



San Juan
Unified School District

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

Zima Creason, President
Pam Costa, Vice President
Saul Hernandez, Clerk
Ben Avey, Member
Paula Villescaz, Member
Tanya Kravchuk, Member
Vacant, Member

PUBLIC PARTICIPATION GUIDELINES

Board of Education meetings are held in person in the board room located at 3738 Walnut Avenue, Carmichael, California. Alternatively, you can view the board meeting on YouTube from a computer, mobile device or tablet. The YouTube link can be found on the district's [YouTube channel](#) or by visiting <https://www.sanjuan.edu/boardmeeting> where the link will be posted approximately 15 minutes prior to the start of the meeting. The district has taken the following steps to assist the public in offering public comment:

1. **In Person Public Comment.** Public comment may be offered in person during the board meeting at the district office located at 3738 Walnut Avenue, Carmichael, California. 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. Please be aware that public comments, including your name, become part of the public record.
2. **Online Submission of Public Comment.** Members of the public may submit written comments by using the comment form located on the district website at <http://www.sanjuan.edu/boardmeeting>. If you wish to submit a written comment on more than one agenda item, please submit a separate form for each item on which you are commenting. Written comments are limited to 1,500 characters. Comments will be provided to the members of the board.

The business to be considered at this board meeting is on the following agenda:

Board of Education Agenda June 13, 2023

A. OPEN SESSION/CALL TO ORDER/ANNOUNCEMENT OF CLOSED SESSION TOPICS – 5:15 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. Public comments, including your name, become part of the public record.

B. CLOSED SESSION – 5:15 p.m.

1. Student expulsions in two cases (Education Code section 48918[f]).
2. Personnel matters (Government Code section 54957).
 - a. Non-relection of probationary teacher (Education Code section 44929.21[b]).
 - b. Superintendent's evaluation.

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

D. APPROVAL OF THE MINUTES – May 23, 2023, regular meeting, pages 2520-2523.

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

1. **Recognition** (Oropallo)
 - a. Jessica Campos, ABC10 2022-2023 Esquire IMAX Teacher of the Year.
2. **Staff Reports**
3. **Board-appointed/District Committees**
4. **Employee Organizations**
5. **Other District Organizations**
6. **Closed Session/Expulsion Actions** (Government Code section 54957.1)

F. VISITOR COMMENTS – 6:50 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. Public comments, including your name, become part of the public record.

G. CONSENT CALENDAR – G-1/G-11 – 7:20 p.m.

Action: The administration recommends that the consent calendar, G-1 through G-11, 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, separations, errata and job description/salary range change.
2. *Purchasing Report – purchase orders and service agreements, change orders, construction and public works bids, piggyback contracts and bids/RFPs.
3. Acceptance of the following gifts:
Bella Vista High School: from Bella Vista Track Club – for UCS/Spirit vaulting pole: \$719.77; from Bella Vista ASB – for Apple iPad Air Wi-Fi for finance office: \$704.55.
Dyer-Kelly Elementary School: from Community Philanthropic Ventures LLC: \$2,366.40.
McKinney-Vento: from Aetna Inc. – for food items for San Juan Unified food distribution events: \$2,000.
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 2023-2024 school year.
6. *Approval of the California State Preschool Program (CSPP) and Children's Center (CCTR) Program, Program Self-Evaluation for the 2022-2023 school year.
7. *Approval of the 2023 high school scholarship awards for Casa Roble Fundamental High School.
8. *Approval of a short-term warehouse/delivery worker position for Business Support Services from 07/03/2023 until 12/22/2023.
9. *Adoption of Resolution No. 4083 approving the second amendment to the lease agreement for Starr King TK/Kindergarten new construction project no. 147-9512-P1 between San Juan Unified School District and Otto Construction.
10. *Adoption of Resolution No. 4084 approving the first amendment to the facilities lease for Coleman Elementary School (CMP Charter) modernization project no. 106-9495-P1 between San Juan Unified School District and Core Construction.
11. *Adoption of Resolution No. 4085 approving the second amendment to the lease for the Mariemont Elementary School modernization and interim housing project nos. 130-9495-P1 & 130-9495-P2 between San Juan Unified School District and S+B James Construction California, Inc.

*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 – 7:25 p.m.** (Slavensky)
Material provided.

Public Hearing/Discussion: regarding the district's Local Control and Accountability Plan. Action anticipated: 06/27/2023.

- 2. Public Hearing: Choices Charter School Local Control and Accountability Plan – 7:55 p.m.** (Ginter)
Material provided.

Public Hearing/Discussion: regarding the Choices Charter School Local Control and Accountability Plan. Action anticipated: 06/27/2023.

3. Public Hearing: Presentation of the 2023-2024 Budget – 8:05 p.m.

(Stahlheber)

Material provided.

Public Hearing/Discussion: regarding the 2023-2024 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: 06/27/2023.

4. Public Hearing: Temporary Interfund Borrowing of Cash – 8:25 p.m.

(Stahlheber)

Material provided.

Public Hearing/Action: The superintendent is recommending that the board hold a public hearing and adopt Resolution No. 4082 to permit temporary interfund borrowing of cash.

5. Early Literacy Support Block Grant Annual Update – 8:30 p.m.

(Kukral)

Material provided.

Action: The superintendent is recommending that the board receive an update on the progress of the Early Literacy Support Block Grant and approve the annual report.

6. Special Education Community Advisory Committee Bylaws – 8:40 p.m.

(Allen)

Material provided. (Discussed: 05/23/2023)

Action: The superintendent is recommending that the board approve the proposed revisions to the Special Education Community Advisory Committee bylaws.

7. Proposed Revisions to Board Policy 5141.52 Suicide Prevention – 8:50 p.m.

(Calvin)

Material provided.

Discussion: regarding the proposed revisions to Board Policy 5141.52 Suicide Prevention. Action anticipated: 06/27/2023.

8. Proposed Revisions to Board Policy 5141.33 Head Lice – 8:55 p.m.

(Calvin)

Material provided.

Discussion: regarding the proposed revisions to Board Policy 5141.33 Head Lice. Action anticipated: 06/27/2023.

J. BOARD REPORTS – 9:00 p.m.**K. FUTURE AGENDA – 9:10 p.m.**

The board may wish to identify items to be discussed at future meetings and the reasons therefore.

B. CLOSED SESSION (continued, if necessary)

Announcement of topics/announcement of actions.

L. ADJOURNMENT – 9:15 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.

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.

Translation and interpretation services will be made available upon request with advance notice. If you wish to utilize these services, please notify the Board of Education office at (916) 971-7111, or email stephanie.cunningham@sanjuan.edu at least 24 hours before the scheduled board meeting to allow for the scheduling of appropriate translation staff and other resources.

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
Board of Education
3738 Walnut Avenue, Carmichael, California 95608

Board of Education Minutes
May 23, 2023

Regular Meeting
Board of Education
5:30 p.m.

Open Session/Call to Order/Announcement of Closed Session Topics (A)

The May 23 regular meeting was called to order by the president, Zima Creason. The board meeting was held in person and was also streamed to the district's YouTube channel.

Roll Call

Present:
Zima Creason, president
Pam Costa, vice president
Saul Hernandez, clerk
Ben Avey, member
Paula Villescaz, member
Tanya Kravchuk, member
Vacant:
Trustee area 7, 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 consider a student expulsion in one case and a student enrollment in one case (Education Code section 48918[f]); to discuss with negotiator Paul Oropallo, Assistant Superintendent, Human Resources, regarding unrepresented employee: general counsel (Government Code section 54957.6); and to consider one personnel matter: superintendent's evaluation (Government Code section 54957).

Reconvene Open Session/Pledge of Allegiance (C)

At 6:30 p.m., the meeting was called back to order by the president, Zima Creason. Four members of the Del Campo High School Air Force Jr. ROTC led the group in the Pledge of Allegiance.

Minutes Approved (D)

It was moved by Ms. Villescaz, seconded by Ms. Kravchuk, that the minutes of the May 9 regular meeting be approved. MOTION CARRIED UNANIMOUSLY [Creason, Costa, Hernandez, Avey, Villescaz, Kravchuk].

Recognition: Mira Loma High School National Science Bowl (E-1a)

Assistant Superintendent of Secondary Education and Programs Kristan Schnepp recognized the Mira Loma High School Science Bowl teams for their first, second and third place finishes at the 2023 U.S. Department of Energy's Northern California Science Bowl competition and its fifth-place finish at the 2023 U.S. Department of Energy's National Science Bowl competition.

Recognition: Retiring Superintendent Kent Kern (E-1b)

It was moved by Ms. Costa, seconded by Ms. Villescaz, to adopt Resolution No. A-428 recognizing retiring superintendent Kent Kern. MOTION CARRIED UNANIMOUSLY [Creason, Costa, Hernandez, Avey, Villescaz, Kravchuk].

Closed Session/Expulsion Actions (E-6)

Mr. Hernandez reported that the board voted unanimously to accept as written one stipulated expulsion in case number M-57 and to accept a hearing panel's recommendation of one enrollment in case number OS-45.

Visitor Comments (F)

Taylor Vang spoke about her daughter's experiences at Churchill Middle School.

Consent Calendar Approved (G-1/G-11)

It was moved by Mr. Avey, seconded by Mr. Hernandez, that the consent calendar items G-1 through G-11 be approved. MOTION CARRIED UNANIMOUSLY [Creason, Costa, Hernandez, Avey, Villescaz, Kravchuk].

Personnel (G-1)

Appointments, leaves of absence, separations and job description/salary range change – approved as submitted.

Purchasing Report (G-2)

Purchase orders and service agreements, change orders, construction and public works bids and bids/RFPs – approved as submitted.

Business/Financial Report (G-3)

Warrants and payroll – approved as submitted.

Gifts (G-4)

Acceptance of gifts to Choices Charter School and Northridge Elementary School.

Surplus Property Report (G-5)

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

Resolution No. 4080: Arcade Middle School Lease Amendment No. 4 (G-6)

Adoption of Resolution No. 4080, approving the fourth amendment to the lease agreement for the Arcade Fundamental Middle School Project No. 001-9512-P1 between San Juan Unified and Clark & Sullivan Builders Inc. dba Clark/Sullivan Construction.

CEQA Notice of Exemption Coleman Elementary School (California Montessori Project) Modernization Project (G-7)

Approval of the California Environmental Quality Act (CEQA) Notice of Exemption for the Coleman Elementary School (California Montessori Project Charter) modernization project.

CEQA Notice of Exemption Rio Americano High School Parking Lot Expansion Project (G-8)

Approval of the California Environmental Quality Act (CEQA) Notice of Exemption for the Rio Americano High School parking lot expansion project.

Resolution No. 4081: Head Start and Early Head Start Grant Resolution (G-9)

Adoption of Resolution No. 4081 approving the Head Start and Early Head Start grant resolution with Sacramento Employment and Training Agency (SETA) for 2023-2024.

Choices Charter School High School Scholarship Awards (G-10)

Approval of the Choices Charter School 2023 High School Scholarship Awards.

Ratification of Curriculum, Standards, Instructional and Student Services Committee Member (G-11)

Ratification of John Kane as a member of the Curriculum, Standards, Instructional and Student Services Committee.

Expanded Learning Opportunities Program Plan (I-1)

Associate Superintendent of Educational Services Debra Calvin, Ed.D., presented the topic and introduced Director of Student Support Services Dominic Covello and Manager of Expanded Learning and Prevention Programs Debbie Middleton who gave an update on the Expanded Learning Opportunities Program (ELO-P). Mr. Covello discussed the requirements of the program and reviewed the district's progress in implementing the ELO-P plan, which included

information regarding additional staffing, program expansion, district collaboration and community partnerships. Ms. Middleton presented data about two key measures – average daily attendance and student engagement. Mr. Covello discussed next steps. Mr. Avey inquired about the difference between Bridges, Discovery Club and YMCA, which Mr. Covello addressed. Ms. Kravchuk asked for clarification about why some schools have two programs, which Ms. Middleton addressed. Ms. Costa expressed appreciation for the before/after school programs in the district.

Public Comment:

Brandi Iyun spoke about the challenges of enrolling her child in the district's after school programs.

Innovative School Program Update (I-2)

Assistant Superintendent of Elementary Education and Programs Amberlee Townsend-Snider, San Juan Teachers Association President Barry Roth and Consultant Nina Mancina provided an update on the innovative school program. Ms. Townsend-Snider explained the selection process that identified Woodside K-8 as the chosen school, and she discussed the purpose of the innovative school. Mr. Roth provided background information on the role of each of the three established teams that are working together to support the design work: the design team, the school site team and the community and leadership team. Mr. Roth acknowledged the work of the innovative school design team. Ms. Mancina provided an overview of the community input process, the design process and the timeline. Ms. Townsend-Snider spoke about the indicators for selection and next steps. Board members made comments and posed questions, which staff addressed. Mr. Avey said he appreciated the community input process that took place. Ms. Kravchuk spoke about partnering with the City of Citrus Heights, supports for the Citrus Heights schools that were not selected and how success will be measured. Superintendent Bassanelli spoke about capacity and future opportunities for additional schools to take part in a similar process. Mr. Hernandez asked clarifying questions regarding the enrollment capacity at Woodside. Ms. Villescaz commented about the number of community input participants, the facilities master plan and future enrollment opportunities. Ms. Costa said she looks forward to more details in the future, and she asked about the staff opt-out process and expressed interest in having continued updates. Ms. Creason said she looks forward to seeing the implementation journey. Superintendent Bassanelli shared her appreciation for the volume of hours of work that the team has dedicated towards community input and professional learning.

Special Education Community Advisory Committee Bylaws (I-3)

Chief of Staff Trent Allen presented the proposed revisions to the Special Education Community Advisory Committee bylaws for discussion, which will realign the purpose of committee. Mr. Allen shared information about the significant revisions and committee feedback. Mr. Avey said he appreciates the proposed revisions and the establishment of the membership engagement officer to help recruit other committee members. Ms. Costa expressed support for having further discussion about the appointment process. Ms. Creason commented about the work of the committee. Action was scheduled for June 13.

District's Initial Bargaining Proposal with California School Employees Association Chapter 127 for Contract Reopeners 2023-2024 (I-4)

Assistant Superintendent of Human Resources Paul Oropallo presented the item. It was moved by Mr. Hernandez, seconded by Ms. Villescaz, that the district's bargaining interests with the California School Employees Association Chapter 127 for contract reopeners 2023-2024 be adopted. MOTION CARRIED UNANIMOUSLY [Creason, Costa, Hernandez, Avey, Villescaz, Kravchuk].

District's Initial Bargaining Proposal with San Juan Supervisors Association for Contract Reopeners 2023-2024 (I-5)

Mr. Oropallo presented the item. It was moved by Ms. Kravchuk, seconded by Mr. Avey, that the district's bargaining interests with the San Juan Supervisors Association for contract reopeners 2023-2024 be adopted. MOTION CARRIED UNANIMOUSLY [Creason, Costa, Hernandez, Avey, Villescaz, Kravchuk].

District's Initial Bargaining Proposal with San Juan Professional Educators Coalition for Contract Reopeners 2023-2024 (I-6)

Mr. Oropallo presented the item. It was moved by Ms. Villescaz, seconded by Mr. Hernandez, that the district's bargaining interests with the San Juan Professional Educators Coalition for contract reopeners 2023-2024 be adopted. MOTION CARRIED UNANIMOUSLY [Creason, Costa, Hernandez, Avey, Villescaz, Kravchuk].

Amended Cabinet Contracts (I-7)

Mr. Oropallo presented the item. It was moved by Ms. Costa, seconded by Ms. Villescaz, that the amended contracts for cabinet members be approved. MOTION CARRIED UNANIMOUSLY [Creason, Costa, Hernandez, Avey, Villescaz, Kravchuk].

General Counsel Contract (I-8)

Mr. Oropallo presented the item. It was moved by Ms. Villescaz, seconded by Ms. Costa, that the employment contract for General Counsel Fhanysha Clark Gaddis be approved. MOTION CARRIED UNANIMOUSLY [Creason, Costa, Hernandez, Avey, Villescaz, Kravchuk].

Board Reports (J)

Ms. Costa reported that she attended the ABC10 Teacher of the Year ceremony where San Juan Unified teacher Jessica Campos was recognized as the 2022-2023 Esquire IMAX Teacher of the Year.

Mr. Avey shared that he and Assemblyman Josh Hoover will host a community meeting on June 22 at Bella Vista High School.

Mr. Hernandez reported that he, along with other board members, attended the Classified School Employee Week celebration and the American Indian Education Program senior celebration.

Ms. Kravchuk shared that she attended the Most Valued Partners reception, which she said was a gratifying event.

Ms. Creason congratulated Executive Director of Labor Relations and Government Affairs Daniel Thigpen and his wife on the recent arrival of their baby.

Future Agenda (K)

Mr. Avey expressed interest in establishing a process for board members to host after-hours community meetings at a district facility.

Closed Session Continued (B)

At 8:31 p.m., Ms. Creason announced that the board would return to closed session to continue item B-3 – one personnel matter: superintendent's evaluation (Government Code section 54957).

Adjournment (L)

At 8:50 p.m., Ms. Creason stated there were no closed session actions to report, and there being no further business, the regular meeting was adjourned.

Zima Creason, Board President

Melissa Bassanelli, Secretary

Approved: _____
:sc

**SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

AGENDA ITEM: E-1 (a)

MEETING DATE: 06/13/2023

SUBJECT: ABC Channel 10 Teacher of the Year

CHECK ONE:

For Discussion:

For Action:

Report:

Workshop:

Recognition:

Emergency Action:

DEPARTMENT: Human Resources

ACTION REQUESTED:

The superintendent is recommending that the board recognize Jessica Campos as ABC Channel 10 Teacher of the Year.

RATIONALE/BACKGROUND:

On May 11, ABC10, in partnership with SchoolsFirst Federal Credit Union, Esquire IMAX Theatre and Sacramento State's College of Education announced Jessica Campos as the 2022-23 Esquire IMAX Teacher of the Year.

Campos teaches students with visual impairments for the San Juan Unified School District with 18 years of teaching experience, five years as an elementary school teacher and 13 years as a teacher for students with visual impairments. She works with schools throughout our district providing instruction in braille, low vision aids, and assistive technology to students from Pre-K up to 22 years old.

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 06/05/2023

FISCAL IMPACT:

Current Budget: \$ N/A

Additional Budget: \$ N/A

Funding Source: N/A

Restricted 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:

Paul Oropallo, Assistant Superintendent, Human Resources

Pa.O

APPROVED BY:

Melissa Bassanelli, Superintendent of Schools

MB

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	
Separations	
Management	1
Certificated	1
Classified	1-2
Pre-Retirement Reduced Workload	
Reassignments/Change in Work Year	
Errata	2-3
Job Description/Salary Range Change	
Management	2-10
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	

Agenda for the June 13, 2023 Board Meeting

1. APPOINTMENTS

CERTIFICATED SUPERVISORY

Type	Name	Status	Assignment	Location	Effective Date (s)
New Hire	Lappas, Caitlyn	Prob	Psychologist	Special Education- Kenneth	08/01/23

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
New Hire	Al Sudani, Zainab	Prob	Non-Instructional Support	General Davie	05/30/23
New Hire	Cioran, Elisabeth	Prob	Child Development Assistant	Mariemont ECE	05/30/23
New Hire	Fuentes, Nadia	Prob	Intermediate Clerk Typist	Student Learning	05/15/23
New Hire	Gaskin, Starlene	Prob	School Playground Rec Aide	Northridge	05/15/23
New Hire	Howell, Renae	Prob	Middle School Secretary	Arcade	05/22/23
New Hire	Hunt, Angela	Prob	Clerk	Gold River	06/05/23
New Hire	Jungling, Danielle	Prob	Child Development Assistant	Pershing ECE	05/30/23
New Hire	La Spina, Matthew	Prob	Groundskeeper/Gardener	M&O - Building Maintenance	05/23/23
New Hire	Lopez, Gabriela	Prob	School/Community Worker	Central Enrollment/Family	05/22/23
New Hire	McFarland, Christy	Prob	Child Development Assistant	Dewey ECE	06/05/23
New Hire	Melendez, Yesenia	Prob	Inst Asst/Bilingual-Spanish	Skycrest	05/01/23
New Hire	Nikzad, Sadia	Prob	Non-Instructional Support	General Davie	05/22/23
New Hire	Peña Jr., Santos	Prob	Secretary	Early Childhood Education	05/30/23
New Hire	Pointer, Ava	Prob	Child Development Assistant	Schweitzer ECE	05/23/23
New Hire	Sabri, Khansaa	Prob	Non-Instructional Support	Encina ECE	06/01/23
New Hire	Sharma, Deepika	Prob	Inst Asst Health	Health Services	05/01/23
New Hire	Slaton, Angelique	Prob	Inst Asst Health	Health Services	05/12/23
New Hire	Taylor, David	Prob	Inst Asst Health	Health Services	05/08/23
New Hire	Thayer, Amanda	Prob	Nutrition Services Worker I	Mariposa School	05/30/23
New Hire	Thomas, Brookelyn	Prob	Instructional Assistant III	Carmichael School	06/05/23
New Hire	Tumang, Kristia	Prob	Instructional Assistant I	Whitney Avenue	05/15/23
New Hire	Verdugo, Naomi	Prob	Instructional Assistant III	Louis Pasteur	05/30/23

2. SEPARATIONS

CERTIFICATED SUPERVISORY

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Folger, Chans	Prob	Vice Principal	Howe Avenue	06/16/23

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Blondeau, Janet	Prob	Tch- Trav Elem Clrsm- Art	Teachingand Learning	06/08/23
Resignation	Melendez, Rebecca	Prob	Tch- Grad 9/12	San Juan	06/08/23
Resignation	Mohammed Ali, Dena	Prob	Tch- Preschool	Early Childhood Education	06/08/23
Resignation	Reddy, Raghni	Temp	Tch- Mod/Severe K/12	Will Rogers	05/12/23
Suspension	CE #328	Perm	Teacher	Teaching and Learning	06/14/23

