-term Sick Leave - * See below for rates	$219,962	$0	$203	
	Cash Option - Object 391x				
5	**Total Compensation -** Add Items 1 through 4 to equal 5	$7,646,449	$0	$5,690	$0
6	**Step and Column - Related to movement plus any changes due to settlement. This is a subset of Item No. 1**	$39,636	$0	$0	$49
	FTE - Using January 31, 2021 FTE for cost prior to proposed agreements. Years 1 - 3 have changes only due to the proposed agreements.	158.59	158.59	1.00	1.00

* Rates:			* Rates:	FY 2022-23
Retiree H&W & Long-term Leave Rates - Classified	4.95%	4.95%	4.95%	4.95%
Health & Welfare	4.00%	4.00%	4.00%	7.50%
Step & Column - Certificated				
Step & Column - Classified	0.90%	0.85%	0.90%	0.90%

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Page 7 (Other Funds Section)

Cafeteria Fund - Untrestricted & Restricted

SJAA, Unrepresented, Confidential, SJTA, Board Contracted Cabinet

Enter Bargaining Unit/Group: ***members***

	Column 1	Column 2	Column 3	Column 4
	FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	Certificated & Classified, Board Contracts	Other Revisions, including proposed budget revision	FY 2020-21 Proposed Budget after adjustments
REVENUES				
LCFF Sources (8010-8099)	$ -		$ -	$ -
Remaining Revenues (8100-8799)	$ 5,882,807		$ -	$ 5,882,807
TOTAL REVENUES	**$ 5,882,807**	**$ -**	**$ -**	**$ 5,882,807**
EXPENDITURES				
Certificated Salaries (1000-1999)	$ -		$ -	$ -
Classified Salaries (2000-2999)	$ 4,443,682	$ -	$ -	$ 4,443,682
Employee Benefits (3000-3999)	$ 3,202,767	$ -	$ -	$ 3,202,767
Books and Supplies (4000-4999)	$ 3,568,620		$ -	$ 3,568,620
Services, Other Operating Expenses (5000-5999)	$ 711,730		$ -	$ 711,730
Capital Outlay (6000-6999)	$ -		$ -	$ -
Other Outgo (7100-7299) (7400-7499)	$ -		$ -	$ -
Direct Support/Indirect Cost (7300-7399)	$ 393,435		$ -	$ 393,435
Other Adjustments	$ -		$ -	$ -
TOTAL EXPENDITURES	**$ 12,320,234**	**$ -**	**$ -**	**$ 12,320,234**
OPERATING SURPLUS (DEFICIT)	**$ (6,437,427)**	**$ -**	**$ -**	**$ (6,437,427)**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ 3,675,000		$ -	$ 3,675,000
TRANSFERS OUT & OTHER USES (7610-7699)	$ 7,775		$ -	$ 7,775
CONTRIBUTIONS (8980-8999)			$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ (2,770,202)**	**$ -**	**$ -**	**$ (2,770,202)**
BEGINNING BALANCE	$ 4,002,887			$ 4,002,887
Prior-Year Adjustments/Restatements (9793/9795)	$ -			$ -
CURRENT-YEAR ENDING BALANCE	**$ 1,232,685**	**$ -**		**$ 1,232,685**
COMPONENTS OF ENDING BALANCE:	$ -			
Nonspendable	$ 297,410			$ 297,410
Restricted	$ 935,275	$ -	$ -	$ 935,275
Reserved for Economic Uncertainties (9770)	$ -		$ -	$ -
Committed	$ -		$ -	$ -
Assigned	$ -			$ -
Unappropriated Amounts (9790)	**$ 0**	**$ -**	**$ -**	**$ 0**

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Page 12 (Other Funds Section)

Cafeteria Fund

SJAA, Unrepresented, Confidential, SJTA, Board Contracted

Enter Bargaining Unit/Group: ***Cabinet members***

	FY 2020-21	FY 2021-22	FY 2022-23
	FY 2020-21 Proposed Budget after adjustments	First Subsequent Year	Second Subsequent Year
REVENUES			
LCFF Sources (8010-8099)	$ -	$ -	$ -
Remaining Revenues (8100-8799)	$ 5,882,807	$14,160,214	$17,507,849
TOTAL REVENUES	$ 5,882,807	$ 14,160,214	$ 17,507,849
EXPENDITURES			
Certificated Salaries (1000-1999)	$ -		$ -
Classified Salaries (2000-2999)	$ 4,443,682	$ 5,191,788	$ 5,188,856
Employee Benefits (3000-3999)	$ 3,202,767	$ 3,619,417	$ 3,813,023
Books and Supplies (4000-4999)	$ 3,568,620	$ 6,406,616	$ 7,333,496
Services, Other Operating Expenses (5000-5999)	$ 711,730	$ 746,424	$ 751,222
Capital Outlay (6000-6999)	$ -	$ -	$ -
Other Outgo (7100-7299) (7400-7499)	$ -	$ -	$ -
Direct Support/Indirect Cost (7300-7399)	$ 393,435	$ 373,798	$ 455,230
Other Adjustments	$ -		
TOTAL EXPENDITURES	$ 12,320,234	$ 16,338,043	$ 17,541,827
OPERATING SURPLUS (DEFICIT)	$ (6,437,427)	$ (2,177,829)	$ (33,978)
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ 3,675,000	$ 3,175,000	$ 175,000
TRANSFERS OUT & OTHER USES (7610-7699)	$ 7,775	$ 7,983	$ 7,775
CONTRIBUTIONS (8980-8999)	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (2,770,202)	$ 989,188	$ 133,247
BEGINNING BALANCE	$ 4,002,887	$ 1,232,685	$ 3,000,000
Prior Year Adjustments/Restatements/updated to estimated actuals		$ 778,127	
CURRENT-YEAR ENDING BALANCE	$ 1,232,685	$ 3,000,000	$ 3,133,247
COMPONENTS OF ENDING BALANCE:			
Nonspendable	$ 297,410	$ 361,534	$ 361,534
Restricted	$ 935,275	$ 2,638,466	$ 2,771,713
Reserved for Economic Uncertainties	$ -		
Committed	$ -		
Assigned	$ -		
Reserve for Economic Uncertainties Percentage	0.00%		

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: *San Juan Unified School District - Deferred Maintenance, Building, Capital Facilities and Self Insurance Funds*

Name of Bargaining Units: SJAA, Unrepresented, Confidential, SJTA, Board Contracted Cabinet members

Certificated, Classified, Other: Certificated & Classified, Board Contracts

The proposed agreements cover the period beginning: July 1, 2021 (date) **and ending:** June 30, 2023 (date)

The Governing Board will act upon the proposed agreement(s) on: June 22, 2021 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action. This form must also be available to the public at least ten (10) working days prior to the date the governing board will take action on the proposed bargaining agreements.

A. Proposed Change in Compensation

Page 8 (Other Funds Section)

	Compensation	Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to	Year 1	Year 2	Year 3
		Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
		FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	FY 2020-21	FY 2021-22	FY 2022-23
1	**Salary Schedule** (This is to include Step and Columns, which is also reported separately in Item 6)	$2,039,608	$0	$25,833	$0
			0.00%	1.27%	0.00%
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	$0	$0	$0	$0
			0.00%	0.00%	0.00%
	Description of other compensation				
3	**Statutory Benefits -** STRS, PERS, FICA WC, UI, Medicare, etc. (retiree h&w and long-term sick leave included in section 4)	$799,004	$0	$8,728	$0
			0.00%	1.09%	0.00%
4	**Health/Welfare Plans** - includes medical, dental, vision, life insurance, retiree h&w, long-term sick leave, cash option	$377,716	$0	$1,279	$0
			0.00%	0.34%	0.00%
5	**Total Compensation -** Add Items 1 through 4 to equal 5	$3,216,328	$0	$35,840	$0
			0.00%	1.11%	0.00%
6	**Step and Column - Due to movement plus any changes due to settlement. 2019-20, 2020-21 and 2021-22 step and column increases have already been included in the multi-year projection. This is a subset of Item No. 1**	$18,193	$0	$0	$311
7	**Total Number of Represented Employees** (Use FTEs if appropriate)	22.12	22.12	6.02	6.02
8	**Total Compensation Average Cost per Employee**	$145,404	$0	$5,953	$0
			0.00%	4.09%	0.00%
9	**Total Salary Compensation**	$2,039,608	$0	$25,833	$0
	Total Salary Compensation %			Total Salary Compensation %	0.00%