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Abbas, Lubna	Prob	Secretary	Early Childhood Education	05/12/23
Resignation	Bohni, Alana	Prob	Instructional Assistant III	Carmichael	06/06/23
Resignation	Brightly, Mailys	Prob	Nutrition Services Worker	Casa Roble	05/19/23
Resignation	Cox, Zoe	Prob	Child Development Assistant	Schweitzer ECE	05/12/23
Resignation	De George, Sarah	Perm	Instructional Assistant III	Coyle Avenue	06/06/23
Resignation	Dhakal, Prem	Prob	Instructional Assistant III	Will Rogers	05/31/23
Resignation	Glasson, Christina	Prob	Bus Attendant	Transportation	05/19/23
Resignation	Godoy, Maria	Perm	Sch/Community Worker	Central Enrollment	05/12/23
Resignation	Gregoire, Nolan	Prob	Sch/Community Interv.Asst	Greer	04/28/23
Resignation	Guzman, Tiffany	Prob	Nutrition Services Worker	Trajan	05/16/23
Resignation	Hutchison, Ruth	Perm	Bus Attendant	Transportation	02/15/23
Resignation	Kavousiheidari, Maedeh	Prob	Campus Monitor	Sylvan	05/15/23
Resignation	Lane, Eva	Perm	Instructional Assistant II	Cameron Ranch	04/15/23
Resignation	Maret, Andrew	Prob	Nutrition Services Worker I	Bella Vista	05/12/23
Resignation	Maye, Morgan	Prob	Exrnd Lrng Progs Assistant	Pupil Personnel Services	05/25/23
Resignation	Mcgrath, Ruth	Prob	Community Relations Tech	Superintendent'S Office	05/19/23
Resignation	Momanyi, Zipporah	Perm	Instructional Assistant III	Mira Loma	06/06/23
Resignation	Saeed, Jennifer	Perm	Instructional Assistant II	Northridge	06/06/23
Resignation	Sakazaki, Dayne	Prob	Instructional Assistant I	Will Rogers	06/06/23
Resignation	Sanchez, Teresa	Prob	Instructional Assistant I	Sierra Oaks	01/13/23
Resignation	Schmidt, Autumn	Prob	Instructional Assistant I	Northridge	05/30/23
Resignation	Serrieh, Dina	Prob	Intermediate Clerk Typist	Arden	06/02/23

Agenda for the June 13, 2023 Board Meeting

2. SEPARATIONS (Continued)

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Shakir, Mediha	Perm	Instructional Assistant II	Mira Loma	06/06/23
Resignation	Singh, Amrita	Prob	Accountant	Budget Services	05/01/23
Resignation	Shaw, Katherine	Perm	Instructional Assistant I	Green Oaks	06/06/23
Resignation	Soltesz, Ava	Perm	Instructional Assistant I	Orangevale Open	06/06/23
Resignation	Stevenson, Shamontae	Perm	Intermediate Clerk Typist	Howe Avenue	05/26/23
Resignation	Wijdani, Shahnaz	Prob	Clerk	Howe Avenue	05/10/23
Resignation	Woode, Ashley	Prob	Non-Instructional Support	Sunrise ECE	05/05/23
Retirement	Albano, Cristine	Perm	Elem School Secretary	Green Oaks	06/15/23
Retirement	Carbonaro, K'Lynn	Perm	Instructional Assistant III	Carnegie	06/06/23
Retirement	McWhirter, Karen	Perm	Sign Language Interpreter	Laurel Ruff	06/06/23
Retirement	Perry Ebner, Michele	Perm	Instructional Assistant II	Arcade	06/06/23
Retirement	Strout, Grace	Perm	Elem School Secretary	Twin Lakes School	06/15/23
Retirement	Westlake, Chantell	Perm	Instructional Assistant II	Rogers	06/06/23
Termination	Allison, Renita	Perm	Campus Monitor	Del Campo	05/09/23
Termination	Williams, Tyrone	Perm	Nutrition Services Worker	Howe Avenue	12/22/22

3. ERRATA

CERTIFICATED

Correction to SJTA Athletic Stipend- HS Varsity Coach for Competitive Cheer

4. JOB DESCRIPTION / SALARY RANGE CHANGE

MANAGEMENT

<u>Class Title</u>	<u>Unit</u>	<u>New/Update</u>	<u>Old Salary Range</u>	<u>New Salary Range</u>	<u>Effective Date (s)</u>
Supervisor, Transportation Operations II- Training	SJSA	New	A-32	A-32	06/14/23
Supervisor, Transportation Operations II- Vehicle Maintenance	SJSA	Update	A-29	A-32	06/14/23

SAN JUAN UNIFIED SCHOOL DISTRICT
 Athletic Services Stipends
 2023 - 2024 School Year

ACTIVITY	PER SEASON	ACTIVITY	PER SEASON
HIGH SCHOOLS			
Head Coach: Responsible for a minimum of three teams in the same sport.			
BASEBALL		SOCCER	
HS Head Coach	3,557	HS Head Coach	3,557
HS Varsity Coach	2,969	HS Varsity Coach	2,969
HS Assistant Coach	2,374	HS Assistant Coach	2,374
BASKETBALL		SOFTBALL	
HS Head Coach	3,557	HS Head Coach	3,557
HS Varsity Coach	2,969	HS Varsity Coach	2,969
HS Assistant Coach (Soph)	2,374	HS Assistant Coach	2,374
HS Assistant Coach (Frosh)	2,374		
CROSS COUNTRY		SWIMMING	
HS Head Coach	3,557	HS Varsity Coach	2,969
HS Varsity Coach	2,969		
FIELD HOCKEY		TENNIS	
HS Varsity Coach (Booster stipend only)	2,969	HS Varsity Coach	2,969
FOOTBALL		TRACK	
HS Head Coach	3,557	HS Head Coach	3,557
HS Varsity Coach	2,969	HS Varsity Coach	2,969
HS Assistant Coach (Varsity)	2,374	HS Assistant Coach (Frosh)	2,374
HS Assistant Coach (Head Soph)	2,374		
HS Assistant Coach (Soph)	2,374	VOLLEYBALL	
HS Assistant Coach (Head Frosh)	2,374	HS Head Coach	3,557
HS Assistant Coach (Frosh)	2,374	HS Varsity Coach	2,969
		HS Assistant Coach (Varsity)	2,374
		HS Assistant Coach (Soph)	2,374
(add'l -- if required to report two weeks before school begins):		WATER POLO	
HS Head Football Coach	667	HS Varsity Coach	2,969
HS Assistant Football Coach	446		
GOLF		WRESTLING	
HS Varsity Coach	2,969	HS Varsity Coach	2,969
		HS Assistant Coach (Soph)	2,374
COMPETITIVE CHEER		ACTIVITY	PER EVENT
HS Varsity Coach	2,969	NURSE, HS	
		(Attendance at athletic events)	76
MIDDLE SCHOOLS--PER SPORT			
Head Coach	1327.12	Assistant Coach	1,063.95



San Juan
Unified School District

JOB DESCRIPTION

Position Code: TBD
Classified Group: SJSA
Salary Range: A-32
Work Calendar: 001

Page 1 of 4

POSITION TITLE: Supervisor, Transportation Operations II - Training

DEFINITION: Under general direction, supervises and plans work of assigned staff; coordinates the daily operations of the department for assigned areas of responsibility; may be required to serve as a substitute bus driver, as needed.

DIRECTLY RESPONSIBLE TO: Operations Manager, Transportation

SUPERVISION OVER: Classified employees as assigned

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

1. Provides effective and relevant instruction to district staff, as well as, to candidates for the district-sponsored bus driver training program. Instruction includes but is not limited to explaining rules, laws and regulations related to defensive driving, passenger loading/unloading, emergency and safety procedures, student/passenger behavior management, first-aid, field trips, vehicle components, positive public/community relations and other related subjects.
2. Provides behind-the-wheel instruction and may accompany School Bus Drivers and/or trainee candidates on California Highway Patrol road tests.
3. Provides additional training and instruction for out-of-district activity trips such as mountain or city driving, as well as, for adverse weather and road conditions.
4. Documents training hours and observations.
5. Monitors and advises staff of state and federal training as well as medical documentation required for a California Commercial Driver License (Class A or B) or a California Special Driver Certificate renewal.
6. Supervises, trains and evaluates the performance of assigned staff and assists with disciplinary actions and meetings as necessary.
7. Assists California Highway Patrol or district staff with safety inspections.
8. Prepares and modifies work schedules and assignments, based on contract bidding procedures, for assigned staff.
9. Assists in the development of bell schedules for school sites applicable to assigned areas of responsibility.
10. Plans and prepares extra duty schedules for staff based on contract requirements.
11. Identifies and reviews staffing needs with department management and participates in the interview and selection process of candidates.
12. Assists with the planning, development and implementation of professional development trainings and workshops for assigned staff and areas of responsibility.
13. Collaborates with district staff and administrators to coordinate transportation services provided to students.

Supervisor, Transportation Operations II-Training
Page 2 of 4

14. Communicates with district staff, site administrators, parents, and outside agencies to exchange information, resolve issues, concerns and questions regarding transportation services, student behavioral problems and accommodations.
15. Develops and evaluates bus routing specifications (i.e. shortest, safest routes, pickup locations, etc.).
16. Prepares a variety of reports and maintains accurate records related to assigned staff and areas of responsibility.
17. Assists in the development of and adherence to applicable district and department policies, regulations and procedures.
18. Performs routine safety and maintenance checks to assure buses are in safe operating condition and are regularly serviced and inspected.
19. Assists the district and external agencies in the accident investigation process for the purpose of gathering evidence and information.
20. May dispatch substitute and relief drivers.
21. Serves as a substitute school bus driver, as needed.
22. May assist management with special projects.
23. Performs related work as required.

QUALIFICATIONS:

Education and Experience:

Experience driving a school bus which includes a safe driving record or related school transportation experience demonstrating the ability to perform the duties of the position; previous supervisory experience desirable.

Licenses and Certifications:

- Valid California Class A or Class B Commercial Driver's License with Passenger and School Bus endorsement and air-brake certification issued by the California Department of Motor Vehicles.
- Valid California School Bus Driver Special Certificate.
- Valid California School Bus Driver Instructor Certificate.
- Any and all licenses/certifications may not include any restriction other than, 'Automatic Transmission Only'.
- Valid medical certificate approved by the California Department of Motor Vehicles.
- Valid First-Aid Certification as required by California Highway Patrol and California Department of Motor Vehicles.

Knowledge, Skills, and Abilities:

- Knowledge of safe driving principles and defensive driving practices
- Knowledge of proper lifting techniques in accordance with established guidelines
- Knowledge of the principles and techniques of conducting effective and appropriate classroom, behind-the-wheel and continuing education training
- Knowledge of first-aid techniques and procedures
- Ability to maintain accurate and timely records
- Ability to maintain order and discipline while transporting students
- Knowledge of the provisions of California Education Code, California Vehicle Code and California Administration Code relating to the transportation of students

- Knowledge of district safety practices and procedures
- Knowledge of the tools, methods, materials and equipment used in the maintenance and repair of mechanical equipment and vehicles
- Knowledge of transportation scheduling and routing methods and techniques
- Knowledge of public agency budgets, accounting procedures and terminology
- Knowledge and skill in use of computers and assorted software programs
- Knowledge of interpersonal skills using tact, patience and courtesy
- Knowledge of telematics principles and best practices
- Ability to effectively train and supervise assigned personnel
- Ability to understand and follow verbal and written instructions
- Ability to read, interpret, and implement district policy, state and federal regulations, and bargaining unit contracts
- Ability to establish and maintain records, and maintain a confidentiality of privileged information obtained in the course of work
- Ability to communicate effectively both verbally and in writing with all levels of district staff and the community
- Ability to work independently, with minimum direction, and make decisions within the framework of established guidelines
- Ability to work effectively with all levels of district staff and the community
- Ability to analyze situations and adopt an effective course of action
- Ability to analyze and resolve problems with tact and diplomacy
- Ability to establish priorities and meet deadlines
- Ability to use standard shop tools and equipment safely and efficiently
- Ability to maintain consistent, punctual and regular attendance

WORKING CONDITIONS:

Work Environment:

- Indoor office environment
- Moderate to very loud noise
- Continuous contact with staff
- Drive a vehicle to conduct work

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

- Move about schools, facilities, and school bus to conduct work including standing, balancing, bending, reaching with arms and hands, stretching, stooping, kneeling, crouching and remaining in a stationary position for long periods of time
- Inspect documents and other written materials with fine print
- Communicate to exchange information in person, in small groups and/or on the telephone

Supervisor, Transportation Operations II-Training
Page 4 of 4

- Maneuver and shift large buses without power steering
- Operate office equipment requiring repetitive hand movement and fine coordination
- Transport and lift objects weighing up to 50 pounds and objects weighing up to 150 pounds with assistance

Hazards:

- Exposure to fumes, airborne particles, oil, grease, and toxic or caustic chemicals
- Outdoor weather conditions

Other Characteristics:

- Willingness to participate in on-going in-service training required for providing instruction to School Bus Drivers, including Special Driver Certificate, School Bus Driver Instructor Certificate, and First Aid/CPR instructor certification
- Ability to receive and respond to emergency calls after hours and on weekends

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 : TBD



San Juan
Unified School District

Job Description

POSITION CODE: 810
Classified Group: SJSA
Salary Range: A-29 A-32
Work Calendar: 001
Page 1 of 3

POSITION TITLE: ~~Vehicle Maintenance Supervisor~~ Supervisor, Transportation Operations II-
Vehicle Maintenance

DEFINITION: Under direction, to plan and supervise the maintenance and repair of gas, diesel-powered, *and low nox equipment* assigned to the Transportation Division; to supervise the maintenance and repair of a large automotive equipment pool; and to do related work as required.

DIRECTLY RESPONSIBLE TO: Director, Transportation Operations or Designee

SUPERVISION OVER: Classified employees as assigned

DUTIES AND RESPONSIBILITIES: (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 and creates work schedules and assignments for equipment mechanics.
2. Determines priority of work to be done.
3. Inspects and reviews work in progress and upon completion, requisitions tools and materials for automotive equipment.
4. Recommends whether automotive equipment should be repaired or replaced.
5. Directs the preparation of cost records.
6. Inspects, diagnoses and repairs mechanical defects in automobiles, carryalls and buses.
7. Supervises the buying and storage of parts and fuel.
8. Provides technical advice regarding the acquisition of major items of equipment.
9. Establishes and executes a program of preventive maintenance.
10. Supervises the layout and the repairs to the garage building and equipment.
11. Diagnoses needs for subordinate training and develops programs to satisfy needs.
12. May represent District at various meetings where consistent with major functions of the job.
13. Answers trouble calls at any time and takes appropriate actions to protect and preserve property.
14. Performs related work as required.

QUALIFICATIONS:

Education and Experience:

Any combination equivalent to graduation from high school and five years of supervisory experience in maintenance and repair of a variety of mechanical equipment.

Licenses and Certifications:

- Possession of, or willingness and ability to obtain a valid California Class B Driver's License issued by the California Department of Motor Vehicles with 30-90 days of hire or before driving equipment/vehicle requiring this license.

Knowledge, Skills, and Abilities:

- Knowledge of the methods, equipment and practices involved in the maintenance and repair of automotive and other equipment
- Ability to plan, schedule and carry out a preventive maintenance programs; *including receiving a satisfactory rating on terminal, as well as 45 day/3,000 mile inspections*
- Ability to manage part inventory effectively and efficiently
- Ability to monitor budget and purchase orders of vendors and make recommendations when necessary
- Ability to oversee the storm water program with a satisfactory compliance rating
- Ability to facilitate monthly safety meetings with maintenance staff
- Ability to plan, train, and supervise the work of others
- Ability to prepare specifications for equipment and parts
- Ability to supervise the maintenance of records and the preparation of reports
- Ability to develop and maintain good organizational and public relations

Requirements:

- Must have 1/2" drive and lower tools capable of light/medium duty application.

WORKING CONDITIONS:

Work Environment:

- Indoor office environment
- Constant noise
- Drive a vehicle to conduct work

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

- Inspect documents and other written material with fine print
- Communicate to exchange information in person, in small groups, and/or on the telephone or 2-way radio
- Operate office equipment requiring repetitive hand movement and fine coordination
- Move about facilities to conduct work including walking, sitting, stooping, kneeling, crouching, crawling, climbing, standing, reaching with arms and hands, or balancing for long periods of time
- Sufficient arm strength to maneuver and shift large buses without power steering

~~Vehicle Maintenance Supervisor~~ *Supervisor, Transportation Operations II- Vehicle Maintenance*
Page 3 of 3

- Lift and/or move equipment
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision and depth perception

Hazards:

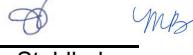
- Exposure to fumes, airborne particles, grease, oil or other motor vehicle fluids

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: June 1972

Revised: 5/23/00 (License and physical characteristics)

6/13/23 (*Updated title, knowledge and abilities, license and certificates*)

APPROVED: 
Jennifer Stahlheber

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	✓	5
Other	NA	
ERRATA	NA	



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

May 10, 2023 - May 30, 2023

PO#	Date	Vendor Name	Description	Amount \$	Site/ Department
307912	5/11/2023	McGraw Hill Education	Board Adopted Curriculum 4/25/23	\$ 454,485.86	700 - Professional Learning and Innovation
307914	5/11/2023	Kendall Hunt Publishing	Board Adopted Curriculum 4/25/23	\$ 215,172.44	700 - Professional Learning and Innovation
307915	5/11/2023	MacMillian Holdings	Board Adopted Curriculum 4/25/23	\$ 120,243.40	700 - Professional Learning and Innovation
308150	5/18/2023	College Entrance Exam Board	Board Adopted Curriculum 4/25/23	\$ 1,710,092.92	700 - Professional Learning and Innovation
308007	5/15/2023	CDW	LocknCharge Carrier	\$ 133,421.44	700 - Professional Learning and Innovation
TBD	5/11/2023	Equal Opportunity Schools	Support Student Success	\$ 206,550.00	401 - Secondary Education



Purchasing Contracts Board Report
Change Orders/Amendments

May 10, 2023 - May 30, 2023

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

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
303034	5/12/2023	24/7 Staffing	Additional Services	\$ 90,000.00	\$ -	\$ 35,000.00	\$ 125,000.00	101 - Special Education
303499	5/12/2023	Point Quest Education EDH	Additional Services	\$ 104,000.00	\$ -	\$ 40,000.00	\$ 144,000.00	101 - Special Education
304682	5/12/2023	Point Quest Education PEDS	Additional Services	\$ 350,000.00	\$ 1,483,509.00	\$ 485,000.00	\$ 2,318,509.00	101 - Special Education
304566	5/12/2023	American River Speech	Additional Services	\$ 125,000.00	\$ -	\$ 5,500.00	\$ 130,500.00	101 - Special Education
							\$ -	

Other 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
304195	5/17/2023	Campbell Keller	Final furniture order for Rio Full Site Furniture Replacement project 208-9306-N1	\$ 975,037.62	\$ 1,992,877.47	\$ 98,713.84	\$ 3,066,628.93	216 - Facilities
205758	5/22/2023	Lionakis	Additional scope of work to include re-design of classroom building, building consolidation and exterior building design, HVAC rooftop packages and admin floor plan for K. Johnson New Construction project 005-9512-P1	\$ 2,500,000.00	\$ 136,300.00	\$ 225,000.00	\$ 2,861,300.00	216 - Facilities
306669	5/22/2023	Campbell Keller	Additional furniture for Del Campo full site furniture replacement 207-9306-N1	\$ 2,720,919.14		\$ 10,681.43	\$ 2,731,600.57	216 - Facilities
304585	5/22/2023	Statewide Educational Wrap Up Program	SEWUP cost to extend builders risk for a month on Arcade New Construction project 001-9512-P1	\$ 1,823,241.07	\$ 1,248.00	\$ 322.00	\$ 1,824,811.07	216 - Facilities
206993	5/25/2023	Aecom Technical Services, Inc.	Additional traffic study for K. Johnson New Construction project 055-9512-P1	\$ 168,650.00	\$ 50,594.00	\$ 20,890.00	\$ 240,134.00	216 - Facilities
305481	5/25/2023	Statewide Educational Wrap Up Program	Builders Risk for Inc 2 TBR for K. Johnson New Construction project 055-9512-P1	\$ 1,726,497.76	\$ -	\$ 540,155.56	\$ 2,266,653.32	216 - Facilities

Lease 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
							\$ -	

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



**Purchasing Contracts Board Report
Construction and Public Works Bids and Contracts**

May 10, 2023 - May 30, 2023

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
26	5/12/2023	TBD	N/A	Statewide Educational Wrap Up Program	OCIP (Insurance) for Coleman MOD project 106-9495-P1	\$ 412,809.22	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 10, 2023 - May 30, 2023

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	Piggyback #, Title	Vendor Name	Description	Term
All	5/26/2023	Sourcewell Solicitation Number: RFP #070121-CAR	Carrier Corporation	HVAC Systems and Related Services	October 7, 2021 through August 12, 2025
All	5/26/2023	CMAS Agreement # 4-21-06-1092 Base Schedule Number is 47QSWA20D002A- Commodities	Trane U.S. Inc.	Air Compressor, Brand-Trane, Detector-Smoke, Refrigerant Compressor, HVAC-Equipment, Lighting-LED, Window Film, Rotary Compressor, Screw Compressor, Solar-Power Equipment	June 23, 2021 through December 9, 2024
13	5/30/2023	Elk Grove Dairy Bid # 701-20/21	Producers Dairy	Distribution of dairy products	Extended through 2023-2024



**Purchasing Contracts Board Report
Bids/RFPs**

May 10, 2023 - May 30, 2023

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

Fund	Date	Bid/RFP #	Vendor Name	Description	Amount \$	Responsibility
13	5/31/2023	23-102	Bimbo Bakeries	Bread	\$150,000.00	213 - Nutrition Services
13	5/31/2023	23-103	Daylight Foods	Distribution of Produce	\$1.2 M	213 - Nutrition Services
13	5/31/2023	23-103	Pro Pacific	Distribution of Produce	\$200,000.00	213 - Nutrition Services
13	5/31/2023	23-104	Gold Star Foods	Distribution of Processed USDA Foods	\$5.5 M	213 - Nutrition Services
13	5/31/2023	23-104	The Danielsen Co.	Distribution of Processed USDA Foods	\$2.5 M	213 - Nutrition Services
13	5/31/2023	23-104	Sysco Foods	Distribution of Processed USDA Foods	\$150,000.00	213 - Nutrition Services
13	5/31/2023	23-105	Individual Food Service	Distribution of Paper Products and Supplies	\$0.5 M	213 - Nutrition Services
13	5/31/2023	23-105	P&R Paper Supply Co.	Distribution of Paper Products and Supplies	\$0.5 M	213 - Nutrition Services

**SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

AGENDA ITEM: G-4

MEETING DATE: 06/13/2023

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: 06/05/2023

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: Jennifer Stahlheber, Chief Financial Officer