A. Proposed Change in Compensation for : **Deferred Maintenance, Building,**
Page 9 (Other Funds Section) **Capital Facilities and Self Insurance Funds**

	Compensation	Annual Cost Prior to Proposed Agreement	Fiscal Impact of Proposed Agreement Year 1 Increase (Decrease)	Year 2 Increase (Decrease)	Year 3 Increase (Decrease)
		Certificated & Classified, Board Contracts	FY 2020-21	FY 2021-22	FY 2022-23
1	**Salary Schedule** (This is to include Step and Columns, which is also reported separately in Item 6)	$2,039,608	$0	$25,833	$0
	Certificated Salaries - Object 1xxx	$0			
	Classified Salaries - Object 2xxx	$2,039,608			
	Salary Increase Certificated Salaries - Object 1xxx		$0	$0	
	Salary Increase Classified Salaries - 3.55% - Object 2xxx		$0	$25,833	
	Other -Certificated Salaries - Object 1xxx			$0	
	Other - Classified Salaries - Object 2xxx		$0	0	
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	$0	$0	$0	$0
	One-Time Payment-Certificated Salaries-Object 1xxx		$0	$0	
	One-Time PaymentClassified Salaries-Object 2xxx			$0	
3	Statutory Benefit - Certificated Rates	19.60%	19.60%	21.60%	22.75%
	Statutory Benefit - Classified Rates	30.35%	30.35%	33.79%	35.95%
	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc. (Retiree H&W & Long-term Sick Leave included in section 4)	$799,004	$0	$8,728	$0
	Certificated Payroll costs	$0			
	Classified Payroll costs	$799,004			
	Salary Increase - Certificated payroll costs	$0	$0	$0	
	Salary Increase - Classified payroll costs	$0	$0	$8,728	
	One Time Payment-Certificated payroll costs		$0	$0	
	One Time Payment-Classified payroll costs		$0	$0	
	Other-Certificated payroll costs			$0	
	Other-Classified payroll costs			$0	$0
4	**Health/Welfare Plans** - medical, dental, vision, life insurance, retiree h&w, lt sick leave, cash option (obj 340x, 395x, 37xx, 396x, 391x)	$377,716	$0	$1,279	$0
	Medical/Dental/VSP - Object 340x	$275,173		$0	$0
	Life Insurance - Object 395x	$1,493			
	Retiree H&W & Long-term Sick Leave - * See below for rates	$101,050	$0	$1,279	$0
	Cash Option - Object 391x				
5	**Total Compensation** - Add Items 1 through 4 to equal 5	$3,216,328	$0	$35,840	$0
6	**Step and Column - Related to movement plus any changes due to settlement. This is a subset of Item No. 1**	$18,193		$0	$311
	FTE - Using January 31, 2021 FTE for cost prior to proposed agreements. Years 1 - 3 have changes only due to the proposed agreements.	22.12	22.12	6.02	6.02

* Rates:	FY 2020-21	FY 2020-21	FY 2021-22	FY 2022-23
Retiree H&W & Long-term Leave Rates - Certificated	2.60%	2.60%	2.60%	2.60%
Retiree H&W & Long-term Leave Rates - Classified	4.95%	4.95%	4.95%	4.95%
Health & Welfare	4.00%	4.00%	4.00%	7.50%
Step & Column - Certificated	0.90%		0.90%	0.90%
Step & Column - Classified	0.90%		0.90%	0.90%

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Page 10 (Other Funds Section)

Deferred Maintenance, Building, Capital Facilities and Self Insurance Funds

Enter Bargaining Unit/Group: ***SJAA, Unrepresented, Confidential, SJTA, Board Contracted Cabinet members***