APPROVED BY: Melissa Bassanelli, Superintendent of Schools



6/13/2023

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	Fixed Asset / Serial #	Disposition
Barrett	HP	11 G5 EE	Chromebook	20203643	eWaste
Barrett	Acer	C740	Chromebook	10017378	eWaste
Barrett	HP	11 G5 EE	Chromebook	20201669	eWaste
Barrett	HP	11 G5 EE	Chromebook	20219559	eWaste
Barrett	HP	Stream 11 Pro G2	Laptop	10017325	eWaste
Barrett	HP	11 G6 EE	Chromebook	20197970	eWaste
Barrett	HP	11 G5 EE	Chromebook	20219589	eWaste
Barrett	HP	11 G5 EE	Chromebook	20219576	eWaste
Barrett	HP	11 G5 EE	Chromebook	20217230	eWaste
Barrett	HP	11 G5 EE	Chromebook	20220193	eWaste
Barrett	HP	11 G7 EE	Chromebook	20209934	eWaste
Barrett	HP	11 G7 EE	Chromebook	20209703	eWaste
Barrett	Apple		Macbook	C17JH8CMDTY3	eWaste
Churchill	Apple		Monitor	20176322	eWaste
Churchill			4 - Keyboards & Mouse		eWaste
Kingswood	AT&T	Nighthawk LTE	Hotspot Router	6A6106NF54017	eWaste
Kingswood	AT&T	Nighthawk LTE	Hotspot Router	6A8105N0534C1	eWaste
Kingswood	AT&T	Nighthawk LTE	Hotspot Router	6A8107NG54E6D	eWaste
Kingswood	Apple		iPad	DMQPC3K6FK10	eWaste
Kingswood	Apple		iPad	DMPTNF3LHLF9	eWaste
Kingswood	Promethean		Projector	WPRM45V14520990	eWaste
Kingswood	Promethean	Activote	Student Voting Pods		eWaste
Kingswood			Projector with Remote		eWaste
Kingswood			Laptop Chargers		eWaste
Kingswood	Apple		Smart TV Box	F6MPK1JUFF54	eWaste
Kingswood	Variquest		Copier		eWaste
Kingswood			Copier		eWaste
Kingswood			Headphones		eWaste
La Entrada			Chromebooks	20222465	eWaste
La Entrada			Chromebooks	20213224	eWaste
La Entrada			Chromebooks	20230635	eWaste
La Entrada			Chromebooks	20221650	eWaste
La Entrada			Chromebooks	20208344	eWaste
La Entrada			Chromebooks	20209217	eWaste
La Entrada			Chromebooks	20203652	eWaste
La Entrada			Chromebooks	20223193	eWaste
La Entrada			Chromebooks	20229610	eWaste
La Entrada			Chromebooks	20213321	eWaste
La Entrada			Chromebooks	20220837	eWaste
La Entrada			Window 7 Computer	10012895	eWaste
La Entrada	Canon	C52250	Copier	2989	eWaste
La Vista	HP	Deskjet	Printer	MY11J1C1QK	eWaste
La Vista	HP	Deskjet	Printer	JPBDS23228	eWaste
La Vista	HP	Deskject	Printer	VNBCC4L4VL	eWaste
La Vista	HP	Deskjet	Printer	VNBCC4L4TY	eWaste
La Vista	HP	Lazerjet	Printer	CNGKK87483	eWaste
La Vista	HP	Elite	Desktop Computer	MXL419DFB5	eWaste
La Vista	HP	ProDesk	Desktop Computer	MXL732154D	eWaste
La Vista	HP	Elite	Desktop Computer	2ua60710cb	eWaste
La Vista	HP	Deskjet	printer	my2b11N0JB	eWaste
La Vista	HP	Deskject	printer	MY2B11V04R	eWaste
La Vista	Sylvania		TV		eWaste
La Vista	HP	Elite	Desktop Computer	MXL6150Y25	eWaste
La Vista	HP	Elite	Desktop Computer	MXL5161DJK	eWaste
La Vista	HP	Laserjet 1505	Printer	VNB3Q09162	eWaste
La Vista	HP	mini	Laptop	CNU112QKGY	eWaste
La Vista	HP	mini	Laptop	CNU1120KH5	eWaste
La Vista	HP	mini	Laptop	CNU1120KH6	eWaste
La Vista	HP	Laserjet	Printer	VND3F11712	eWaste
La Vista	HP	Elite	Desktop	MXL6150Y27	eWaste

6/13/2023

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	Fixed Asset / Serial #	Disposition
La Vista	HP	Elite	Desktop	MXL5141X12	eWaste
La Vista	HP	Laserjet	Printer	VND3F11711	eWaste
La Vista	HP	Laserjet	Printer	VNB3B31922	eWaste
La Vista	HP	Laserjet	Printer	VND3F59639	eWaste
Mira Loma			Chrome Book Carts (COW)	20178679	eWaste
Mira Loma			Chrome Book Carts (COW)	20186424	eWaste
Mira Loma			Chrome Book Carts (COW)	20184140	eWaste
Mira Loma	Apple		iPad	4015800000856	eWaste
Mira Loma	Apple		iPad	158321C00000030	eWaste
Mira Loma	Apple		iPad	158321C00000020	eWaste
Mira Loma	Apple		iPad	4015800000855	eWaste
Mira Loma	Apple		iPad	158321C00000029	eWaste
Mira Loma	Apple		iPad	158321C00000026	eWaste
Mira Loma	Apple		MacBook Air	158310C00000214	eWaste
Mira Loma	Apple		MacBook Air	158310C00000215	eWaste
Mira Loma	Apple		MacBook Pro	4015800000876	eWaste
Mira Loma	Benq		Projector	20174524	eWaste
Mira Loma	Apple		iPad		eWaste
Mira Loma	Apple		iPad		eWaste
Mira Loma	Apple		iPad		eWaste
Mira Loma	Apple		iPad		eWaste
Mira Loma	Apple		iPad		eWaste
Mira Loma	Apple		iPad		eWaste
Mira Loma	HP	Officejet 3830	Printer		eWaste
Mira Loma	NEC	NP215	Projector		eWaste
Mission - Discovery Club			2 - Printers		eWaste
Mission - Discovery Club			5 - Computers w/ Keyboard		eWaste
San Juan Media Arts			Stage Light Fixtures		eWaste
Sierra Oaks	Apple		iMac & Keyboard	090009370	eWaste

**SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

AGENDA ITEM: G-5

MEETING DATE: 06/13/2023

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 appoint the California Interscholastic Federation (CIF) Athletic League representatives for the 2023-2024 school year as specified on the attached lists.

RATIONALE/BACKGROUND:

Board Policy 6145.22 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: 2023-2024 List of California Interscholastic Federation Representatives to League

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet 06/05/2023

FISCAL IMPACT:

Current Budget: \$ N/A

LCAP/STRATEGIC PLAN:

Goal: N/A Focus: N/A

Additional Budget: \$ N/A

Action: N/A

Funding Source: N/A

Strategic Plan: N/A

Current Year Only On-going

PREPARED BY:

Ron Barney, Athletics Program Specialist

Kristan Schnepp, Assistant Superintendent, Secondary Education and Programs ^{KS}

APPROVED BY:

Amy L. Slavensky, Ph.D., Interim Deputy Superintendent, Schools and Student Support ^{AS}

Melissa Bassanelli, Superintendent of Schools *YMB*

2023-2024 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 28, 2023.**

San Juan Unified School District/Governing Board at its **June 13, 2023**, meeting, appointed the following individual(s) to serve for the 2023-2024 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 Bryan Irwin POSITION Principal

ADDRESS 8301 Madison Avenue CITY Fair Oaks ZIP 95628

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

NAME OF SCHOOL BELLA VISTA HIGH SCHOOL

NAME OF REPRESENTATIVE John Hardwick POSITION Athletic Director

ADDRESS 8301 Madison Avenue CITY Fair Oaks ZIP 95628

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

NAME OF SCHOOL BELLA VISTA HIGH SCHOOL

NAME OF REPRESENTATIVE Ed Moore POSITION Vice Principal

ADDRESS 8301 Madison Avenue CITY Fair Oaks ZIP 95628

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

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 amarlette@sanjuan.edu

NAME OF SCHOOL CASA ROBLE FUNDAMENTAL HIGH SCHOOL

NAME OF REPRESENTATIVE Cindy Kent POSITION Vice Principal

ADDRESS 9151 Oak Avenue CITY Orangevale ZIP 95662

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

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 gnyder@sanjuan.edu

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

NAME OF SCHOOL DEL CAMPO HIGH SCHOOL

NAME OF REPRESENTATIVE Gary Coartney POSITION Vice Principal

ADDRESS 4925 Dewey Drive CITY Fair Oaks ZIP 95628

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

NAME OF SCHOOL	EL CAMINO FUNDAMENTAL HIGH SCHOOL		
NAME OF REPRESENTATIVE	Evelyn Welborn	POSITION	Principal
ADDRESS	4300 El Camino Avenue	CITY	Sacramento ZIP 95821
PHONE (916) 971-7816	FAX (916) 971-7429	E-MAIL	evelyn.welborn@sanjuan.edu

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

NAME OF SCHOOL	EL CAMINO FUNDAMENTAL HIGH SCHOOL		
NAME OF REPRESENTATIVE	Rob Kerr	POSITION	Vice Principal
ADDRESS	4300 El Camino Avenue	CITY	Sacramento ZIP 95821
PHONE (916) 971-7816	FAX (916) 971-7429	E-MAIL	rkerr@sanjuan.edu

NAME OF SCHOOL	ENCINA 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

NAME OF SCHOOL	ENCINA HIGH SCHOOL		
NAME OF REPRESENTATIVE	Yassar Salman	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 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

NAME OF SCHOOL MESA VERDE HIGH SCHOOL

NAME OF REPRESENTATIVE Jennifer Petersen POSITION Principal

ADDRESS 7501 Carriage Drive CITY Citrus Heights ZIP 95621

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

NAME OF SCHOOL MESA VERDE HIGH SCHOOL

NAME OF REPRESENTATIVE Travis Miller POSITION Athletic Director

ADDRESS 7501 Carriage Drive CITY Citrus Heights ZIP 95621

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

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

NAME OF SCHOOL MIRA LOMA HIGH SCHOOL

NAME OF REPRESENTATIVE Cletus 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 Doug Friedman POSITION Athletic Director

ADDRESS 4000 Edison Avenue CITY Sacramento ZIP 95825

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

NAME OF SCHOOL MIRA LOMA HIGH SCHOOL

NAME OF REPRESENTATIVE Lauren Hay POSITION Vice Principal

ADDRESS 4000 Edison Avenue CITY Sacramento ZIP 95825

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

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

NAME OF SCHOOL RIO AMERICANO HIGH SCHOOL

NAME OF REPRESENTATIVE Bill Taylor POSITION Athletic Director

ADDRESS 4540 American River Drive CITY Sacramento ZIP 95864

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

NAME OF SCHOOL RIO AMERICANO HIGH SCHOOL

NAME OF REPRESENTATIVE Jennifer Dalton POSITION Vice Principal

ADDRESS 4540 American River Drive CITY Sacramento ZIP 95864

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

NAME OF SCHOOL SAN JUAN HIGH SCHOOL

NAME OF REPRESENTATIVE David Levis POSITION Principal

ADDRESS 7551 Greenback Lane CITY Citrus Heights ZIP 95610

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

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

NAME OF SCHOOL SAN JUAN HIGH SCHOOL

NAME OF REPRESENTATIVE Jim Walters POSITION Vice Principal

ADDRESS 7551 Greenback Lane CITY Citrus Heights ZIP 95610

PHONE (916) 971-5113 FAX (916) 971-5111 E-MAIL jim.walters@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 Melissa Bassanelli Signature

Address 3738 Walnut Avenue City Carmichael Zip 95608

Phone (916) 971-7104 Fax (None)

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: 06/13/2023

SUBJECT: California State Preschool Program (CSPP)
and Children's Center (CCTR) Program Self-Evaluation (PSE)
School Year 2022-2023

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

DEPARTMENT: Early Childhood Education

ACTION REQUESTED:

The superintendent is recommending that the board approve the CSPP and CCTR Programs, Program Self-Evaluation for school year 2022-23.

RATIONALE/BACKGROUND:

CSPP contractors are required to analyze findings from the self-evaluation and develop both a written list of tasks to modify the program for all areas needing improvement and procedures for ongoing monitoring to assure that areas that are satisfactory continue to meet standards.

For Fiscal Year (FY) 2022–23, all CSPP contractors will use the Early Education Division's (EED) Program Instrument (PI) to conduct the FY 2022-23 PSE and are required to complete a survey to satisfy the submission requirements for the PSE. The survey will identify how programs met or did not meet the contract terms and conditions of the CSPP contract.

ATTACHMENT(S):

- A: PSE 2022-23 San Juan Unified School District CSPP
B: FY 2022-23 PSE Survey for Child Care and Development Programs

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 06/05/2023

FISCAL IMPACT:

CSPP Current Budget: N/A

CCTR Current Budget: N/A

Funding Source: N/A

LCAP/STRATEGIC PLAN:

Goal: 1, 2 Focus: NA

Action: N/A

Strategic Plan: 1, 2

Current Year Only Ongoing

PREPARED BY: Lisa Teal, Program Manager, Early Childhood Education

APPROVED BY: Amberlee Townsend-Snider, Assistant Superintendent, Elementary Education and Programs *AT*
Amy L. Slavensky, Ph.D., Interim Deputy Superintendent, Schools and Student Support *AS*
Melissa Bassanelli, Superintendent of Schools *MBS*

[Accessible Version](#)**Survey**

Program Self-Evaluation Fiscal Year 2022-23

Early Education Division

For Fiscal Year (FY) 2022–23, CSPP contractors will use the Early Education Division's Program Instrument to conduct the FY 2022-23 Program Self-Evaluation (PSE), and will complete a survey to satisfy the submission requirements for the PSE. The survey will identify how programs met and will continue to meet or did not meet the contract terms and conditions of the California State Preschool Program (CSPP) contract. Along with multiple choice options for items 1-20 in the Program Instrument, contractors will include a written list of tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement, including how those will be addressed in a timely and effective manner, and/or procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards.

All CSPP contractors are required to complete this survey. Please have one (1) staff submit this survey on behalf of your CSPP agency by no later than 5:00 pm on Thursday, June 1, 2023. To complete this survey, responses to all questions are required unless stated otherwise.

If you do not intend to complete the survey in one session, **you must select the Save Responses button located on the bottom of the screen**. Once selected, you will be redirected to a new browser window to enter your email address. You will receive an email with a unique web address for entrance back into the survey. It is recommended that you save the application web address.

For any questions regarding this survey, please reach out to fy2223pse@cde.ca.gov.

Contact Information for Executive or Program Director

Agency Role of Contact Person:

Program Director ▼

First Name of Program Director:

Lisa

Last Name of Program Director:

Teal

Email Address of Program Director:

lisa.teal@sanjuan.edu

Phone Number of Program Director (999-999-9999):

916-971-5912

Agency Information

For the following question, you will be asked to select your lead county from a list. After you select your county, you will be prompted to choose your agency name and vendor number from a list.

Select your lead county:

Sacramento ▾

Select your Sacramento County agency:

San Juan Unified School Dist ▾

Select your Sacramento County vendor number:

6744 ▾

Statement of Completion

By providing an electronic signature, I certify that an annual plan has been developed and implemented for the Program Self-Evaluation (PSE) that includes the use of the Program Instrument (PI), the Desired Results Parent Survey, and the Desired Results Development Profile and age-appropriate Environment Rating Scales for all applicable contract types, per California Code of Regulations, Title 5 (5 CCR), Section 17709.

I also certify that all documents required as part of the PSE have been completed and are available for review and/or for submittal upon request, and:

- The Program Instrument, including Items 1 through 20, as applicable, was used to complete the PSE, and*
- Staff and board members were involved in the PSE process*

Reminder: All supporting documents required as part of the PSE (see Statement of Completion) are to be kept on site and shall not be included with the submission of the PSE.

Respondent Electronic Signature

Lisa Teal

Submission Date (MM/DD/YYYY)

05/23/23

How have staff and board members been involved in the program self-evaluation process? (Select all that apply)

- Program staff and board members developed a written list of tasks needed to modify the program in order to address all areas that needed improvement
- Meeting(s) were held with board and staff to review program self-evaluation process
- Staff completed and/or reviewed the Environment Rating Scale (ERS) findings, Desired Results Developmental Profile - 2015 (DRDP-15), Parent Surveys, and the Program Instrument and developed an action plan to address areas in need of improvement
- The contractor identified areas that required modification in response to guidance released from CDE, and developed an action plan to respond to any changes in guidance (examples include newly issued Management Bulletins, EED webinars, and email communications)
- A summary of the PSE process and findings was presented to the board and gathered input from board members
- Other

PSE Fiscal Year 2022-23**EED 01: Family Selection****Families with children enrolled in the CSPP are selected according to the priorities of that program.**

- Meets requirements
- Needs improvement to meet requirements

Evidence Reviewed: (Select all that apply)

- Written admissions policies and procedures
- If applicable, a waitlist has been established and families are enrolled from the waitlist in priority order
- Other

Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 01: Family Selection section, including how those will be addressed in a timely and effective manner, or

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:

All enrollment staff and administration has been trained on the changes in Eligibility, Priority, and Non-Countable Income as stated in MB 23-01. Trainings will occur when there are any changes to eligibility/priority for services to CSPP. Any electronic or written information on the school district's website or in our handbook will be updated as needed.

PSE Fiscal Year 2022-23

EED 02: Family Eligibility Requirements

Families with children enrolled in the program have met the eligibility requirements of the contract. A family data file has been established for each family that includes a completed application for services and supporting documentation of eligibility.

- Meets requirements
- Needs improvement to meet requirements

Evidence Reviewed: (Select all that apply)

- Application for Services (CD 9600 or comparable form)
- Records of Eligibility and Family Size (If the site is an approved FRPM site, no documentation for eligibility or need required)
- Proof of California residency
- Income documentation, income calculation work sheet, and birth records
- 5% enrollment reserved for children with exceptional needs (IEP or IFSP)
- Written materials for parents include family eligibility requirements
- Other

Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 02: Family Eligibility Requirements section, including how those will be addressed in a timely and effective manner, or

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:

To ensure Family Data Files meet the eligibility requirements, enrollment staff will do peer review 6 times a year. In addition, the ERSEA Content Specialist will review the same Family Data Files. Any findings, errors, will be addressed with the enrollment team to support them in meeting the eligibility requirements in a timely manner.

PSE Fiscal Year 2022-23

EED 03: Child Need Requirement Verification for Full-Day CSPP

Families with children enrolled in full-day services have met the need requirements, if applicable. Certified hours of services correspond to the need of the parent/caretaker, as documented by the contractor at the initial certification and recertification, or at the voluntary request of the family to increase or decrease the hours of need for service.

- Meets requirements
- Needs improvement to meet requirements

Evidence Reviewed: (Select all that apply)

- Completed Application for Services (CD 9600 or comparable form) to include hours of services
- Documentation and Verification of Need for Services (If the site is an approved FRPM site, no documentation for eligibility or need required)
- Need criteria, where applicable, has been documented and verified for one or more of the following: employment (including self-employment), employment in the home or licensed day-care, seeking employment, educational programs, vocational training, parent incapacitation, homeless, seeking permanent housing, exceptional needs, CPS, and/or identified or at-risk
- Written materials for parents
- Other

Describe other evidence reviewed in the EED 03: Child Need Requirement Verification for Full-Day CSPP section not listed above:

We only serve part day CSPP

Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 03: Child Need Requirement Verification for Full-Day CSPP section, including how those will be addressed in a timely and effective manner, or

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:

We only serve part-day CSPP

PSE Fiscal Year 2022-23

EED 04: Correct Fee Assessed

Families with children enrolled are assessed the correct monthly fee according to the current Family Fee Schedule issued by the California Department of Education with the exception of families/children certified in a part-day/part-year CSPP program, families receiving CalWORKs cash aid, and CPS/at-risk families with referral for up to 12 months. Additional payments, in cash or in kind, as a condition of participation shall not be required or collected.

- Meets requirements
- Needs improvement to meet requirements

Evidence Reviewed: (Select all that apply)

- Policies and procedures for fee assessment and collection
- Family fee assessed correctly
- Contractor has included on the notice of action the amount of the family fee assessed. The family fee is waived through June 30, 2023 and that family fee will be due beginning July 1, 2023
- Receipts of Fee Collection
- Receipts on the plan for payment of delinquent fees
- Other

Describe other evidence reviewed in the EED 04: Correct Fee Assessed section not listed above:

We only have part day CSPP

Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 04: Correct Fee Assessed section, including how those will be addressed in a timely and effective manner, or

Describe procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:

We only have part day CSPP

PSE Fiscal Year 2022-23

EED 05: Compliance with Due Process

The contractor complies with the program's due process requirements, including: (1) providing parents with written information regarding their responsibility to comply with program rules; (2) issuing a notice of action where appropriate; and (3) establishing procedures for parental appeal of any contractor's decision contained in the notice of action.

- Meets requirements
- Needs improvement to meet requirements

Evidence Reviewed: (Select all that apply)

- Written policies and procedures are provided to parents regarding program rules and responsibilities
- Written policies and procedures regarding the parents right to appeal any action taken by the contractor
- A completed Notice of Action (NOA) issued to the parent(s) at initial certification and recertification
- A completed NOA is issued to the parent(s) when there is change of service
- NOAs were sent/delivered to the parent(s) within thirty (30) calendar days from the date the application for services was signed by the parent(s)
- Parents are provided 14 calendar days to appeal when the NOA is hand-delivered, or 19 calendar days to appeal when the NOA is mailed
- Parents are provided instructions on how to request an appeal hearing, as printed on the second page of NOA, form CD 7617 (or comparable form)
- For contractors that have a CSPP contract and a contract type that is administered by California Department of Social Services (CDSS), and the family has a child enrolled in each, two NOAs – one with appeal information for CDE and one with appeal information for CDSS, are issued to the parent(s)
- Other

Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 05: Compliance with Due Process section, including how those will be addressed in a timely and effective manner, or
Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:

The only person in our department doing the Due Process is the State Content. She follows Title 5, section 17784, 17785, and 17786.

PSE Fiscal Year 2022-23

EED 06: Recording and Reporting Attendance

The program has adopted policies and procedures that are consistent with statutes and regulations on excused and unexcused absences. Documentation of recording and reporting attendance records are consistent with certified hours of enrollment that are established for the child/parent/guardian.

- Meets requirements
- Needs improvement to meet requirements

Evidence Reviewed: (Select all that apply)

- Written policies constituting an excused absence for "family emergency" and "in the best interest of the child"
- System to organize and correctly record absences by category; illness of child/parent, court ordered visitation, best interest (limited to 10 days per fiscal year except for CPS and at-risk children) abandonment of care, and family emergency
- Contractor has eliminated unexcused absence policies (5 CCR Section 17819.5)
- Written policy for abandonment of care
- Daily sign in/out sheets are used as primary source documents. The parent or other adult authorized shall enter time of arrival and departure on a sign-in/sign-out sheet and shall sign the sheet using their full signature
- For children dually enrolled in part-day CSPP and/or TK/K: First and last initials of the contractor's authorized representative along with a notation of the time are required to document when a school-age child departs for and returns from school during the day. (If applicable)
- Other

Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 06: Recording and Reporting Attendance section, including how those will be addressed in a timely and effective manner, or

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:

Parents/Guardians will be trained at registration on the procedures for signing in/out and absence reporting. This will also be reinforced during the Parent Orientation. Staff will attend a training on signing in/out procedures including what constitutes an excused absence, best interest day/family emergency, and the policy of abandonment of care. On a monthly basis, a staff member will use the Child Plus Report 2307 Attendance App Signatures to determine if the signatures align with CD9600. In addition, the ERSEA Content will check Child Plus for the correct use of absence reporting and full signatures.

PSE Fiscal Year 2022-23

EED 07: Parent Involvement and Education

There is a parent involvement and education component, including the sharing of program goals and structure with families. The program ensures that effective, two-way, comprehensive communication between staff and parents is carried out on a regular basis throughout the program year.

- Meets requirements
- Needs improvement to meet requirements

Evidence Reviewed: (Select all that apply)

- The contractor offers a parent orientation and there is evidence of parent orientations occurring:
- Documentation of at least two (2) individual conferences with parents per year
- Open door policy statement
- Agenda and/or minutes of Parent Advisory Committee meetings
- Sharing of information between staff and parents concerning their child's progress
- Sharing information between staff and parents concerning their child's developmental profile (DRDP)
- Parent Education Meetings
- Other

Evidence reviewed from parent orientations: (Select all that apply)

- Parent orientation agendas
- Participant sign-in sheets
- Meeting minutes
- Handouts
- Other

Evidence reviewed from shared information between staff and parents concerning their child's progress: (Select all that apply)

- Parent bulletin board
- Newsletter - hard copy and/or electronic
- Survey
- Other

Evidence reviewed from Parent Education Meetings: (Select all that apply)

- Topics/Agendas
- Minutes
- Presentations/Materials
- Sign-in Sheets
- Other

Parent Education opportunities offered to parents during FY 2022-23 (Select all that apply)

- Developmental domains covered in the Preschool Learning Foundations
- Child behaviors captured in the Desired Results Developmental Profile (DRDP) assessment to support parent observation
- Overview of the program's curriculum approach, including a timeline of learning topics and how to reinforce learning in the families' home
- The purpose of screening tools and family involvement in the screening process, such as the Ages & Stages Questionnaire
- Cultural engagement and fostering a sense of belonging, including uplifting and celebrating family cultures represented in the program
- Importance of bilingualism and strengthening the home language
- Connection to community resources, such as local libraries and community educational events
- Connection to health and social services in the community and an overview of the referral process
- Transitioning to Transitional Kindergarten or Kindergarten settings
- Promoting positive behaviors
- Toileting and potty training
- Other

Please explain the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 07: Parent Involvement and Education section, including how those will be addressed in a timely and effective manner, or

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:

Ensuring that parents receive all of the following topics during orientation: program philosophy, program goals and objectives, program activities, eligibility criteria and priorities for enrollment, and due process procedures. Regarding documentation of parent conferences, we need to align with DRDP data and check for grammatical and spelling errors on our IDP's.

PSE Fiscal Year 2022-23

EED 08: Health and Social Services

The program includes identification of the child and family health and social service needs and makes referrals to appropriate agencies for services. The program conducts follow-up to ensure that identified needs have been met.

- Meets requirements
- Needs improvement to meet requirements

Evidence Reviewed: (Select all that apply)

- Documentation used to identify child and family health and social service needs
- Documentation of referral process and referral list of appropriate agencies for services
- Completed child and/or family health and social service referral documents
- Written referral follow-up procedures
- Documented follow-up with parent to ensure health and social services needs have been met
- Other

Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 08: Health and Social Services section, including how those will be addressed in a timely and effective manner, or

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:

Due to our collaboration with Head Start, each family fills out a Family Partnership Agreement(FPA) which identifies needs, strengths, and interests of the family. The information the families provide is given to the School Community Worker(SCW) as a way to check with families and help provide support to families should they need assistance or support. On the FPA, parents complete the google document and answer a variety of questions regarding family needs, resources, concerns, financial services, education/employment, training, strengths, and interests. The form is submitted back to the SCW and reviewed. If emergency needs have been identified the SCW will reach out to the family and see how they can offer support and/or resources in a timely manner. Communication continues through follow ups and checking in with the family throughout the year.

PSE Fiscal Year 2022-23

EED 09: Site Licensure and License Exempt

Each site has a current license issued by the authorized licensing agency or is appropriately exempt from licensure.

- Meets requirements
- Needs improvement to meet requirements

Evidence Reviewed: (Select all that apply)

- Current site or FCCHEN provider's facility license(s), if applicable
- Receipt for payment of the annual licensing fees, if applicable
- Site licensing reports and deficiency clearance(s), if applicable
- Exemption from Title 22 Licensing Requirements issued by the CDE, EED, if applicable
- Exemption from Title 22 Licensing Requirements issued by the CDE, EED posted in classroom, if applicable
- Otherwise exempt from Title 22 Licensing Requirements

Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 09: Site Licensure and License Exempt section, including how those will be addressed in a timely and effective manner, or

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:

Documentation is kept to show annual payment for our licensing fee. Current Site Licenses are posted at each site. If we receive a deficiency, we contact our consultant. We also contact our consultant when we have a deficiency cleared.

PSE Fiscal Year 2022-23

EED 10: Staff-Child Ratios

The applicable staff-child ratios are met for each age group. Contractors shall maintain a minimum of: 1:8 adult-child ratio, 1:24 teacher-child ratio. Compliance with these ratios shall be determined based on actual attendance.

- Meets requirements
- Needs improvement to meet requirements

Evidence Reviewed: (Select all that apply)

- Classroom personnel roster
- Classroom observation

Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 10: Staff-Child Ratios section, including how those will be addressed in a timely and effective manner, or

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:

We follow the 1:8 adult-child ratio and the 1:24 teacher-child ratio in each of our classrooms. Our teachers and child development assistants have permits from CTC.

PSE Fiscal Year 2022-23

EED 11: Environment Rating Scales

The program shall complete an environment rating scale to measure program quality for the appropriate age group and setting and shall achieve a rating of “Good,” defined as scoring at least an average of 5.0 on each subscale of the environment rating scale.

- Meets requirements
- Needs improvement to meet requirements

Evidence Reviewed: (Select all that apply)

- Completed the Environment Rating Scale (ERS) for each classroom and/or Family Child Care Home
- Achieved a minimum average score of “Good” on each subscale (average score of 5.0 or higher) for each classroom and/or Family Childcare Home
- Completed corrective action plan for any ERS subscales that did not achieve a rating of “Good” or score of at least an average of 5.0 for each classroom and/or Family Childcare Home
- Completed ERS Summary of Findings report for each classroom, site, and the agency

Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 11: Environment Rating Scales section, including how those will be addressed in a timely and effective manner, or

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:

A staff training at the beginning of the 23-24 SY will be done on hazardous materials in the classroom and storing personal items out of reach of students. Staff will be retrained by November 1, 2023 to address: handwashing requirements, toileting requirements, supervision, and cleaning/sanitizing/disinfecting.

PSE Fiscal Year 2022-23

EED 12: Nutrition

The program provides for the nutritional needs of children in attendance.

- Meets requirements
- Needs improvement to meet requirements

Evidence Reviewed: (Select all that apply)

- Menus showing that nutritious meals and snacks are provided
- Evidence showing that the nutritional requirements specified by the federal Child Care Food Program or the Nutritional School Lunch program are met
- Documentation and/or observation that meals and snacks are culturally and developmentally appropriate for the children being served
- Written policies to parent and/or providers regarding meals/snacks offered, meal service, child nutrition, and no additional fee to parents for meals/snacks served
- Other

Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 12: Nutrition section, including how those will be addressed in a timely and effective manner, or Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:

We follow the Nutrition Standards set forth in the Child and Adult Care Food Program. We vend our meals through SJUSD Nutrition Services which follows the CACFP Meal pattern.

PSE Fiscal Year 2022-23

EED 13: Developmental Profile

The program maintains the Desired Results Developmental Profile – 2015 (DRDP – 2015) and Desired Results parent survey data for children and families. The program uses the information to plan and conduct age and developmentally appropriate activities and to monitor family involvement and satisfaction.

- Meets requirements
- Needs improvement to meet requirements

Evidence Reviewed: (Select all that apply)

- Results from the DRDP (2015) are used to plan and conduct age and developmentally appropriate activities. (i.e. lesson plans, concept webs, etc.)
- The Child's Developmental Progress forms for parent conferences (or similar) were individualized for each child
- Classroom/Site/Agency DRDP (2015) Summary of Findings
- Child Portfolios
- Parent-Teacher Conferences
- Other

Evidence Reviewed from Child Portfolios: (Select all that apply)

- A “child portfolio” with documentation to support the DRDP (2015) assessment including dated entries written anecdotal/observational notes by teachers and parents child’s work samples, etc.
- Classroom/Site/Agency Group Data Summaries
- Utilizing DRDP Online
- Other

Describe other evidence reviewed from the Child Portfolios not listed above:

Learning Genie

Evidence Reviewed from Parent-Teacher Conferences: (Select all that apply)

- Information from the DRDP-2015 is shared with parent
- For each Child Developmental Progress form (or similar) individualization, parental participation, and opportunities for discussion regarding that child’s DRDP (2015) are indicated
- Other

Select areas of strength in your observation, scoring, and using the results of DRDP data: (Select all that apply)

- A bilingual staff person was able to observe dual language learner(s) using their home language
- Any necessary accommodations or adaptation were able to be made for assessing children with disabilities
- Staff were proactive in addressing any potential biases they might encounter when observing children
- Both the lead teacher and assistant teacher were able to provide documentation and discuss ratings for each child
- Multiple sources of documentation were used to complete the DRDP-2015 (e.g., parent observations, teacher observation of behavior, work samples etc.)
- Ratings were completed outside of time with children in the classroom
- Observations of math and literacy skills specifically were able to be embedded in small-group or center-time activities
- Staff were able to practice individualization with children to scaffold them along the developmental continuum within each measure
- Results were communicated to parents by providing printed reports in addition to verbal information during the parent-teacher conference
- Used the DRDP Portfolio App to record and visualize data
- Used the support of a vendor to record and visualize data
- Used results to inform curriculum planning and implementation

Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 13: Developmental Profile section, including how those will be addressed in a timely and effective manner, or

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:

Staff will receive training on administration of DRDP's and lesson planning process to ensure data is being used to develop differentiated activities for children. Teachers on Special Assignment(TOSA) will provide follow up training on new approaches, modifications, and/or changes to planned learning opportunities, indoors and outdoors, interactions and strategies to support the development of key findings, the environment and materials, and strategies that help families engage in supporting the development of their child. To ensure quality control, TOSA's, Education Content Specialist, and/or Administrators will meet with teachers ongoing to verify DRDP's are being completed in a timely manner and that the data is clearly being used in DRDP Lesson Plans to meet the various needs of the children. This will be accomplished by reviewing the DRDP data in Learning Genie's online system, lesson plans, curriculum guides, file reviews, and/or observations of lessons to confirm individualization and use of the lesson plans are occurring.

PSE Fiscal Year 2022-23

EED 14: Staff Qualifications

Each program staff is qualified for the position they hold. Each program operating two or more sites or family child care homes has a qualified program director. Each program with more than one site has a qualified site supervisor at each site. Each site has qualified teachers.

- Meets requirements
- Needs improvement to meet requirements

Evidence Reviewed: (Select all that apply)

- Personnel Rosters for each Classroom
- Copies of current permits, credentials, or certificates for each teacher, site supervisors, and program director or waiver issued
- Site supervisor qualification waiver issued by the CDE, if applicable
- Program Director qualification waiver issued by the CDE, if applicable

Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 14: Staff Qualifications section, including how those will be addressed in a timely and effective manner, or

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:

Staff will continue to hold the appropriate credentials/permits needed for their job. The paperwork will be kept in their personnel file.

PSE Fiscal Year 2022-23

EED 15: Staff Professional Development Program

The program has developed and implemented a staff development component for staff.

- Meets requirements
- Needs improvement to meet requirements

Evidence Reviewed: *(Select all that apply)*

- An orientation plan for new employees
- Agendas, minutes, and sign-in sheets for staff development meetings, workshops and conference attendance
- Identification of training needs of staff or service providers, aligned to the Desired Results System
- Written job descriptions
- Annual written performance evaluations, unless another frequency is specified in their bargaining agreement
- Internal communication system that support each staff with information necessary to carry out their assigned duties
- Other

Which professional development topic areas did your staff participate in one-time or multi-day workshops or trainings: (Select all that apply)

- Effective adult-child interactions aligned to the Classroom Assessment Scoring System (CLASS).
- Children's literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- Children's developing math and science skills (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- Children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- Implicit bias and culturally- and linguistically-responsive practice
- Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice to support children's mental health
- Curriculum implementation and learning activity plans aligned to the California Preschool Curriculum Frameworks
- Creating developmentally appropriate environments, aligned to the ERS
- Administration and use of the Desired Results Developmental Profile to inform instruction
- Administration and use of a screening tool, like the Ages & Stages Questionnaire, to identify potential developmental delays
- Support for multilingual learners, including home language development and strategies for a bilingual classroom
- Serving children with disabilities in inclusive settings, including Universal Design for Learning and the Teaching Pyramid
- Strategies to prevent suspensions and expulsions, such as Positive Behavioral Interventions & Strategies (PBIS)
- Engaging racially, culturally- and linguistically-diverse families
- Referral and follow-up procedures for health and social services
- Collecting, analyzing and applying data to inform continuous program quality improvement
- Other

Describe other professional development topic areas your staff participated in during one-time or multi-day workshops or trainings not listed above:

Glad Trainings-Guided Language Acquisition Development
--

Which professional development topics areas did you staff receive ongoing, job-embedded coaching (e.g., monthly): (Select all that apply)

- Effective adult-child interactions aligned to the Classroom Assessment Scoring System (CLASS).
- Children's literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- Children's developing math and science skills (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- Children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- Implicit bias and racially, culturally- and linguistically-responsive practice
- Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice to support children's mental health
- Curriculum implementation and learning activity plans aligned to the California Preschool Curriculum Frameworks
- Creating developmentally-informed environments, aligned to the ERS
- Administration and use of the Desired Results Developmental Profile to inform instruction
- Administration and use of a screening tool, like the Ages & Stages Questionnaire, to identify potential developmental delays
- Support for multilingual learners, including home language development and strategies for a bilingual classroom
- Serving children with disabilities in inclusive settings, including Universal Design for Learning and the Teaching Pyramid
- Strategies to prevent suspensions and expulsions, such as Positive Behavioral Interventions & Strategies (PBIS)
- Engaging racially, culturally- and linguistically-diverse families
- Child and family identification for health and social service needs, written referrals and written follow-up procedures to ensure health and social service needs have been met
- Other

Describe other professional development topic areas your staff participated in on an ongoing, job-embedded coaching basis not listed above:

Glad Training-Guided Language Acquisition Development

**Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 15: Staff Professional Development Program section, including how those will be addressed in a timely and effective manner, or
Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:**

Staff are surveyed annually to identify any developmental topics, workshops, and/or trainings they feel would benefit them in their position. In addition, Leadership reviews the topics submitted by staff including but not limited to any findings from surveys, assessments, grant mandates and/or reviews for that school year to identify the training and developmental need of the staff for the following year.

PSE Fiscal Year 2022-23

EED 16: Prohibition Against Religious Instruction or Worship

The program has developed and implemented a staff development component for staff.

- Meets requirements
- Needs improvement to meet requirements

Evidence Reviewed: (Select all that apply)

- Written information that the program refrains from religious instruction and worship
- Other

**Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 16: Prohibition Against Religious Instruction or Worship section, including how those will be addressed in a timely and effective manner, or
Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:**

Continue to post written material in our handbook and classroom stating that the program refrains from religious instruction and worship.

PSE Fiscal Year 2022-23

EED 17: Inventory Records

The CSPP contractor maintains an inventory record for all equipment and all non-disposable items with an estimated useful life of more than one year, purchased in whole or in part with early learning and care contract funds, shall be maintained.

- Meets requirements
- Needs improvements to meet requirements

Evidence Reviewed: (Select all that apply)

- Inventory Record
- Evidence of contractor conducting a physical check of the inventory of equipment within the last two years
- Procedures for procurement of goods and services that prohibit conflicts of interest and ensure competition for non-LEA's

Inventory Record Acquisition Descriptions of: (Select all that apply)

- Item Description
- Serial or identification number
- Funding source
- Acquisition date
- Cost
- Location of item
- Use
- Current condition
- Transfer, replacement, or disposition of obsolete or unusable equipment

Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 17: Inventory Records section, including how those will be addressed in a timely and effective manner, or

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:

We have a written policy we follow to document any inventory purchased with early learning and care contract funds.

PSE Fiscal Year 2022-23

EED 18: Program Self-Evaluation Process

The program has developed and implemented an annual evaluation plan that addresses any areas identified during the self-evaluation as needing improvement.

- Meets requirements
- Needs improvement to meet requirements

Evidence Reviewed: (Select all that apply)

- Completed Agency Self Evaluation Report or Program Action Plan
- An assessment/written documentation of the program by staff and board members
- Program Review Instrument Findings (EED 1-20)
- Desired Results Developmental Profile Findings
- Environmental Rating Scales Findings
- Desired Results Parent Survey Findings
- An analysis of the findings

Evidence Reviewed for the analysis of the findings: (Select all that apply)

- A written plan for program improvements identified on the Program Self Evaluation
- Evidence of ongoing monitoring to ensure that items that met requirements on the Program Self-Evaluation continue to meet requirements
- Modifications made for areas identified during the self-evaluation as needing improvement

Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 18: Program Self-Evaluation section, including how those will be addressed in a timely and effective manner, or

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:

During the 22-23 SY, we went through FPM. We had Findings that needed to be resolved. We will be working on them throughout the remainder of the 22-23 SY and throughout the 23-24 SY. We will upload our documentation to resolve our findings. As we work through the Resolutions, we will work with staff and administration to train, document, and monitor what is working and what we need to work on.

PSE Fiscal Year 2022-23

EED 19: Fiscal Reporting

The program has submitted fiscal attendance and accounting reports for each contract to CDE consistent with the laws for state or federal fiscal reporting and accounting.

- Meets requirements
- Needs improvement to meet requirements

Evidence Reviewed: (Select all that apply)

- Evidence that expenditures and claims for reimbursement are substantiated with supporting documentation
- Fiscal attendance and accounting reports are submitted on time

Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 19: Fiscal Reporting section, including how those will be addressed in a timely and effective manner, or

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:

Expenditures and attendance are reviewed for each corresponding disbursement. Procedures are put in place to review reports/backup for submitted quarterly reports at Program and District office.

PSE Fiscal Year 2022-23

EED 20: Annual Fiscal Audit

The program has submitted to CDE's Office of External Audits an acceptable financial and compliance audit.

- Meets requirements
- Needs improvement to meet requirements

Evidence Reviewed: (Select all that apply)

- Evidence that the annual Fiscal Audit was submitted to CDE timely
- If applicable, follow-up to any findings identified in the audit report

Describe the tasks needed to modify the program in order to address all areas identified through the PSE process as needing improvement in the EED 20: Annual Fiscal Audit section, including how those will be addressed in a timely and effective manner, or

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards:

Internal Monitorings are completed on a monthly basis to ensure compliance. In addition, our LEA is audited yearly through an external auditing agency to affirm that program activity is appropriate based on program guidelines.

Authorization Page

- By providing an electronic signature, I authorize that the responses provided in this survey were accurate to the best of my knowledge regarding my agency's Program Self-Evaluation for Fiscal Year 2022-23.*

Respondent Electronic Signature

Lisa Teal

Submission Date (MM/DD/YYYY)

05/24/2023

Print a copy of your completed expenditure report for your records before submitting it.

Note: By selecting the Print button below, you will be redirected to a new browser window to print the report. You must return to the previous browser window to submit your survey to the CDE.

Questions about the expenditure report can be directed to fy2223pse@cde.ca.gov.

Once you select the **Submit** button below, your survey responses will be sent to the California Department of Education and you will be redirected to the Early Education Division Web Page. An automatically generated email will be sent to the email address provided on your report to confirm your submission. Please check your email account's spam folder if you do not receive a confirmation email to your inbox.

Fiscal Year 2022-2023 br /Program Self-Evaluation Survey for Child Care and Development Programs

1. Requirement: 5 CCR 18279 Program Self-Evaluation Process

Survey - Child Care and Development Tool

If your agency holds any of the following contract types with the Child Care and Development Division at the California Department of Social Services, you must complete one survey. Submit one survey, per contractor, regardless of the number of contract types held.

Alternative Payment Programs (CAPP)

California Work Opportunity and Responsibility to Kids (CalWORKs) Stage Two (C2AP)

CalWORKs Stage Three (C3AP)

General Child Care & Development (CCTR)

Family Child Care Home Education Networks (CFCC)

Children with Severe Disabilities (CHAN)

Migrant Alternative Payment Program (CMAP)

Migrant Child Care and Development (CMIG)

Resource and Referral Program (CRRP)

The annual plan shall include the following: (1) A self-evaluation based on the use of the CCR, as defined in in subsection 18023(a)(2) of this Chapter. CCR means the monitoring and review tool for child development programs. Access the tool here: [Child Care and Development Monitoring Tool](#). All Desired Results form are located here: <https://www.desiredresults.us/program-self-evaluation>.

The survey is due Thursday June 1, 2023, by 5pm.

Please click on the "Next" button below to begin the survey.

2. Contractor Information

1. Contractor name:

San Juan Unified School District

2. Contractor vendor number:

6744

3. Program director name:

Lisa Teal

4. Program director email:

lisa.teal@sanjuan.edu

5. Select all contract types held:

General Child Care and Development (CCTR)

6. Select all types of General Child Care and Development (CCTR):

Centers

7. Select all age groups served:

Toddler (18 to 36 months)

School age (transitional kindergarten or kindergarten to 13 years old, or children with exceptional needs up to 21 years of age)

8. Name of staff completing the survey:

Robin Hoppe

9. Email of staff completing the survey:

rhoppe@sanjuan.edu

Reminder: Contractors are to respond to all questions in the survey that apply to the contract types held.

3. Dimension I: Family Files

CCD 01: Family Selection

Applies to CAPP, C2AP, C3AP, CCTR, CFCC, CHAN, CMAP, and CMIG.

10. Families with children enrolled in the programs are selected according to the priorities of that program.

Contractor maintains a waiting list or central eligibility list by contract type

Families are enrolled according to the priorities of the program

Written information for families includes the priorities for the program and describes how family selection occurs

4. Dimension I: Family Files

CCD 02-03: Family Eligibility Requirements and Child Need Requirement Verification

Applies to CAPP, C2AP, C3AP, CCTR, CFCC, CHAN, CMAP, and CMIG.