	Column 1	Column 2	Column 3	Column 4
	FY 2020-21 2nd Interim 3/9/2021 Board Approved Including prior AB 1200's submitted	Certificated & Classified, Board Contracts	Other Revisions, including proposed budget revision	FY 2020-21 Proposed Budget after adjustments
REVENUES				
LCFF Sources (8010-8099)			$ -	$ -
Remaining Revenues (8100-8799)	$ 296,083,790		$ -	$ 296,083,790
TOTAL REVENUES	**$ 296,083,790**	**$ -**	**$ -**	**$ 296,083,790**
EXPENDITURES				
Certificated Salaries (1000-1999)	$ -	$ -	$ -	$ -
Classified Salaries (2000-2999)	$ 2,039,608	$ -	$ -	$ 2,039,608
Employee Benefits (3000-3999)	$ 905,037	$ -	$ -	$ 905,037
Books and Supplies (4000-4999)	$ 889,556		$ -	$ 889,556
Services, Other Operating Expenses (5000-5999)	$ 25,873,603		$ -	$ 25,873,603
Capital Outlay (6000-6999)	$ 157,875,226		$ -	$ 157,875,226
Other Outgo (7100-7299) (7400-7499)	$ -		$ -	$ -
Direct Support/Indirect Cost (7300-7399)	$ -		$ -	$ -
Other Adjustments	$ -		$ -	$ -
TOTAL EXPENDITURES	**$ 187,583,030**	**$ -**	**$ -**	**$ 187,583,030**
OPERATING SURPLUS (DEFICIT)	**$ 108,500,760**	**$ -**	**$ -**	**$ 108,500,760**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ 88,234,983		$ -	$ 88,234,983
TRANSFERS OUT & OTHER USES (7610-7699)	$ 3,141,743		$ -	$ 3,141,743
CONTRIBUTIONS (8980-8999)	$ -		$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ 193,594,000**	**$ -**	**$ -**	**$ 193,594,000**
BEGINNING BALANCE	$ -			$ -
Prior-Year Adjustments/Restatements (9793/9795)				
CURRENT-YEAR ENDING BALANCE	**$ 193,594,000**	**$ -**		
COMPONENTS OF ENDING BALANCE:				
Nonspendable				$ -
Restricted	$ 159,120,281	$ -		$ 159,120,281
Reserved for Economic Uncertainties (9770)	$ -			$ -
Committed	$ -			$ -
Assigned	$ -	$ -		$ -
Restricted Net Position	$ -			$ -
Unappropriated Amounts/Net Position (9790)	**$ 34,473,719**			$ 34,473,719

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS
Page 12 (Other Funds Section)

Deferred Maintenance, Building,
Capital Facilities & Self Insurance Funds

SJAA, Unrepresented, Confidential, SJTA, Board Contracted

Enter Bargaining Unit/Group: ***Cabinet members***

	FY 2020-21	FY 2021-22	FY 2022-23
	FY 2020-21 Proposed Budget after adjustments	First Subsequent Year	Second Subsequent Year
REVENUES			
LCFF Sources (8010-8099)	$ -	$ -	$ -
Remaining Revenues (8100-8799)	$ 296,083,790	$ 105,556,899	$ 105,794,267
TOTAL REVENUES	$ 296,083,790	$ 105,556,899	$ 105,794,267
EXPENDITURES			
Certificated Salaries (1000-1999)	$ -	$ -	$ -
Classified Salaries (2000-2999)	$ 2,039,608	$ 1,368,016	$1,380,096
Employee Benefits (3000-3999)	$ 905,037	$ 814,320	$650,066
Books and Supplies (4000-4999)	$ 889,556	$ 16,401	$17,024
Services, Other Operating Expenses (5000-5999)	$ 25,873,603	$ 26,097,378	$26,105,080
Capital Outlay (6000-6999)	$ 157,875,226	$ 81,708,669	$69,752,369
Other Outgo (7100-7299) (7400-7499)	$ -	$ 88,234,983	$88,362,547
Direct Support/Indirect Cost (7300-7399)	$ -		$0
Other Adjustments	$ -		$0
TOTAL EXPENDITURES	$ 187,583,030	$ 198,239,767	$186,267,182
OPERATING SURPLUS (DEFICIT)	$ 108,500,760	$ (92,682,868)	($80,472,915)
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ 88,234,983	$ 4,391,411	$104,000,000
TRANSFERS OUT & OTHER USES (7610-7699)	$ 3,141,743	$ -	$ -
CONTRIBUTIONS (8980-8999)	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ 193,594,000	$ (88,291,457)	$ 23,527,085
BEGINNING BALANCE	$ -	$ 193,594,000	$ 136,685,566
Prior Year Adjustments/Restatements/updated to estimated actuals		$ 31,383,023	
CURRENT-YEAR ENDING BALANCE	$ 193,594,000	$ 136,685,566	$ 160,212,651
COMPONENTS OF ENDING BALANCE:			
Nonspendable	$ -		
Restricted	$ 159,120,281	$ 102,211,847	$ 125,738,932
Reserved for Economic Uncertainties	$ -		
Committed	$ -		
Assigned	$ -		
Restricted Net Position	$ -	$ -	$ -
Unappropriated Amounts/Net Position (9790)	$ 34,473,719	$ 34,473,719	$ 34,473,719
Reserve for Economic Uncertainties Percentage	0.00%	0.00%	0.00%