Family Data File: Select two files from each contract type held. Review the family data file to ensure the following eligibility and need criteria has been met:

Eligibility

Application for Services is complete with signatures and certification

Family size determined correctly based on supporting documentation

Eligibility criteria has been documented by one or more of the following: Child Protective Services and/or At-risk, Current Aid Recipient, Homeless, Income, and Categorical Eligibility per [CCB 23-04](#).

Case notes - electronic or written documentation

Need for Services

Supporting documentation and verification of Need for Service for one or more of the following: employment, self-employment, seeking employment, vocational training, education program, parent incapacitation, homeless, seeking permanent housing, CPS, and/or at risk

Notice of Action

Notice of Action was completed and issued within the required timelines

11. Describe the results of the file review. If any of the files reviewed were missing eligibility or need criteria, describe how the program will adjust practices to ensure all documentation collected meets eligibility and need requirements.

Some of our files have no recertification, missing income documentation, and employment verification is incorrect. The administration will meet with the enrollment team, review eligibility and enrollment, and do file checks monthly.

5. Dimension I: Family Files

CCD 04: Correct Fee Assessed

Applies to CAPP, C2AP, C3AP, CCTR, CFCC, CHAN, CMAP, and CMIG.

Following [CCB 22-14](#): For Fiscal Year 2022-2023, Family Fees were waived for all families. Programs were to issue a Notice of Action indicating:

Assessed fee, if applicable

Statement to families indicating that family fees are waived for Fiscal Year 2022-2023

That fees are set to resume on July 1, 2023

Use of correct Family Fee Schedule

12. Select a response:

The contractor has met this requirement.

6. Dimension I: Family Files

CCD 05: Compliance with Due Process

Applies to CAPP, C2AP, C3AP, CCTR, CFCC, CHAN, CMAP, and CMIG.

- 13. The Notice of Action has the appeal officer's information listed and the appeal information is shared with families upon enrollment into the program.**

Yes

8. Dimension I: Family Files

CCD 06: Attendance and Provider Payments

Applies to CCTR, CHAN, and CMIG.

Program has implemented the following temporary requirements from AB 210 as described in [CCB 22-19](#):

- 14. Contracting agencies shall be reimbursed based on the maximum authorized hours of care, regardless of attendance, if they meet either of the following requirements.**

The programs are open and operating in accordance with their approved program calendar and remain open and offering services throughout the program year.

9. Dimension II. Family Engagement

- 15. Parent Advisory Committee (PAC): Describe how the PAC advised the program on issues related to the services to families and children.**

Parents are surveyed through the DRDP Parent Survey. During each PAC meeting, parents are asked if there are any topics they would like to address or are interested in.

- 16. Parent Education and Involvement: Describe the education and involvement opportunities for parents.**

Open door policy encouraging parents to participate, asking parents to volunteer on field trips and in the classroom, attend parent-child- teacher conferences, communicate daily with teachers, participate in program family events/meetings, and attend PAC Meetings.

- 17. Parent Orientation: Describe the orientation process for families.**

After a family is enrolled in the program, the teacher offers the parent/guardian a Parent Orientation where they go over program philosophy, program goals and objectives, and program activities.

- 18. Completed parent/teacher conference forms regarding the child's progress.**

Yes

- 19. Completed parent/teacher conference schedule.**

Yes

- 20. Documentation of completed parent/teacher conferences.**

Yes

10. Dimension II. Family Engagement

- 21. Describe the process for identifying the health and social service needs of families.**

Health: Parents complete the Child Health Information (CHI) Questionnaire. These CHI's (as well as the Physical Exam are reviewed by the Health Assistant (HA).

Mental Health/Social Services: During enrollment, the family fills out a few different Assessment Tools.

- 22. Describe the process for documenting and providing referrals when identified.**

Health: If any concerns are noted, the Health Assistants give the nurse the Health Follow up form with concerns listed.

Mental Health/Social Services: If the Assessment tool generates any red flags or indicate a need, the School Community Worker or the Mental Health Therapist will be notified.

23. Explain how follow up is conducted and documented.

Health: The nurse will follow up with parent/doctor, note any health needs and treatment (e.g., health plan) on the health follow-up slip. These are given back to the HA, who then reviews it and gives a copy to the teacher, along with any indicated health plan. Everything is documented in Child Plus.

Mental Health/Social Services: The School Community Worker or the Mental Health Therapist will meet with the family to facilitate the appropriate referral for the necessary services for implementation and ongoing monitoring.

11. Dimension III. Program Quality

24. Each site/home has a current license issued by Community Care Licensing or Classroom/family childcare home meets Criteria of License Exempt Status per Health & Safety Code Section 1596.792.

Yes

12. Dimension III. Program Quality

25. Contractor has met the applicable staff-child ratios for the contract types held (WIC 10275(a)(3) and 5 CCR 18290).

Yes

13. Dimension III. Program Quality

26. Program has completed Environment Rating Scale(s) on all classroom(s)/home(s).

Yes

27. Program uses Environment Rating Scale Revised Edition to assess all classrooms/homes.

Yes

28. The program uses the Environment Rating Scale Third Edition this fiscal year.

No

14. Dimension III. Program Quality

29. Describe how the program provides for the nutritional needs of the children.

We follow the Nutrition Standards set forth in the Child and Adult Care Food Program through the State of California and the Federal Government. All of our meals follow the CACFP Meal Patterns.

15. Dimension III. Program Quality

30. DRDP Online upload is complete for each rating period.

No

31. Describe a plan to resolve and meet this requirement.

Staff will receive training on completing the DRDP's, assessing the ratings, and lesson planning to ensure data is being used to develop differentiated activities for students. Teachers on Special Assignment (TOSA) will provide follow up training on new approaches, modifications, and/or changes to planned learning opportunities indoors and outdoors, interaction strategies to support the development of key findings, utilizing the environment and materials, and strategies that help families engage in supporting the development of their child.

32. Describe the program's process for analyzing and reviewing DRDP data to ensure that age and developmentally appropriate activities are provided in the program.

To ensure quality control, TOSA's, the Education Content Specialist, and/or Administrators will meet with teachers to verify DRDP's are being completed in a timely manner and that the data is clearly being used in DRDP Lesson Plans to meet the various need of the children. This will be done by reviewing the DRDP data, lesson plans, file reviews, and /or observations of lessons to confirm the use of lesson plans.

16. Dimension III. Program Quality

33. Each program/FCCHEN operating two or more sites/homes has a qualified program director.

Yes

34. Each program with more than one site has a qualified site supervisor at each site.

Yes

35. Each site has qualified teachers.

No

36. Describe a plan to resolve and meet this requirement.

We continue to post positions that require personnel to have the permits needed to be in compliance.

37. What efforts have you made to recruit and retain qualified staff this fiscal year?

Applies to CCTR, CHAN, and CMIG.

We are doing job fairs, posting at colleges, handing out flyers at community outreach events, and posting on EDJoin/Indeed/ Frontline.

17. Dimension III. Program Quality

38. Describe some of the staff development opportunities provided to staff/providers.

CCTR IT: Teaching Pyramid Training, Staff Wellness/Managing Stress, Working with Challenging Behaviors, DRDP Training, CACFP Training, Lesson Planning, Creative Curriculum 6 Training (Digital Curriculum Training), IDP Training, Safe Environment Training, Parent Meeting and Resources

CCTR SA: Steam Projects, SACERS Trainings, CACFP Trainings, Social and Emotional Training, DRDP Training, IDP Training

39. Describe the process for using data to identify the training opportunities provided to staff. In the response include how Program Self-Evaluation and other data sources are used to determine the training needs of staff.

Staff are surveyed annually to identify any developmental topics, workshops, and/or training they feel would benefit their position. In addition, Leadership reviews the topics submitted by staff including but not limited to any findings from surveys, assessments, grant mandates and/or reviews for that school year to identify the training and developmental needs of the staff for the following year.

40. Program has written job descriptions for staff responsible for supporting and carrying out the requirements of the contracts held.

Yes

41. Program has a process for orienting new staff. Documentation is maintained on the training and resources provided to new staff.

Yes

18. Dimension IV. Administrative

42. Contractor has a current inventory containing all the required elements listed in FT&Cs:

Description

Serial number or other identification number

The source of funding

The acquisition date

The cost

The location, use and condition

Any ultimate disposition date including date of disposal and sale price if applicable

Has the contractor met this requirement?

No

43. Describe a plan to resolve and meet this requirement.

Staff will be trained on the procedures needed to inventory equipment in their classroom that has been bought with State Funds. A physical inventory of the property will be taken, and the results reconciled with the property records at least once every two years.

44. Program maintains documentation of most recent physical check of the inventory. If no purchases were made it is documented on the inventory form. An authorized representative signs the inventory record at least once every two years.

No

45. Describe a plan to resolve and meet this requirement.

Staff will be trained on the procedures needed to inventory equipment in their classrooms that has been bought with State Funds. A physical inventory of the property will be taken, and the results reconciled with the property records at least once every two years.

46. For non-LEA: contractor has a procedure for competitive purchases of equipment and services.

N/A

Reminder: *Inventory must include all equipment and all non-disposable items with an estimated useful life of more than a year purchased in whole or in part with Child Care and Development Funds.* [CDSS Inventory Record Form](#)

19. Dimension IV. Administrative

47. Describe two goals for your program. Include in your response; the data collected to identify the goal, and include the action steps to be taken to improve the practice or program requirement.

Through staff surveys, observations, and reviewing assessments we have identified the need to work on the following goals: staff recruitment/retention and staff wellness. Staff recruitment and staff retention has been extremely difficult. We will continue to build strong partnerships with the Human Resources department to build more efficient procedures. We are also continuing to build relationships with outside partner organizations for recruitment of staff that are familiar with our program. Finally, we are working on recruiting parents into our program by increasing parent involvement in our classrooms. Staff wellness is another important goal for creating a cohesive and effective work environment that improves the quality of our program. We will continue to do self-care training/wellness, offer training for trauma informed care, and work to educate staff on how to alleviate compassion fatigue to avoid burnout.

48. Parent Survey: Describe the results of the parent survey and the action plans to address the feedback received from parents.

Most of the parents surveyed were satisfied with how our program was meeting their family's needs. To continue these results, we will have open communication, regular parent meetings, and encourage parent involvement in our classrooms. This will be accomplished through daily communication with the classroom staff, parent conferences, volunteering in the classroom, participation in family events/meetings, parent newsletters, and sharing of cultural customs and experiences.

49. Briefly describe how staff and board members were a part of the self-evaluation process.

Staff is part of the PSE through a process we call triangulation. During a staff meeting, we go over the data from the ERS, parent surveys, and the Fall/Spring DRDP's. After we have gone over the data, we formulate a plan of how we can provide support and meet our program goals for our families, students, and staff. After the PSE is written, we send it to the Board for approval.

20. Dimension IV. Administrative

50. Program has completed Classroom/Home/Site Summary of Findings.

Yes

51. Program has Completed Agency Summary of Findings.

Yes

52. List key findings from the agency summary of findings and the action steps that will be taken to address the findings. If the program provides services to multiple age groups provide one key finding with action steps for each age group served.

Data was taken from the DRDP's, staff's input, and observations. Self-Regulation/Impulse Control and Social Emotional Development has increased over the school year but both measures continue to need improvement. In School-age, Second Step Curriculum will continue to be implemented to support relationship with peers and social-emotional growth. In CCTR IT, Teaching Pyramid Training will be presented to staff to train them on how to develop and build relationships with children and families to help children learn impulse control and building self-regulation skills.

21. Dimension IV. Administrative

53. Program has completed Classroom/Agency Summary of Findings.

Yes

54. Using the Agency Summary of Findings describe two key findings from the ERS and what action steps the program is taking to address the key findings. Include resources, training, or materials to address the key findings. If the program provides services to multiple age groups provide one key finding with action steps for each age group served.

Two key findings from ERS have to do with the Health and Safety of our students. Procedures for cleaning and sanitizing were not followed through consistently across the program. Additionally, hand washing procedures were not followed on a consistent basis. Our action plan for cleaning and sanitizing includes staff training at the beginning of the year on cleaning, sanitizing, and disinfecting for toileting issues and food preparation. One training will be given at the beginning of the 23-24 school year and will be followed up with site visits and additional individualized training. The same process will be used for the hand washing procedures.

Dimension IV: Administrative

55. Contractor, annually or as needed, reviews their Written Information for Families and Providers (if applicable) and updates information to align with current regulations (5 CCR and Funding Terms and Conditions), CDSS training webinars, and guidance provided through Child Care Bulletins (CCB).

Yes

25. Dimension V. Fiscal/Audit

56. The program has submitted a report for each contract that is consistent with the laws for state and federal fiscal reporting.

Yes

26. Dimension V. Fiscal/Audit

57. The program has submitted an acceptable financial and compliance audit within the required timelines.

Yes

58. If findings were identified through the annual audit process how is the program adjusting practices and processes to resolve the findings? If no findings were identified, please write N/A.

N/A

27. Dimension VI: Technical Assistance and Training Needs

59. Select which technical assistance topics best meet your program improvement needs or goals.

Eligibility and Need
Program Quality Fiscal
Reporting

28. Thank You!

Thank you for completing the Program Self-Evaluation Survey for Child Care and Development Programs at the California Department of Social Services.

A copy of your responses will be sent to rhoppe@sanjuan.edu (if the email does not arrive after a couple minutes, please check your Spam or Junk Mail folder)

**SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

AGENDA ITEM: G-7

MEETING DATE: 06/13/2023

SUBJECT: High School Scholarship Award

CHECK ONE:

- | | |
|-------------------|-------------------------------------|
| For Discussion: | <input type="checkbox"/> |
| For Action: | <input checked="" type="checkbox"/> |
| Report: | <input type="checkbox"/> |
| Workshop: | <input type="checkbox"/> |
| Recognition: | <input type="checkbox"/> |
| Emergency Action: | <input type="checkbox"/> |

DEPARTMENT: Division of Teaching and Learning

ACTION REQUESTED:

The superintendent is recommending that the board approve the 2023 High School Scholarship Award for Casa Roble Fundamental High School.

RATIONALE/BACKGROUND:

Casa Roble Fundamental High School: Over-RAM-bitious Scholarship

ATTACHMENT(S):

A: Over-RAM-bitious Scholarship

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 06/05/2023

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: Kristan Schnepp, Assistant Superintendent, Secondary Education and Programs KS

APPROVED BY: Amy L. Slavensky, Ph.D., Interim Deputy Superintendent, Schools and Student Support ^{AS}
Melissa Bassanelli, Superintendent of Schools *MBS*

CASA ROBLE HIGH SCHOOL- Over-RAM-bitious Scholarship

- ▶ Over-RAM-bitious Selection is based on the following criteria. Two applicants will be selected by the committee each will receive \$250.00:
 - Applicants must be a Graduating Senior from Casa Roble High School Shown several examples of leadership and hard work at Casa Roble High School
 - Write a one-page essay detailing what they have accomplished at Casa Roble and how you will use these skills in future endeavors, including clubs, leadership roles, and community service.
 - Must be attending a college or university after high school.
- ▶ Selection Committee Members:

The essay was read and voted on by the underclassmen of the Spring 2023 Student Government Class, they were:

 - Andrews, Abigail (489518) (9th Grader, Student Government Member)
 - Atamanyuk, Josiah (466080) (9th Grader, Student Government Member)
 - Bill, Dakota (476488) (10th Grader, Student Government Member)
 - Chandler, Keira (562887) (11th Grader, Student Government Member)
 - Chervinskiy, Evelina (490935) (9th Grader, Student Government Member)
 - Dickey, Michael (479795) (10th Grader, Student Government Member)
 - Dipinto, Isabella (489596) (9th Grader, Student Government Member)
 - Farias, Amiya (468543) (11th Grader, Student Government Member)
 - Lindahl, Kacey (455165) (11th Grader, Student Government Member)
 - Martinez, Elicia (469808) (11th Grader, Student Government Member)
 - Mishchuk, Maya (570014) (10th Grader, Student Government Member)
 - O'Hagan, Riley (515451) (9th Grader, Student Government Member)
 - Penuel, Kaylee (498967) (9th Grader, Student Government Member)
 - Richards, Dylan (474132) (11th Grader, Student Government Member)
 - Sabins, Megan (478981) (10th Grader, Student Government Member)
 - Semmens, Jewel (507755) (9th Grader, Student Government Member)
 - Spaulding, Calvin (468390) (10th Grader, Student Government Member)
 - Stewart, Madison (477723) (10th Grader, Student Government Member)
 - Vuki, Sunia (475875) (9th Grader, Student Government Member)

► Name(s) of the awardee(s), dollar amount, and reason:

❖ **Hailey Davis - \$250.00**

Hailey will be attending UC Davis in the Fall. Hailey is a high-achieving student and an outstanding athlete. She has received gold status all four years, meaning she has maintained a 3.5 to 4.0 GPA or better throughout high school.

❖ **Kaylee Gibbs - \$250.00**

Kaylee will be attending UC Santa Barbara in Fall. Kaylee has been one of the most active students on campus. She has been an outstanding student, athlete, and participant in student government. She has maintained a 4.0 + GPA throughout high school.

**SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

AGENDA ITEM: G-8

MEETING DATE: 06/13/2023

SUBJECT: Short-Term Warehouse/Delivery Worker Position

CHECK ONE:

For Discussion:

For Action:

Report:

Workshop:

Recognition:

Emergency Action:

DEPARTMENT: Human Resources

ACTION REQUESTED:

The superintendent is recommending that the board approve a short-term warehouse/delivery worker position for Business Support Services. This position will run from July 3, 2023 until December 22, 2023.

RATIONALE/BACKGROUND:

California Education Code Section 45103 requires that before employing a short-term employee, the governing board of a school district, at a regularly scheduled board meeting, shall specify the service required to be performed by the employee pursuant to the definition of "classification" in subdivision (a) of Section 45101, and shall certify the ending date of the service.

Business Support Services requires the support of an additional warehouse/delivery worker on a seasonal basis, at the beginning of the school year, in order to manage the receipt, delivery, and inventory of instructional materials related to the start of the new school year and Williams Reporting.

ATTACHMENTS:

N/A

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 06/05/2023

FINANCIAL DATA:

N/A

PREPARED BY: Harold Giffin, Analyst, Human Resources

APPROVED BY: Paul Oropallo, Assistant Superintendent, Human Resources *Pao*
Melissa Bassanelli, Superintendent of Schools *MBS*

**SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

AGENDA ITEM: G-9

MEETING DATE: 06/13/2023

SUBJECT: Lease Amendment No. 2 for Starr King
TK/Kindergarten New Construction Project

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

DEPARTMENT: Facilities

ACTION REQUESTED:

The superintendent is recommending that the board adopt Resolution No. 4083, approving the second amendment to the lease agreement for Starr King TK/Kindergarten new construction project between San Juan Unified School District and Otto Construction.

RATIONALE/BACKGROUND:

The board approves the revised Terms of the Facilities Lease, Section 4.2, and Exhibit C - Lease Payment Schedule to reflect the current construction schedule.

ATTACHMENT(S):

A: Resolution No. 4083
B: Lease Amendment No. 2

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 06/05/2023

FISCAL IMPACT:

Current Budget: N/A
Additional Budget: N/A
Funding Source: Measure P
(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: Nicholas Arps, Director, Facilities, Construction & Modernization 

APPROVED BY: Frank Camarda, Chief Operations Officer 
Melissa Bassanelli, Superintendent of Schools 

RESOLUTION NO. 4083

**RESOLUTION BEFORE THE SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION APPROVING LEASE AMENDMENT NO. 2
STARR KING TK/KINDERGARTEN
NEW CONSTRUCTION SJUSD PROJECT #147-9512-P1**

WHEREAS, sections 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 Otto Construction for this Project and Preconstruction Services was in the amount of \$236,000.00 per Resolution No. 3092; and

WHEREAS, delays with the shade structure and play structure impacted the course of completion; and

WHEREAS, Section 4.2 Terms of the Facilities Lease and Exhibit C Lease Payment Schedule is amended to align with the revised completion date;

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 Lease Payment Schedule as shown in Lease Amendment No. 2

Total Base Rent – Preconstruction	\$236,000.00
Amendment No. 1	\$4,924,000.00
Net Change by Amendment No. 2	\$0.00
Final Total Base Rent	\$5,160,000.00

The foregoing findings and decision to award were made by the San Juan Unified School District Board of Education at a meeting of the Board on June 13, 2023, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

**Zima Creason, President
San Juan Unified School District
Board of Education**

Attest:

Saul Hernandez, Clerk
San Juan Unified School District
Board of Education



San Juan Unified School District

Facilities Business Department

5320 Hemlock Street, Sacramento, California 95841

Telephone 916- 971-7283

Internet Web Site: www.sanjuan.edu

Melissa Bassanelli, Superintendent of Schools
Frank Camarda, Chief Operations Officer

Lease Amendment #02 Starr King - New Construction DSA App. # 02 – 119865 / Facilities Lease Agreement# 206076 SJUSD Project # 147-9512-P1

Effective June 13, 2023, the Facilities Lease Agreement dated December 14, 2021, between the San Juan Unified School District and Otto Construction for the Starr King ES – New Construction is amended as follows:

This amendment is to **Modify the Pre-Construction and Post-Construction Lease Payment Schedule** into the Otto Construction Facilities Lease Agreement.