L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICTS ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent and Chief Financial Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Deputy Superintendent of San Juan Unified School District (District), hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreements between the District and SJTA, Unrepresented, Confidential, SJAA and Board Contracted Cabinet members during the term of the agreement from July 1, 2021 to June 30, 2023 or later.

The budget revisions necessary to meet the costs of the agreement in each year of its term are as follows:

General Fund Budget Adjustment Categories:	20-21 Budget Adjustment Increase (Decrease)	21-22	22-23
Revenues/Other Financing Sources	$0	$0	$0
Expenditures/Other Financing Uses*	$0	$ 8,171,441	$ (261,171)
Ending Balance Increase (Decrease)	$0	$ (8,171,441)	$ 261,171
* (includes budget offsets, if any)			

_____ (No budget revisions necessary)

The one-time cost for the Other Funds (Adult Ed, Cafeteria, Child Development, Deferred Maintenance/Building Funds, and Self Insurance Fund) will be absorbed by the one-time funds budgeted in the restricted general fund for their appropriate Full-Time Equivalent (FTE) staff.

Kent Kern, Superintendent of Schools — Date: 6/2/2021

Kent Stephens, Deputy Superintendent — Date: 6/2/2021

General Funds Group Total Costs	20-21	Not Cumulative 21-22	Not Cumulative 22-23
Teachers (SJTA)	$ -	$ 15,602,699	$ (8,078,372)
General & Operations Support (CSEA)	-	-	
Teamsters	-	-	-
Management (SJAA) & Board Contracted Cabinet members	-	896,873	(474,579)
Certificated Supervisory (SJPEC)	-	-	-
Supervisors (SJSA)	-	-	-
Confidential & Unrepresented Specialists Units	-	297,537	(152,743)
Total	$ -	$ 16,797,109	$ (8,705,694)
Less offsets	-	(8,625,668)	$ 8,444,523
Total impact to budget	$ -	$ 8,171,441	$ (261,171)

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement(s) and is submitted to the Governing Board for public disclosure of the major provisions of the agreement(s) (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

Kent Kern, Superintendent of Schools **(Signature)**	**Date**
Kent Stephens, Deputy Superintendent **Contact Person**	**(916) 971-7237** **Phone**

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on June 22, 2021 **took action to approve the proposed agreements with SJTA, Unrepresented, Confidential, SJAA and Board Contract Cabinet members.**

President, Governing Board **(Signature)**	**Date**

SAN JUAN UNIFIED SCHOOL DISTRICT
TENTATIVE BOARD AGENDA ITEMS
2020-2021

JUNE 22

LCAP – A [Public Hearing 06/08/21]	Schnepp
LCAP Choices Charter School – A [Public Hearing 06/08/21]	Flagler
Adoption of the 2021-2022 Budget – A [Public Hearing 06/08/21]	Stephens
California School Dashboard Local Measures – R	Schnepp
California School Dashboard Local Measures Choices Charter School – R	Flagler
COVID-19 Update – D	Kern
Tentative Agreements: Supervisors, Teamsters – D	Shoemake
Tentative Agreement: SJTA – A [Discussed 06/08/21]	Shoemake
Salary Schedule Adjustments: SJAA, Cabinet, Confidential, Unrepresented – A [Discussed 06/08/21]	Shoemake
*2020-2021 Actuarial Report (OPEB) – A	Oropallo
*Charter School 2019-2020 Audit Reports (Aspire, Atkinson, CMP, GIS, GV, OFY) – A	Stephens

D=discussion; A=action; *=consent; R=report; PC=public comment