The Facilities Lease Agreement is modified as follows:

- A. Section 4.2 Terms of Facilities Lease: ‘*The Term of this Facilities Lease total of the time shall be modified by Amendment 2 consisting of the total of the time b) to perform Construction Services to require 15 months.*
- B. Exhibit C ‘Lease Payment Schedule / TBR Calculator for Starr King New Construction # 147-9512-P1 - Replace in its entirety with:

Exhibit C**Starr King K and T-K New Construction****Lease Payment Schedule**

A	B	C
Item No	Month	Lease Payment
	<u>Preconstruction Phase</u>	\$ 236,000.00
	<u>Construction Phase</u>	
1	April 2022 Lease Payment	\$ 794,708.00
2	May 2022 Lease Payment	\$ 794,708.00
3	June 2022 Lease Payment	\$ 794,708.00
4	July 2022 Lease Payment	\$ 794,708.00
5	August 2022 Lease Payment	\$ 794,708.00
6	September 2022 Lease Payment	\$ 18,353.00
7	October 2022 Lease Payment	\$ -
8	November 2022 Lease Payment	\$ -
9	December 2022 Lease Payment	\$ -
10	January 2023 Lease Payment	\$ 11,213.00
11	February 2023 Lease Payment	\$ 11,212.00
12	March 2023 Lease Payment	\$ 11,212.00
13	April 2023 Lease Payment	\$ 11,212.00
14	May 2023 Lease Payment	\$ 11,212.00
15	June 2023 Lease Payment	\$ 11,212.00
	<u>Post-Construction Phase</u>	
16	July 2023 Lease Payment	\$ 11,212.00
17	August 2023 Lease Payment	\$ 11,212.00
18	September 2023 Lease Payment	\$ 11,212.00
19	October 2023 Lease Payment	\$ 11,212.00
20	November 2023 Lease Payment	\$ 11,212.00
21	December 2023 Lease Payment	\$ 11,212.00
22	January 2024 Lease Payment	\$ 11,212.00
23	February 2024 Lease Payment	\$ 11,212.00
24	March 2024 Lease Payment	\$ 11,212.00
25	April 2024 Lease Payment	\$ 11,212.00
26	May 2024 Lease Payment	\$ 11,212.00
27	June 2024 Lease Payment	\$ 11,212.00
	Total Lease Payments	\$ 4,193,710.00
	<u>Contingencies:</u>	
28	Construction Contingency	\$ 188,290.00
29	Owner Contingency	\$ 500,000.00
30	Allowances #1 & #2	\$ 42,000.00
	Total Contingencies & Allowances	\$ 730,290.00
	TOTAL BASE RENT	\$ 5,160,000.00

Original Total Base Rent Sum	\$ 236,000
Change by prior Amendment #_1	\$ 4,924,000
Total Current Amendment # 2	\$ -
Revised Total Base Rent Amount	\$ 5,160,000

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

Otto Construction,

A California Corporation

By: _____

Nicholas Arps

Title: Director of Facilities, Construction & Modernization

By: _____

Melissa Barrenchea

Title: Project Manager

Federal Tax Identification Number:

94-1431805

By: _____

Frank Camarda

Title: Chief Operations Officer

**SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

AGENDA ITEM: G-10

MEETING DATE: 06/13/2023

SUBJECT: Coleman Elementary School (CMP Charter)
Modernization Project Facilities
Lease Agreement Amendment No. 1

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

DEPARTMENT: Facilities

ACTION REQUESTED:

The superintendent is recommending that the board adopt Resolution No. 4084, approving the first amendment to the facilities lease for Coleman Elementary School (CMP Charter) Modernization Project No. 106-9495-P1 between San Juan Unified School District and Core Construction.

RATIONALE/BACKGROUND:

The board approves the total base rent in the amount of \$13,204,134.00 for construction, authorizes the issuance of lease amendment No. 1 to the facilities lease and authorizes district staff to issue a notice to proceed with construction. The complete lease amendment is available for review at the Facilities Construction office.

ATTACHMENT(S):

A: Resolution No. 4084
B: Lease Amendment No.1

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 06/05/2023

FISCAL IMPACT:

Current Budget: N/A

Additional Budget: N/A

Funding Source: Measure P

(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: Nicholas Arps, Director, Facilities, Construction & Modernization 

APPROVED BY: Frank Camarda, Chief Operations Officer 
Melissa Bassanelli, Superintendent of Schools 

RESOLUTION NO. 4084

**RESOLUTION BY THE SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION APPROVING LEASE AMENDMENT NO. 1
FOR THE COLEMAN ELEMENTARY SCHOOL (CMP CHARTER)
MODERNIZATION PROJECT SJUSD PROJECT #106-9495-P1**

WHEREAS, section 17406 of the Education Code authorizes 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 Core Construction for this Project, which approval for the Facilities Lease was in the amount of \$20,000 for Preconstruction Services per Resolution No. 4076;

WHEREAS, the approval of the Facilities Lease authorized only preconstruction services to be performed; no construction services were approved to commence; and no construction services have commenced;

WHEREAS, Core Construction has completed the preconstruction services for the Project, including development of the Total Base Rent, 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 Project; and

WHEREAS, the Division of the State Architect (“DSA”) has provided the required approvals for the Project.

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 Total Base Rent in the amount of \$13,204,134.00 for the project, authorizes the issuance of Lease Amendment #1 to the Facilities Lease, and authorizes District staff to issue a notice to proceed with construction for the Project.

Preconstruction Services	\$20,000.00
Net Change by this Amendment No. 1	<u>\$13,184,134.00</u>
Total Base Rent	\$13,204,134.00

Attachment A

The foregoing Resolution was adopted by the San Juan Unified School District Board of Education at a meeting of the Board on June 13, 2023, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

**Zima Creason, President
San Juan Unified School District
Board of Education**

Attest:

**Saul Hernandez, Clerk
San Juan Unified School District
Board of Education**



San Juan Unified School District

Facilities Business Department
5320 Hemlock Street, Sacramento, Ca 95841
916 971-7283 / Main number

San Juan
Unified School District

Attachment B

Facilities Lease Amendment No. 1 Coleman (CMP Charter) MOD DSA App. 02-120765/Facilities Lease Agreement #306505 SJUSD Project #106-9495-P1

Effective 6/13/2023, the Facilities Lease Agreement dated 04/01/2023 between the San Juan Unified School District and Core Construction for the **Coleman (CMP Charter) MOD** is amended as follows:

1. Section 3.2.3 Time of Completion is amended to state the total weather days to be twenty-three (23).
2. Section 4.4.2 Total Base Rent for the Project is amended to be Thirteen million One hundred eighty-four thousand One hundred thirty-four dollars (\$13,184,134.00).
3. Section 4.4.2.4.1 Construction Contingency is amended to be Three hundred twenty thousand Eight hundred seventy-four dollars (\$320,874.00).
4. Section 4.4.2.4.2 Specific Allowances is amended to be deleted in its' entirety.
5. Section 4.4.2.4.3 District Contingency is amended to be Eight hundred eighty-one thousand Seven hundred eighty-seven dollars (\$881,787.00).
6. Signature page updates the Contract amount to \$13,204,134.00.
7. Exhibit C is amended to include the Lease Payment Schedule; CSI Breakdown/TBR Calculation; Qualifications & Assumptions; Exclusions and Work not included; and List of Plans, Specifications, and Other documents.
8. Exhibit F General Conditions Costs is amended to include the General Conditions Costs Breakdown.
9. Exhibit G Construction Schedule is amended to include the Approved Baseline Schedule and Site Phasing Plan.

Original Total Base Rent	\$20,000.00
Changes by Prior Amendments	\$0.00
Net Change by this Amendment	\$13,184,134.00
Revised Total Base Rent	\$13,204,134.00

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

CORE West, Inc. fka CORE Construction Services of
Nevada, Inc.
A California Corporation

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

By: _____
Seth Maurer
Title: Project Manager

By: _____
Frank Camarda
Title: Chief Operations Officer

Federal Tax Identification Number:
88-0214666

**SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

AGENDA ITEM: G-11

MEETING DATE: 06/13/2023

SUBJECT: Lease-Leaseback Amendment No. 2 for
Mariemont Elementary School Modernization
And Interim Housing Project

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

DEPARTMENT: Facilities

ACTION REQUESTED:

The superintendent is recommending that the board adopt Resolution No. 4085, approving the second amendment to the lease for the Mariemont Elementary School Modernization and Interim Housing Project No. 130-9495-P1 & 130-9495-P2 between San Juan Unified School District and S+B James Construction California, Inc.

RATIONALE/BACKGROUND:

The board approves the increase of preconstruction services by \$402,047.00 for shop drawing submittals, approval, procurement on long lead time items (HVAC).

ATTACHMENT(S):

A: Resolution No. 4085
B: Lease Amendment No. 2

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 06/05/2023

FISCAL IMPACT:

Current Budget: N/A

Additional Budget: N/A

Funding Source: Measure P

(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:

Nicholas Arps, Director, Facilities, Construction & Modernization 

APPROVED BY:

Frank Camarda, Chief Operations Officer 
Melissa Bassanelli, Superintendent of Schools 

RESOLUTION NO. 4085

**RESOLUTION BEFORE THE SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION APPROVING LEASE AMENDMENT NO. 2 FOR THE
MARIEMONT ELEMENTARY SCHOOL MODERNIZATION & INTERIM HOUSING
PROJECT SJUSD PROJECT #130-9495-P1 & 130-9495-P2**

WHEREAS, section 17406 of the Education Code authorizes 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 S+B James Construction California, Inc. for this Project, which approval for the Facilities Lease was in the amount of \$65,470.00 per resolution 4062; and

WHEREAS, the Facilities Lease Exhibit H - Preconstruction Services, Section D – Compensation is hereby increased by \$402,047.00; the price for the preconstruction services is now amended to \$484,812.00; no construction services were approved to commence; and no construction services have commenced;

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 amending the Facilities Lease Preconstruction Services to the amount of \$484,812.00 as shown in Amendment No. 2.

MODERNIZATION #130-9495-P1 bc 6270	
Original Contract Amount (PC Only)	\$65,470.00
Previously approved Amendments	\$0.00
Net Change by Current Amendment #2	\$402,047.00
Revised Total Base Rent	\$467,517.00

INTERIM HOUSING #130-9495-P2 bc 6270	
Original Contract Amount (PC Only)	\$17,295.00
Previously approved Amendments	\$1,547,393.00
Net Change by Current Amendment #2	\$0.00
Revised Total Base Rent	\$1,564,688

TOTAL REVISED CONTRACT AMOUNT	\$2,032,205

The foregoing Resolution was adopted by the San Juan Unified School District Board of Education at a meeting of the Board on June 13, 2023, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

**Zima Creason, President
San Juan Unified School District
Board of Education**

Attest:

**Saul Hernandez, Clerk
San Juan Unified School District
Board of Education**



San Juan Unified School District

Facilities Business Department

5320 Hemlock Street, Sacramento, California 95841

Telephone 916- 971-7283

Internet Web Site: www.sanjuan.edu

Melissa Bassanelli, Superintendent of Schools

Frank Camarda, Chief Operations Officer

Nic Arps, Director Construction & Mod

Cherie Chenoweth, Coordinator Facilities Business & Compliance

Facilities Lease Amendment #02

Mariemont ES Modernization

DSA App. #02-121247

SJSUSD Project #130-9495-P1

Mariemont ES Interim Housing

DSA App. #02-120913

SJSUSD Project #130-9495-P2

Facilities Lease Agreement#305661

Effective **June 13, 2023**, the Facilities Lease Agreement dated **January 24, 2023** between the San Juan Unified School District and **S+B James Construction California Inc.** for the **Mariemont ES Modernization/Interim Housing** is amended as follows:

1. Increase to the Pre-construction services for the Modernization project for submittals and procurement of the HVAC mechanical units due to long lead time of 34 to 40 weeks in accordance with attached breakdown dated May 22, 2023.

MODERNIZATION #130-9495-P1 bc 6270	
Original Contract Amount (PC only)	\$65,470.00
Previously approved Amendment	\$0.00
Current Amendment	\$402,047.00
Revised Total Base Rent	\$467,517.00

INTERIM HOUSING #130-9495-P2 bc 6270	
Original Contract Amount (PC only)	\$17,295.00
Previously approved Amendment	\$1,547,393.00
Current Amendment	\$0.00
Revised Total Base Rent	\$1,564,688.00

TOTAL REVISED CONTRACT AMOUNT	\$2,032,205.00
--------------------------------------	-----------------------

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: Chief Operations Officer

S+B James Construction California, Inc.
A California Corporation

By: _____
Silas Nigam
Title: President

Federal Tax Identification Number:
83-1570234

**SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

AGENDA ITEM: I-1

MEETING DATE: 06/13/2023

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 on June 27, 2023.

RATIONALE/BACKGROUND:

The 2021-2024 LCAP is a three-year plan that supports the continuous improvement of student performance within the eight state priorities with an emphasis on English learner, low income, and foster youth students. The LCAP is updated yearly based on a review of multiple sources of data that includes input gathered from consulting with our educational partners, state and local data, practitioner experience, and research. Prior to adopting the LCAP, Education Code requires that a public hearing of the governing board is held to solicit recommendations and comments from the public regarding actions and expenditures included in the plan. Additionally, the adoption of the LCAP and adoption of the district budget must be board approved at the same meeting.

ATTACHMENTS:

- A: Presentation
B: 2021-2024 (year 3 of 3) Local Control and Accountability Plan
C: Local Control and Accountability Plan Overview
D: Educational Partner Engagement Overview
E: Educational Partner Key Themes and LCAP Actions Crosswalk
F: Superintendent Responses to Comments from the LCAP PAC and DELAC

BOARD COMMITTEE ACTION/COMMENT:

- LCAP Parent Advisory Committee: 9/15/22, 3/16/23, 5/25/23
Curriculum, Standards, Instructional and Student Services Committee: 1/18/23
District English Learner Advisory Committee: 1/26/23
Superintendent's Parent Advisory Committee: 1/19/23
Facilities Committee: 11/1/22

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 06/05/2023

FISCAL IMPACT:

Estimated cost for current budget year: \$381,483,021
Base, Supplemental, and Categorical Funds (General, Adult Ed, etc.)
Year 1 (FY 2021-22) = \$311,474,600
Year 2 (FY 2022-23) = \$327,869,571
Year 3 (FY 2023-24) = \$381,483,021
Current Year Only On-going

LCAP/STRATEGIC PLAN:

Goal: All Focus: N/A
Action: All
Strategic Plan: N/A

PREPARED BY: Gianfranco Tornatore, Ed.D., Director, Continuous Improvement and LCAP

APPROVED BY: Amy L. Slavensky, Ph.D., Interim Deputy Superintendent, Schools and Student Support ^{AS}
Melissa Bassanelli, Superintendent of Schools *M.B.*

Local Control and Accountability Plan (LCAP)

2023-2024 Annual Update

Presented to Board of Education

June 13, 2023



Agenda

- Attachments
- LCAP Overview
- Goal, Action, Metrics Update
- Budget Overview
- LCAP PAC Engagement



Attachments

- A: Board Presentation
- B: 2023-24 LCAP
- C: LCAP Overview
- D: Educational Partner Engagement Overview
- E: Educational Partner Key Themes and LCAP Actions Crosswalk
- F: Superintendent Responses to Comments from LCAP PAC and DELAC



3

Local Control and Accountability Plan (LCAP)



Local Control and Accountability Plan

4



LCAP Adoption Requirements

Education Code	Requirements	Date
52060 (g)	Consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and pupils.	11/2022-3/2023
52062 (a) (5)	Consult with the SELPA to determine that specific actions for SWD are included in the plan, and that they are consistent with the annual assurances support plan.	5/15/23
52062 (a) (1) (2)	Present the plan to the LCAP parent advisory committee (PAC) and English learner PAC for review and comment.	5/25/23
52062 (a) (3)	Notify members of the public of the opportunity to submit written comments regarding actions and expenditures.	5/25/23
52062 (a) (1) (2)	Superintendent responds, in writing, to comments received from the LCAP PAC and English learner PAC.	6/1/23
52062 (a) (4)	Review school plans (e.g. the SPSA) to ensure that specific actions in the LCAP are consistent with the strategies submitted in the school plans.	6/27/23
52062 (b) (1)	Post the agenda 72 hours in advance of the public hearing of the governing board and include the location where the plan may be inspected.	6/9/23
52062 (b) (1)	Present plan at a public hearing of the governing board to solicit recommendations and comments from the public regarding actions and expenditures included in the plan.	6/13/23
52062 (b) (2) 52064.5 (e) (2)	Present Local Indicator data and adopt LCAP in a public meeting at least one day after the public hearing.	6/27/23

Local Control and Accountability Plan



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Local Control and Accountability Plan



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Educational Partners

Students	Families	Staff/Labor Groups	Community Partners
<ul style="list-style-type: none"> All districtwide African American Black Student Unions Elementary, Middle, and High School Brown Student Union English learner English Learner Student Leadership Foster Youth LGBTQ+ Long-term English Language Learners McKinney Vento (homeless) Prevention Services Refugee/Newcomer Students San Juan Youth Voice Advocates Students with disabilities Students with a Voice Superintendent's Student Advisory Council 	<ul style="list-style-type: none"> All districtwide African American American Indian Education Program Parent Advisory Committee Curriculum and Standards District English Language Advisory Committee Dual Identity Special Education/English Learner Committee English Language Advisory Committee Facilities Committee Foster Youth Local Control and Accountability Plan Parent Advisory Committee McKinney Vento (homeless) Refugee/Newcomer Parents School Site Council Special Education Superintendent's Parent Advisory Committee Talleres Familiares 	<ul style="list-style-type: none"> All districtwide African American California School Employees Association Confidential Division of Teaching and Learning Extended Cabinet Foster Youth McKinney Vento (homeless) Prevention Services San Juan Administrators Association San Juan Supervisors Association San Juan Professional Educators Coalition San Juan Teachers Association Special Education Local Plan Area Teamsters 	<p>Equity Community Collaborative:</p> <ul style="list-style-type: none"> Black Youth Leadership Project Improve Your Tomorrow Jewish Community Relations Council National Association for the Advancement of Colored People Project Optimism Sacramento Area Youth Speaks Sacramento Racial and Social Justice Professional Development Team Special Team of Role Models TRIO United College Action Network Youth Development Network <p>English Learner:</p> <ul style="list-style-type: none"> Refugee Enrichment and Development Association Sacramento Public Library - Arden Sacramento Youth Center <p>Foster Youth:</p> <ul style="list-style-type: none"> Aging Up Court Appointed Student Advocates <p>McKinney-Vento:</p> <ul style="list-style-type: none"> Carmichael Homeless Assistance Resource Team Sacramento Kindness Campaign

Local Control and Accountability Plan



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Engagement Strategy

*65+ educational partner groups
2,500+ participants*

- Partners
 - Students
 - Staff
 - Families
 - Labor Groups
 - Community Groups

- Opportunities
 - Thought Exchange
 - Listening Session
 - Focus Group
 - Survey

- Settings
 - 1:1
 - Small group
 - Large group
 - In person
 - Online
 - Phone
 - Paper

- Communication
 - Website
 - Mass notification
 - Social media
 - Community newsletters
 - Targeted outreach

Local Control and Accountability Plan

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Key Themes

Goal 1: Connected School Communities

- Parent classes and workshops
- Resources to access food, clothing, and shelter
- Subsidized childcare, transportation, technology, clubs, programs, and fees
- Consistent, timely, and translated communication from the district and school sites to families
- Increase collaboration with community partners
- Peer and staff relationship building, clubs, sports, and community building events
- Chromebooks for teachers and students

Goal 2: Healthy Environments for Social and Emotional Growth

- Mental health staffing, supports, and wellness spaces for students and staff
- Inclusive and culturally responsive textbooks, materials, stories, celebrations, and programs
- Accountability, consequences, and training to address fighting, bullying, racism, harassment, drug use, and discrimination on campus
- Safety and security including campus supervision, fencing, crosswalks, parking lots, drop-off and pick-up zones
- Culturally diverse, healthy, and appetizing meal choices
- Staff diversity, recruitment, and retention

Goal 3: Engaging Academic Programs

- Engaging, fun, real-world experiences and opportunities
- Staffing such as teachers, intervention specialists, instructional assistants, bilingual instructional assistants, English language development teachers, translators, tutors, school community resource assistants, certified librarians
- Programs and services including tutoring, mentoring, academic intervention, summer and before/after school programs with an emphasis on math
- Science, Technology, Engineering, Arts, and Math (STEAM) related enrichment opportunities such as field trips, robotics, fine arts, music, whole-child
- Consistent use of software learning platforms across schools and classrooms

Goal 4: Clear Pathways to Bright Futures

- Programs such as Advancement Via Individual Determination (AVID), apprenticeship programs, Advance Placement (AP) and International Baccalaureate (IB) classes, Career Technical Education (CTE), CIVITAS, Improve Your Tomorrow (IYT), Rapid Learner, United College Action Network (UCAN), Visual and Performing Arts (VAPA)
- Access to academic counselors and Naviance
- Opportunities for all K-12 students to explore strengths, interests, and goals
- College and career counseling, awareness, workshops, resources, fairs, centers, tours, guest speakers, and internships
- Life skills and trade opportunities such as financial literacy, communications skills, driver education, culinary arts, computer science

Local Control and Accountability Plan

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Metrics Reviewed

State Priority Areas	California Dashboard Indicators		Additional LCAP Metrics	Educational Partner Voice
	State Indicator	Local Indicator		
1. Basic Services		Teacher Assignments, Instructional Materials, Facilities		
2. State Standards		Implementation of Academic Standards*		
3. Parent Involvement		Parent and Family Engagement*	EL, SED, FY, SWD Parent Leadership Roles	
4. Student Achievement	ELA and Math Achievement (3 rd -8 th , 11 th) English Learner Progress		EL Reclassification	
5. Student Engagement	Chronic Absence Rate (K-8 th) Graduation Rate (HS)		Attendance Rate Dropout Rate	
6. School Climate	Suspension Rate	Climate Survey: Students (4 th -12 th)	Expulsion Rate Climate Survey: Parents and Staff (districtwide)	
7. Course Access		Access to a Broad Course of Study		
8. Other Student Outcomes	College and Career (HS)		Course Grades Text Level/iReady (K-2 nd) IM1 Completion Science Achievement	Listening Sessions, Thought Exchanges, Focus Groups, Surveys

*Completed using State Self-Reflection Tool



Local Control and Accountability Plan



Local Control and Accountability Plan



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Educational Partner Key Themes and LCAP Actions Crosswalk

EDUCATIONAL PARTNER KEY THEMES: Goal 1: Connected School Communities	LCAP Action
Resources to access food, clothing, and shelter	1.1, 1.4, 4.2, 5.1, 5.8
Subsidized childcare, transportation, technology, clubs, programs, and fees	1.1, 3.7, 4.3, 4.4, 5.8
Increase collaboration with community partners.	1.1, 1.4, 2.3, 3.12, 4.3, 5.1, 5.8
Peer and staff relationship building, clubs, sports, and community building events.	1.1, 1.4, 2.3, 2.4, 2.5, 3.7, 3.12, 4.1, 5.1, 5.8

EDUCATIONAL PARTNER KEY THEMES: Goal 2: Healthy Environments for Social and Emotional Growth	LCAP Action
Mental health staffing, supports, and wellness spaces for students and staff	1.1, 2.1, 2.2, 2.5, 5.1, 5.8
Inclusive and culturally responsive textbooks, materials, stories, celebrations, and programs	1.1, 1.3, 1.4, 2.3, 3.5, 3.7, 3.12, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9
Accountability, consequences, and training to address fighting, bullying, racism, harassment, drug use, and discrimination on campus	1.1, 1.4, 2.2, 2.3, 2.4, 2.5, 5.6

See attachment E for complete list of themes and correlating LCAP actions.

Educational Partner Key Themes and LCAP Actions Crosswalk

EDUCATIONAL PARTNER KEY THEMES: Goal 3: Engaging Academic Programs	LCAP Action
Staffing such as teachers, intervention specialists, instructional assistants, bilingual instructional assistants, English language development teachers, translators, tutors, school community resource assistants, certified librarians	1.3, 1.4, 3.5, 3.8, 3.9, 4.2, 5.7
Programs and services including tutoring, mentoring, academic intervention, summer and before/after school programs with an emphasis on math	1.1, 1.3, 2.3, 3.1, 3.3, 3.4, 3.12, 4.4, 4.5, 4.7, 5.1, 5.3, 5.7, 5.8
Science, Technology, Engineering, Arts, and Math (STEAM) related enrichment opportunities such as field trips, robotics, fine arts, music, whole-child	1.1, 3.6, 3.7, 3.12, 4.5, 4.8
EDUCATIONAL PARTNER KEY THEMES: Goal 4: Clear Pathways to Bright Futures	LCAP Action
Programs such as Advancement Via Individual Determination (AVID), apprenticeship programs, Advance Placement (AP) and International Baccalaureate (IB) classes, Career Technical Education (CTE), CIVITAS, Improve Your Tomorrow (IYT), Rapid Learner, United College Action Network (UCAN), Visual and Performing Arts (VAPA)	2.3, 3.7, 4.3, 4.7, 4.8, 5.3
College and career counseling, awareness, workshops, resources, fairs, centers, tours, guest speakers, and internships	4.1, 4.2, 4.3, 4.4, 4.7, 4.8, 4.9, 5.1, 5.8
Life skills and trade opportunities such as financial literacy, communications skills, driver education, culinary arts, computer science	2.3, 4.3, 4.7, 4.8

Local Control and Accountability Plan

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San Juan
Unified School District

LCAP Goals

1. 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.
2. Healthy Environments	All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.
3. 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.
4. 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.
New 5. Additional Targeted Support	Differentiated assistance to improve outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators.

Local Control and Accountability Plan

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San Juan
Unified School District

Notable Changes to Actions

Action #	Action Description	Changes <i>Action expanded to include...</i>
1.01	Family and Community Engagement: Provide avenues where families are valued as active participants in building and maintaining strong school and home relationships. Provide information to parents on how to support instructional learning at home. Partner and build capacity with parents across our diverse district to take leadership roles that address specific school, region, and districtwide needs.	Two bilingual Communications Specialists, two-way text-messaging vendor with advanced translation features, Sierra Nevada Journeys summer academy, and additional support for west-end resource mobile. Increased funding by \$718,964
1.02	Workforce Diversity: Improve recruitment, retention, and career development focused on increasing diversity of staff members who represent our student populations.	Alder Teacher Residency program. Increased funding by \$733,500
1.03	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.	Additional bilingual instructional assistants and increasing existing staff hours. Increased funding by \$534,204
1.04	Cultural Brokers: School community staff to connect families and students with resources and tools to navigate the American school system, provide culturally appropriate responses, and engage historically underserved populations in programs to improve academic and social-emotional outcomes.	Staffing to provide additional support to immigrant and refugee students and families. Increased funding by \$988,705
2.02	Prevention Services: Support school sites and students with vision screening, reducing substance abuse, and creating physically, socially, and emotionally safe environments.	Access to vision screening at seven high-density sites, and Safe School Ambassadors and Safe School Buddies programs. Increased funding by \$330,000
2.03	Inclusive School Climate and Equity: Build and create culturally responsive, psychologically, socially, emotionally, and academically safe environments by lifting student voice, developing student leaders and advocates, and providing professional development (PD) for staff.	Additional student leadership, advocacy development programs, and community partnerships. Increased funding by \$784,001

Local Control and Accountability Plan

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Notable Changes to Actions

Action #	Action Description	Changes <i>Action expanded to include...</i>
2.05	School Site Supports for Safe Environments: Staff to improve safety, security, supervision, relationships, and connections with targeted student groups. Staff training to address fighting, bullying, racism, harassment, drug use, and discrimination on campus.	Additional staff for campus supervision and building relationships with students. Increased funding by \$3,462,186
4.01	School Counseling: Develop and maintain a K-12 comprehensive school counseling curriculum to provide tier 1 support for all students (including graduation track and certificate of completion) focused on three domains: college/career readiness, academic and social-emotional learning.	State Seal of Civic Engagement pathway. Increased funding by \$20,000
4.03	Post-Secondary Opportunities and Exposure: Expose students to opportunities through lessons in Naviance, counseling core instruction, Equal Opportunities Schools partnership, dual enrollment, 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 graduation.	Dual enrollment and Equal Opportunities Schools partnership. Increased funding by \$282,000
4.04	Alternative Education and Credit Recovery: Provide students with alternative education and credit recovery options to high school graduation. Exposure to college and career options to support students who want an alternative route to finish high school and/or who become credit deficient. Subsidize early childhood education program fees for low-income parents and pregnant teens.	Alternative education and credit recovery opportunities. Increased funding by \$425,000
4.05	Summer Opportunities and Enrichment: Intervention and enrichment opportunities for students who are at risk from not being on grade level.	Additional summer Camp Invention locations for learning and enrichment opportunities. Increased funding by \$500,000
4.10	District System Supports for Continuous Improvement: Site funding to implement continuous improvement principles and practices with educational partners focused on improving and increasing services for targeted student groups. This includes staffing, professional learning, and supplies.	Additional administrator support at targeted school sites. Increased funding by \$229,307

Local Control and Accountability Plan

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Differentiated Assistance

New Goal 5: Additional Targeted Support

Action #	Differentiated Assistance Student Groups	Action Description	Budgeted Expenditures
5.6 NEW	FY, HM, SWD	Program and Service Alignment: Increase collaboration within and across departments to create a Multi-Tiered System of Support (MTSS) that aligns academic and behavior programs and services.	\$10,000
5.7 NEW	SWD	Instructional Assistant Staffing: Increase and retain Instructional Assistant (IA) staffing and hours to provide classroom support to students with disabilities.	\$302,142
5.8	HM	Homeless Youth Staffing and Services: Wraparound services to identify McKinney Vento (MV) students, assist with immediate enrollment, improve attendance, and connect families with school and community resources to access school supplies, housing, transportation, food, and clothing.	\$871,882 <i>Increased funding by \$330,000</i>
5.09 NEW	FY, HM, SWD	Comprehensive Support and Improvement (CSI)/Additional Targeted Support and Improvement (ATSI): Direct support to schools that meet the criteria for CSI and ATSI focused on implementing continuous improvement principles and practices such as analyzing data, understanding root causes, developing and implementing changes, and monitoring progress.	\$60,000

Local Control and Accountability Plan

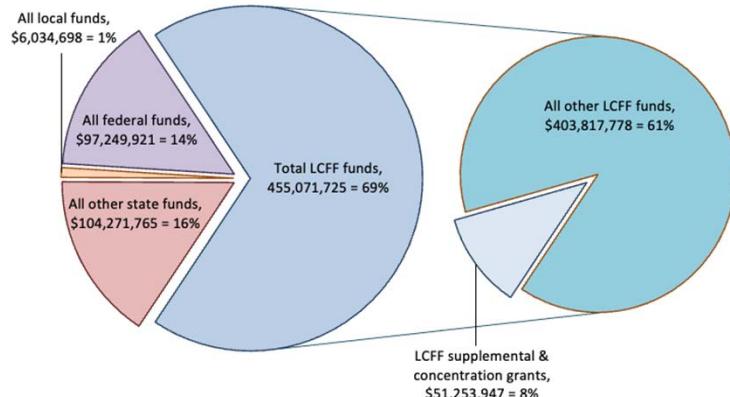
15



2023-24 Budget Overview: Revenue

Projected Revenue by Fund Source

Total Projected Revenue = \$662,628,109



Local Control and Accountability Plan

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2023-24 Budget Overview: Expenditures

Budgeted Expenditures in the LCAP

\$ 700,000,000
\$ 600,000,000
\$ 500,000,000
\$ 400,000,000
\$ 300,000,000
\$ 200,000,000
\$ 100,000,000
\$ 0

Total Budgeted
General Fund
Expenditures,
\$654,405,337

Total Budgeted
Expenditures in
the LCAP
\$381,483,021

*The difference between Total Projected Revenue (\$662,628,109) and Total Budgeted General Fund Expenditures (\$654,405,337) equals \$8,222,772. This fund balance represents reserves for committed funds and additional concentration grant funding.

Local Control and Accountability Plan

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LCAP PAC Function and Purpose

Education Code

- Present the local control and accountability plan to the parent advisory committee for review and comment
- Superintendent responds, in writing, to comments received from the parent advisory committee
- Board of Education responsible for LCAP adoption

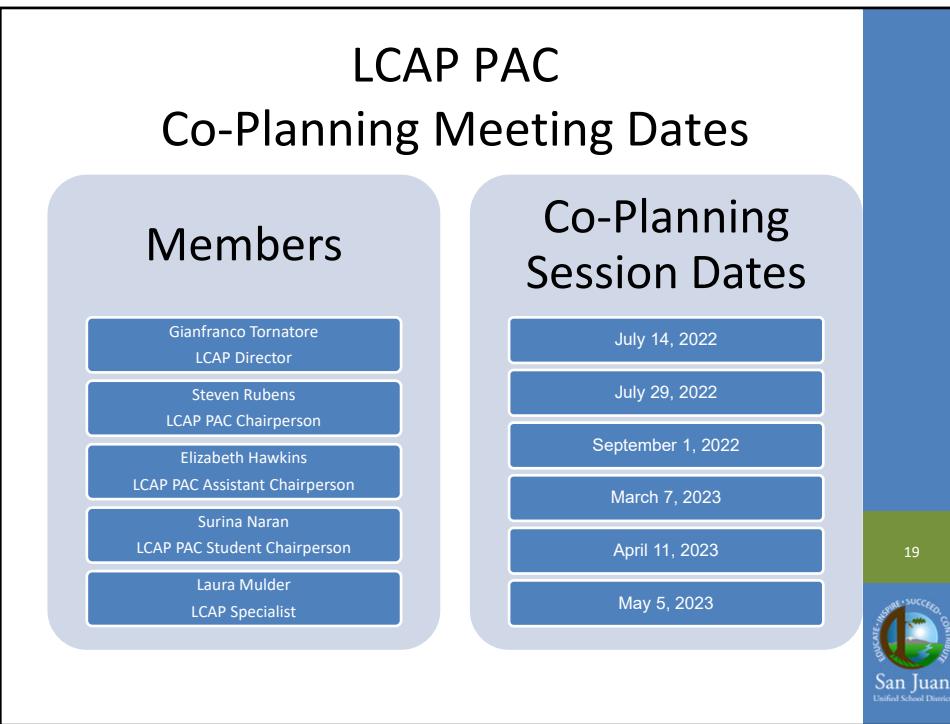
Local Control and Accountability Plan

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Committee Bylaws

- One of multiple educational partner groups whose perspectives and insights help inform the development of the LCAP
- Provide perspectives and insights regarding LCAP educational partner engagement strategy
- Review educational partner input themes to identify shared areas of interest within and across educational partner groups





Board Discussion

Local Control and Accountability Plan

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School
Year
2023-
2024



San Juan
Unified School District

Draft 2021-2024 Local Control Accountability Plan

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San Juan
Unified School District

LCFF Budget Overview for Parents

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

CDS Code: 34674470000000

School Year: 2023-24

LEA contact information:

Gianfranco Tornatore

Director, Continuous Improvement and LCAP

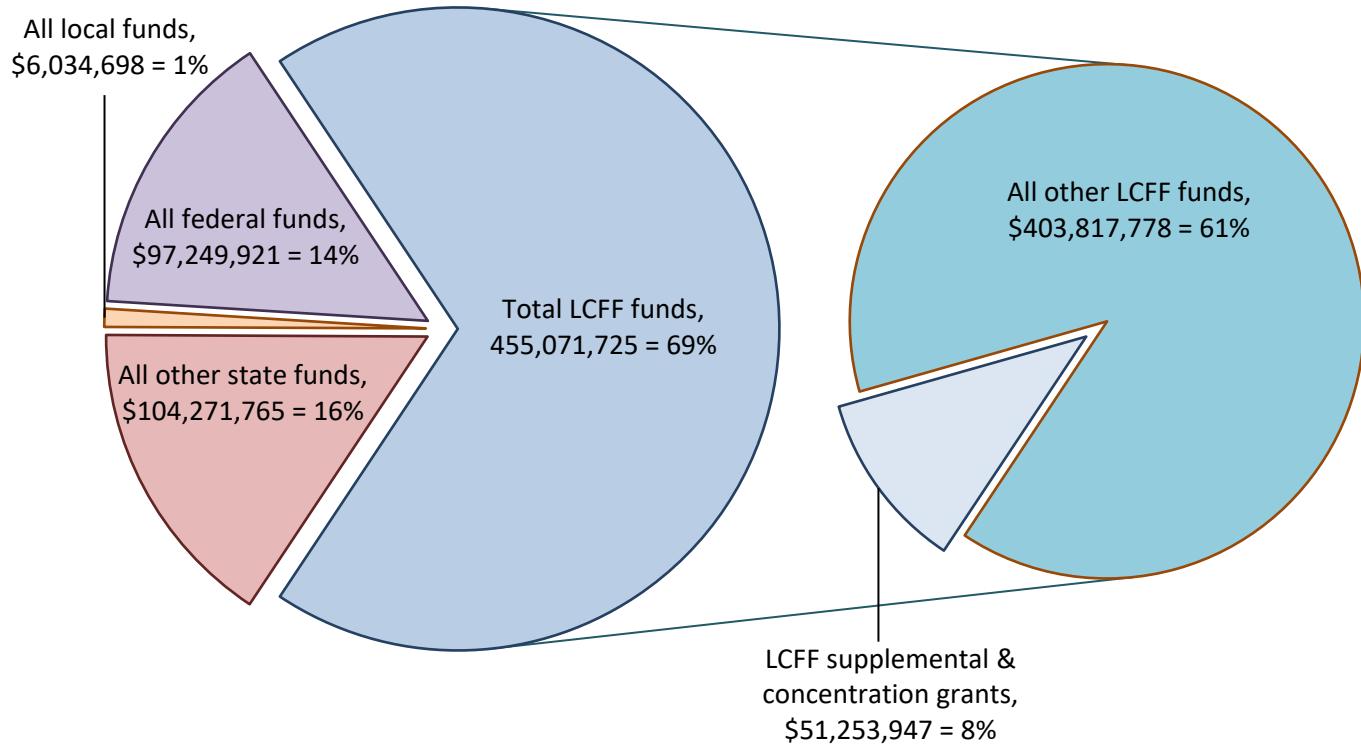
gianfranco.tornatore@sanjuan.edu

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 youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source



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

The text description for the above chart is as follows: The total revenue projected for San Juan Unified School District is \$662,628,109, of which \$455,071,725 is Local Control Funding Formula (LCFF), \$104,271,765 is other state funds, \$6,034,698 is local funds, and \$97,249,921 is federal funds. Of the \$455,071,725 in LCFF Funds, \$51,253,947 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.

Budgeted Expenditures in the LCAP

\$ 700,000,000
\$ 600,000,000
\$ 500,000,000
\$ 400,000,000
\$ 300,000,000
\$ 200,000,000
\$ 100,000,000
\$ 0

Total Budgeted General Fund Expenditures, \$654,405,337

Total Budgeted Expenditures in the LCAP
\$381,483,021

This chart provides a quick summary of how much San Juan Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Juan Unified School District plans to spend \$654,405,337 for the 2023-24 school year. Of that amount, \$381,483,021 is tied to actions/services in the LCAP and \$272,922,316 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

- District and school general operating and housekeeping expenses
- Routine repair and maintenance
- Insurance
- Transportation
- Instructional materials and resources
- Professional and consulting services
- Special education
- Other certificated and classified employee salaries and benefits

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

Comparing the Total Projected Revenue of \$662,021,063 and the Total Budgeted General Fund Expenditures of \$627,664,545, the difference is \$34,356,518. This fund balance represents required reserves for economic uncertainties, multi-year one-time grants, and committed funds.

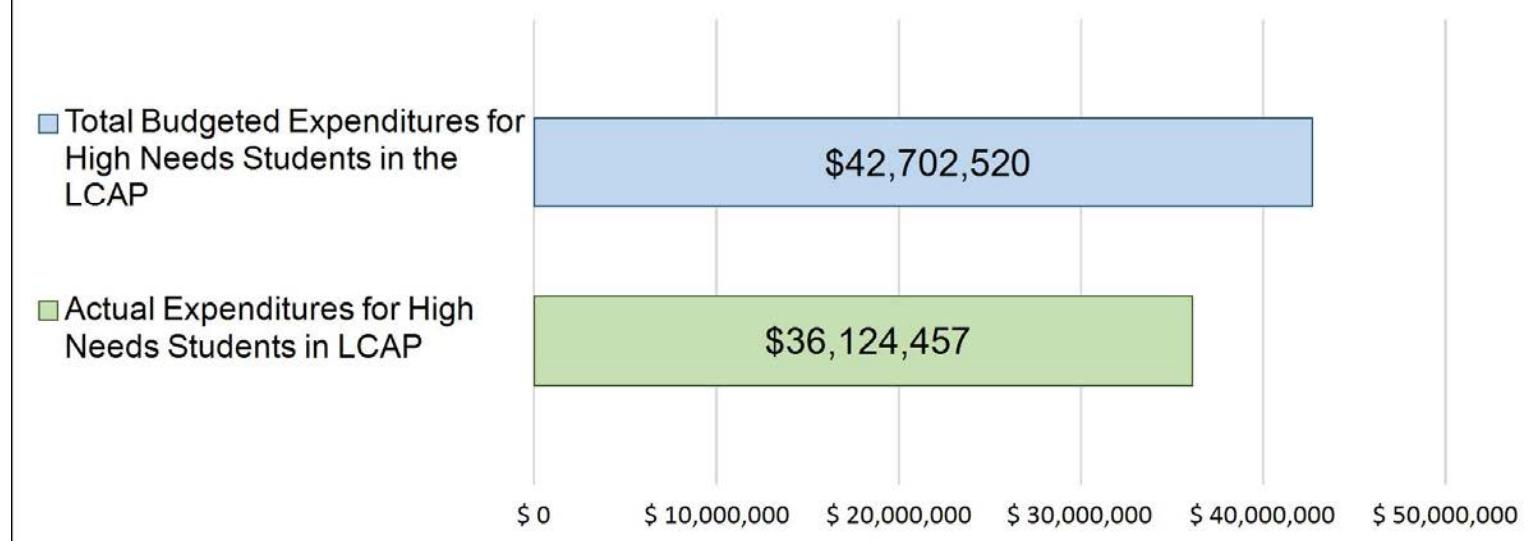
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, San Juan Unified School District is projecting it will receive \$51,253,947 based on the enrollment of foster 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 \$57,856,812 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what San Juan Unified School District budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2022-23, San Juan Unified School District's LCAP budgeted \$42,702,520 for planned actions to increase or improve services for high needs students. San Juan Unified School District actually spent \$36,124,457 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-6,578,063 had the following impact on San Juan Unified School District's ability to increase or improve services for high needs students:

Actual 2022-23 expenditures are preliminary. The final numbers for the year will be available in August 2023. Looking across goals 1-5, the difference between our planned expenditures and preliminary actual expenditures was due to staffing and substitute shortages, and shifts in funding to sources outside of the LCAP. The impact of the difference in funding resulted in the inability to fully implement some actions as planned. Additionally, the impact of the difference in funding results in carryover funding for the upcoming 2023-24 school year.



San Juan
Unified School District

Local Control 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 Unified School District	Gianfranco Tornatore Director, Continuous Improvement and LCAP	gianfranco.tornatore@sanjuan.edu 916-971-7931

Plan Summary [2023-24]

General Information

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

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 has 65 schools, employs approximately 5,526 staff, covers 75 square miles, and 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 significant number of refugee and immigrant students who speak Spanish, Dari, Pashto, Farsi, Russian, Arabic, Ukrainian, and many other languages. Approximately 57% 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, Rapid Learner, International Baccalaureate, CIVITAS, career technical pathways, Advancement Via Individual Determination (AVID), and other specialties. Individual schools may also have a specialized focus 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 infants/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 and needs, SJUSD ensures the success of each student by providing academic, behavioral, and social-emotional supports through our multi-tiered system of support (MTSS) as well as engaging, relevant, and innovative instruction and programs. Using a continuous improvement process, we continue to adjust our efforts to better meet the needs of our children and families by partnering with parents/guardians, staff, students, and the community.

The graphs below show the district's student demographics. As of March 15, 2023, there are approximately 37,975 TK-12 students enrolled. Our diverse student population includes 57% socioeconomically disadvantaged (SED), 17.7% English learners (EL), 13.3% students with disabilities (SWD), 3.5% homeless youth (HM), and 0.4% foster youth (FY). Our ELs speak the following languages: Spanish 34.2%, Dari 16.3%, Pashto 10.6%, Russian 8.9%, Arabic 6.2%, Farsi (Persian) 5.7%, Ukrainian 5.1%, Filipino (Filipino or Tagalog) 0.8%, and other non-English 12.2%. By ethnicity, San Juan students identify as White 47.2%, Hispanic 25.6%, Asian 10.7%, African American 6.8%, Filipino 0.8%, Pacific Islander 0.7%, American Indian or Alaskan Native 0.6%, and two or more races 7.7%.

**San Juan Unified School District
2022-23**

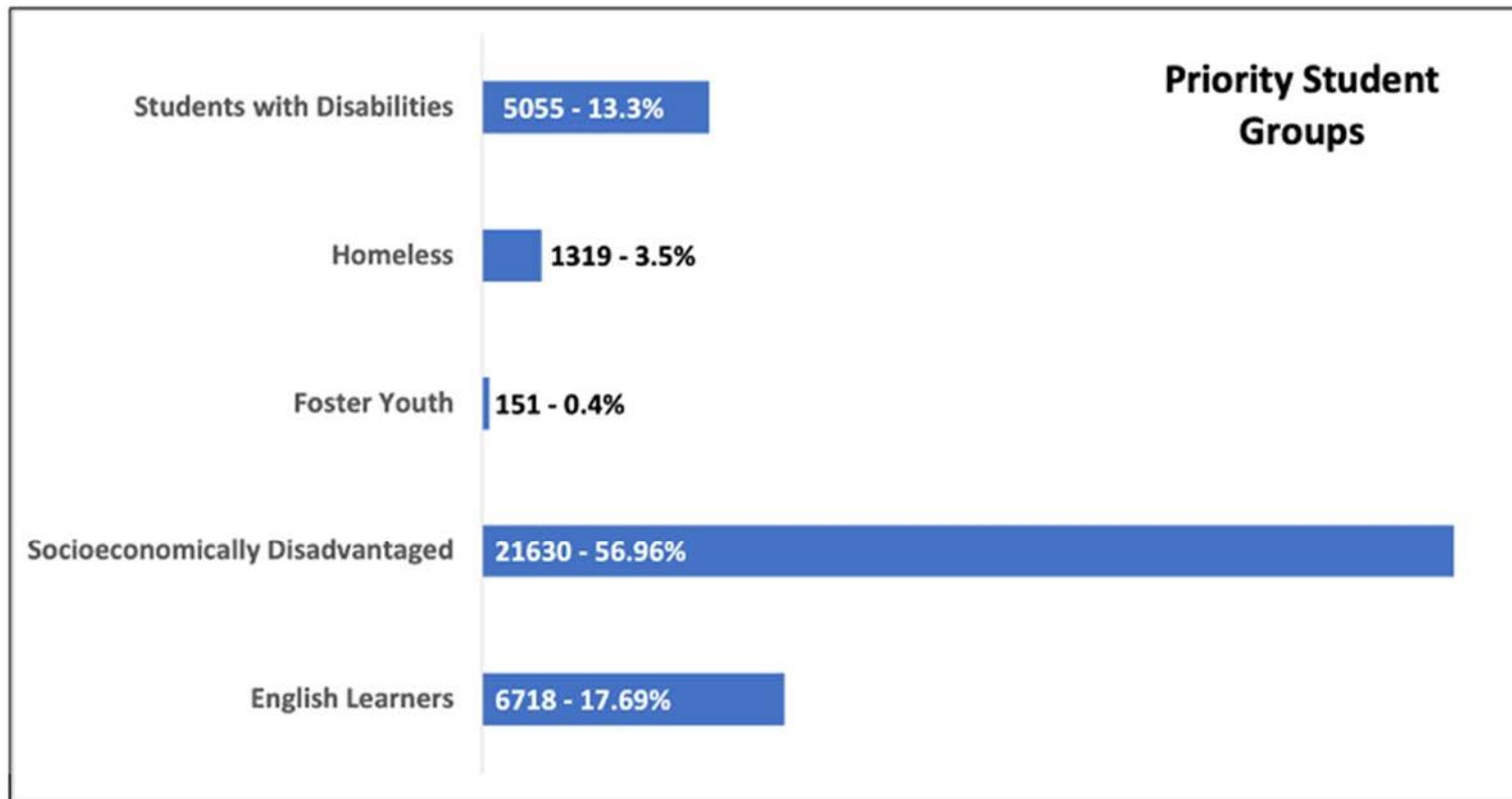
Communities Served: Arden-Arcade, Carmichael, Citrus Heights, Fair Oaks, Gold River, Orangevale

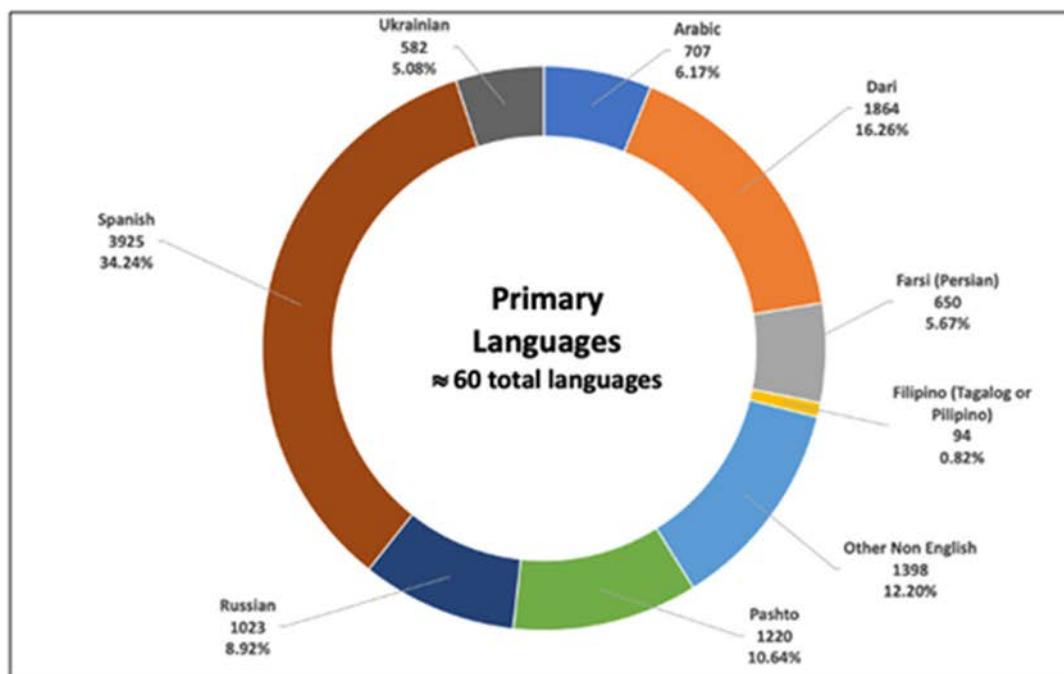
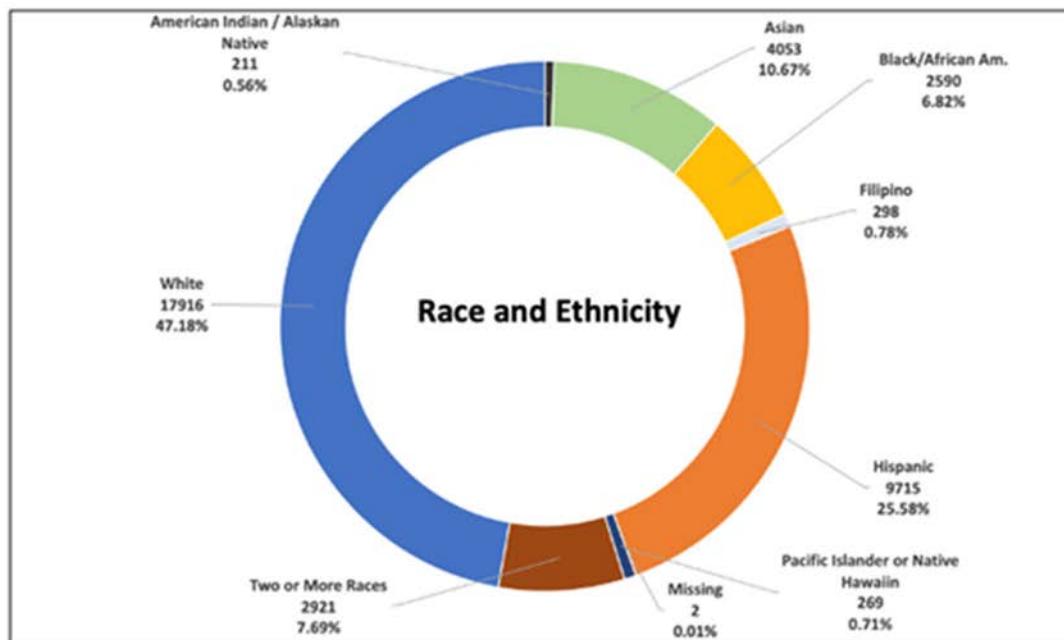
37,975 TK-12 students

5,526 staff

65 schools

75 square miles





Reflections: Successes

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

San Juan Unified expanded its educational partner engagement in 2022-23 by increasing the number of groups and participants engaged as well as conducting more targeted and intentional outreach. For example, SJUSD increased:

- The number of ThoughtExchange and listening session participants from approximately 1420 to 2500.
- The number of educational partner groups from approximately 45 to 65 with an emphasis on our targeted student groups.
- The number of students from our targeted groups who facilitate listening sessions as part of our San Juan Youth Voice Advocates (SJYVA).

In 2021-22, the percentage of current English learner (EL) students who made progress towards English language proficiency was 51.8%, which was higher than the statewide average. Additionally, reclassified ELs performed above standard in English Language Arts. Local data results also show an increase in students scoring at a level 4 performance level, most prominently for our EL students who have been in the US for more than 5 years.

To build upon this success and continue to make progress in meeting the academic and language needs of our ELs with various profiles, San Juan Unified will implement:

- Intervention and enrichment opportunities to accelerate English language proficiency such as after school tutoring, Saturday classes, Summer Math Camp, Camp Invention, and English Language Proficiency Assessments for California (ELPAC) Bootcamp.
- Bilingual Instructional Assistants (BIA) to provide scaffolds and supports focused on literacy and academic discourse.
- School Community Resource Assistants (SCRA) to build relationships and partnerships with our EL community, and connect students and families with resources and tools to navigate the American school system.
- Professional learning and additional staff such as program specialists and Teachers on Special Assignment (TOSA) to support integrated and designated English language development using the EL Roadmap, content standards, Universal Design for Learning framework (UDL), and Guided Language Acquisition Design (GLAD).
- And, finally, parent engagement workshops focused on how to support instructional learning at home.

In 2021-22, 37.6% of students in kindergarten through grade 8 were chronically absent and missed 10 percent or more of the instructional days they were enrolled. However, when we look at how the student absence rate of our chronically absent students has changed over time between 2021-22 and 2022-23, we see that chronically absent students are missing fewer days of school and showing improved average daily attendance. For example, in semester 1 of the 2021-22 school year, the percent of chronically absent students who missed more than 15% of school days was 18.3%. Whereas the percent of chronically absent students who missed more than 15% of school days in semester 1 of the 2022-23 school year decreased to 14.3%.

To build upon this success and continue to make progress, San Juan will implement actions that include:

- Transportation for our foster youth and homeless students and increasing ridership.
- Staffing and community partnerships to expand access to resources, programs, and services.

- Increasing communication by coordinating our outreach efforts across the district through our Family and Community Engagement (FACE) Mobile, parent workshops, and social media. And, at the site level, through our school leaders, teachers, counselors, social workers, and staff.
- Regular meetings with families in their home language to provide: 1) Resources such as technology devices, internet access to students, free bus passes, food and clothing; 2) Services such as mental health support, translators, and alternative education programs; 3) Interventions by engaging students and families in co-creating home routines and plans.

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.

Based on a review of the Dashboard, there is a need to increase the number of students who are meeting grade-level standards in English Language Arts (ELA) and mathematics on the California Assessment of Student Performance and Progress (CAASPP), which is taken by students in grades 3-8 and grade 11. There is also a need to reduce the suspension rate of students in kindergarten through grade 12 who have been suspended at least once in a given school year (students who are suspended multiple times are only counted once on the Dashboard indicator). Student groups with significant performance gaps in these areas include African American, English learner, foster youth, homeless youth, and students with disabilities.

To address the disparities for our student groups and improve overall student performance in ELA and math, San Juan Unified is implementing actions that include:

- Professional learning, coaching, and collaboration for teachers focused on instruction aligned to the ELA, history-social science, and math frameworks.
- Tier 1 and 2 academic interventions through our Multi-Tiered System of Support (MTSS) as well as a universal screener for dyslexia.
- Effective instructional practices such as co-teaching and Universal Design for Learning (UDL), which are differentiated and inclusive approaches to teaching and learning.
- Tutoring, flex periods, and diagnostics to provide targeted small group instruction to students.
- Intervention teachers and instructional assistants in our elementary and K-8 schools to provide additional support to students.

In response to our suspension data, we are providing schools with a multi-tiered system of social, emotional, behavioral, and mental health supports. These include:

- Direct services to students such as counseling services, mentoring programs, and K-12 support center services.
- Additional staff to support schools with reviewing data, aligning resources to the data, and implementing social emotional learning programs.
- Professional development such as alternative practices to suspension focused on Positive Behavioral Interventions and Supports (PBIS), Restorative Practices (RP), and de-escalation training.
- Network Improvement Communities (NIC) focused on continuous improvement practices that support our African American students and students with disabilities.

- Unconscious bias training, culturally responsive and restorative strategies to support safety planning, training, and student supervision.

Additionally, Differentiated Assistance (DA) is provided to assist districts in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. San Juan Unified met the criteria for differentiated assistance and is required by the California Department of Education to include an additional LCAP goal to outline support for the following student groups: foster youth, homeless youth, and students with disabilities.

LCAP Highlights

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

By integrating the planning process of the LCAP, Expanded Learning Opportunities (ELO), and Elementary and Secondary School Emergency Relief (ESSER III) expenditure plans, San Juan created a comprehensive three-year plan that braided the funds, actions, services, and strategies of each plan to address the immediate and long-term impact of COVID-19. Specifically, the plans address students' academic, social, emotional, and mental health needs as well as continuous and safe in-person learning with an emphasis on our priority student groups.

In developing these three plans, San Juan developed, maintained, and expanded engagement with our educational partners to shape and influence each plan's actions and expenditures. As part of San Juan's continuous improvement efforts, we engaged multiple educational partner groups that included students, employees, staff, labor groups, and community partners. We used multiple outreach and engagement strategies to maximize participation, differentiate our approach, and lift the voice of our diverse community, specifically those of our historically underrepresented students and families. The strategies included:

- ThoughtExchanges, listening sessions, focus groups, and surveys.
- Engaging our educational partners in 1:1, small, and large group settings through online, phone, in-person, and paper communication.
- Communicating these opportunities with our educational partners in variety of ways including through the district website, mass notification, social media, community newsletters, and targeted outreach.

Community input from educational partner groups was collected, which was then used to develop and align actions across all three plans that build and expand on one another to provide a cohesive and comprehensive strategy.

An additional highlight is our districtwide focus on leading for equity-driven continuous improvement (EDCI). This means getting better at removing barriers as well as creating pathways and access to opportunities for all students with a specific focus on our English learner (EL), low-income (LI), and foster youth (FY) students. To improve our capacity to lead for EDCI, our Division of Teaching and Learning Staff focused on the following key areas:

- Planning with our EL, LI, FY students in mind first.

- Monitoring progress and implementation of actions.
- Using inquiry-based processes to drive learning and improvement.
- Focusing on improving outcomes, experiences, and access to opportunities for our EL, LI, and FY students.

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.

- Katherine Johnson
- La Entrada
- La Vista
- Starr King

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 will provide schools that met the criteria for Comprehensive Support and Improvement (CSI) the opportunity to participate in a Networked Improvement Community (NIC). The NIC is a five-part series that works through the four stages of continuous improvement which includes conducting a needs assessment and root cause analysis, defining goals and evidence-based interventions, prototyping and implementing solutions, and measuring and reporting on the impact of the improvement plans. The purpose is for each school site to make changes in practice that reflect student needs and result in improved outcomes, experiences, and opportunities for students.

Each of the five network meetings will provide school leadership teams with an opportunity to engage in the continuous improvement process to address their Problem of Practice (i.e., suspension, attendance, African American achievement, etc.), and the learning space to collaborate with partner school sites within the network to share ideas, resources, and best practices.

In addition to the network meetings, a coach will be assigned to each school site to provide expert guidance and personalized support throughout the NIC process. The coach will also act as a thought partner during the network meetings to help eligible CSI schools achieve their goals, and to ensure that school leadership teams are equipped with the necessary tools and resources to drive improvement. Collectively, the NIC and coach will support the development and implementation of the School Plan for Student Achievement (SPSA) in alignment with the Local Control and Accountability Plan (LCAP).

Monitoring and Evaluating Effectiveness

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

The district NIC facilitator and coach will engage in the following practices to monitor and evaluate the plan to support student and school improvement: 1) provide regular check-ins with site administrators and school improvement teams to refine and modify improvement plans based on regular review of data and information; 2) review each school's Plan-Do-Study-Act (PDSA) plans and inquiry cycles to identify measurable and actionable goals; and 3) create and share site reports with each school to provide feedback and monitor progress of plans.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 reflection process for how our approximately 37,975 TK-12 students are engaged in learning. Outlined below is the district process for gathering educational partner input to inform the actions and services in the 2023-24 Local Control and Accountability Plan (LCAP).

Between November 2022 and March 2023, we engaged approximately 2500 participants and over 65 educational partner groups using questions identified from our four goal areas:

- Connected School Communities
- Healthy Environments for Social and Emotional Growth
- Engaging Academic Programs
- Clear Pathways to Bright Futures

Educational partner listening sessions were held with statutorily required groups such as students, parents/guardians, community partners, district staff, and collective bargaining groups as well as priority populations such as English learner, low income, and foster youth students. On March 16, 2023, the Local Control and Accountability Parent Advisory Committee (LCAP PAC) met to review educational input themes to identify shared areas of interest within and across educational partners groups as they relate to services supporting English learner, low-income, foster youth and, more broadly, all students. District focus teams and the Special Education Local Plan Area (SELPA) team reviewed and monitored 2022-23 LCAP actions, metrics, and expenditures throughout the year. Additionally, LCAP PAC perspectives and insights, educational partner key themes, and climate survey results were used to support the planning and development of the 2023-24 LCAP. On May 25, 2023, a draft plan of the LCAP was presented to the LCAP PAC and the District English Learner Advisory Committee (DELAC) in separate meetings. Both groups reviewed the LCAP and provided comments to the district superintendent. The superintendent's responses were posted on the district LCAP website and were shared with the LCAP PAC and the DELAC. The draft LCAP was posted on the district LCAP website and was also placed in the district lobby to allow written comments to be submitted prior to the public hearing. On June 13, 2023, the LCAP draft plan was presented in a public meeting, and on June 27, 2023, the LCAP was adopted by the local governing board.

A summary of the feedback provided by specific educational partners.

SJUSD used focus groups, listening sessions, surveys, and ThoughtExchanges to engage our educational partners. Two questions were asked with modifications as needed for accessibility:

- What are some things our schools are doing well to support students and families?
- What are some things our schools can do differently and focus on in order to improve?

The following educational partner groups were engaged:

- African American Families: March 2023

- African American Staff: January 26, 2023, February 13, 2023, February 27, 2023
- African American Students: March 2023
- American Indian Education Program Parent Advisory Committee (AIEP PAC): November 2022
- Black Student Unions (High School): February 8, 2023
- Black Student Unions (Middle School): January 25, 2023
- Brown/Latinx Student Union: February 15, 2023
- District English Learner Advisory Committee (DELAC): January 26, 2023
- English Learner Advisory Committees (ELACs): November-December 2022
- English Learner Community Partners: November 8, 2022
- English Learner Students: November 2022-January 2023
- English Learner Student Leadership Council: November 17, 2022
- Equity Collaborative Community Partners: December 13, 2022
- Foster Youth Community Partners: November 29, 2022, December 12, 2022
- Foster Youth Staff: December 22, 2022
- Foster Youth Students: November 10, 2022
- Lesbian, Gay, Bisexual, Transgender, Queer+ (LGBTQ+) Students: December 15, 2022, December 2022 (survey)
- Long-term English Learners Students (LTEL): November-December 2022
- McKinney Vento (Homeless) Community Partners: December 2022
- McKinney Vento (Homeless) Families: November-December 2022
- McKinney Vento (Homeless) Staff: November-December 2022
- McKinney Vento (Homeless) Students: November-December 2022
- Newcomer/Refugee Students: December 2022
- Newcomer/Refugee Families: December 10, 2022, February 18, 2023
- Prevention Services Staff: December 21, 2022
- Prevention Services Students: December 1, 2022
- SJUSD Curriculum, Standards, Instructional and Student Services Committee: January 18, 2023
- SJUSD Elementary, Middle, and High School Students: November 2022-February 2023
- SJUSD Facilities Committee: November 1, 2022
- SJUSD Students With A Voice (SWAV): February 2023
- SJUSD Teachers Association (SJTA): January 19, 2023
- Special Education Families: December 8, 2022
- Special Education Students: November 2022-February 2023
- Superintendent Parent Advisory Committee (SPAC): January 19, 2023
- Superintendent Student Advisory Council (SSAC): December 6, 2022
- Tallares Familiares: February 17, 2023
- ThoughtExchanges – Districtwide, labor groups, English Language Advisory Committees (ELAC), School Site Councils (SSC), special education families: November, 2022-January, 2023

Additionally, from January 10 through February 13, 2023, a climate survey was administered to students in grades 4-12 as well as parents/guardians and staff across the district. The survey included items and categories aligned to LCAP actions and metrics. There were 21,288 total responses that included 10,280 student, 9,358 parent, and 1,650 staff responses.

Educational partner input was then reviewed within and across groups for common themes to identify both districtwide and student group-specific needs with an emphasis on English learners, low-income, and foster youth students. The themes by goal area that emerged from our educational partners include:

Goal 1 - Connected School Communities:

- Parent classes and workshops
- Resources to access food, clothing, and shelter
- Subsidized childcare, transportation, technology, clubs, programs, and fees
- Consistent, timely, and translated communication from the district and school sites to families
- Increase collaboration with community partners
- Peer and staff relationship building, clubs, sports, and community building events
- Chromebooks for teachers and students

Goal 2 - Healthy Environments for Social and Emotional Growth:

- Mental health staffing, supports, and wellness spaces for students and staff
- Inclusive and culturally responsive textbooks, materials, stories, celebrations, and programs
- Accountability, consequences, and training to address fighting, bullying, racism, harassment, drug use, and discrimination on campus
- Safety and security including campus supervision, fencing, crosswalks, parking lots, drop-off and pick-up zones
- Culturally diverse, healthy, and appetizing meal choices
- Staff diversity, recruitment, and retention

Goal 3 - Engaging Academic Programs:

- Engaging, fun, real-world experiences and opportunities
- Staffing such as teachers, intervention specialists, instructional assistants, bilingual instructional assistants, English language development teachers, translators, tutors, school community resource assistants, certified librarians
- Programs and services including tutoring, mentoring, academic intervention, summer and before/after school programs with an emphasis on math
- Science, Technology, Engineering, Arts, and Math (STEAM) related enrichment opportunities such as field trips, robotics, fine arts, music, whole-child
- Consistent use of software learning platforms across schools and classrooms

Goal 4 - Clear Pathways to Bright Futures:

- Programs such as Advancement Via Individual Determination (AVID), apprenticeship programs, Advance Placement (AP) and International Baccalaureate (IB) classes, Career Technical Education (CTE), CIVITAS, Improve Your Tomorrow (IYT), Rapid Learner, United College Action Network (UCAN), Visual and Performing Arts (VAPA)
- Access to academic counselors and Naviance
- Opportunities for all K-12 students to explore strengths, interests, and goals
- College and career counseling, awareness, workshops, resources, fairs, centers, tours, guest speakers, and internships
- Life skills and trade opportunities such as financial literacy, communications skills, driver education, culinary arts, computer science

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

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 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 educational partners in the community to ensure a diversity of voices were represented in the LCAP.

An expanded educational partner engagement process was implemented resulting in an increase in the number of diverse educational partners engaged, especially students, who provided their voice in the development of the LCAP as well as facilitated listening sessions. Additionally, the quality of educational partner feedback improved because of the questions being connected to the four focus areas. This allowed the district to identify needs and actions for our priority groups and, more broadly, for all our groups across the district.

The input collected from our educational partner groups was organized into common themes both within and across groups. These common themes were identified in consultation with the Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC), district staff, and San Juan Youth Voice Advocates (SJYVA). Lastly, the summarized educational partner input as well as local and state data results were shared with district LCAP focus area teams and SELPA team who revised, removed, and added to the LCAP actions, services, and expenditures resulting in the revised LCAP for the 2023-24 school year.

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.

Goals 1-4 were developed to focus the district's continuous improvement work and developed with our educational partners as part of our strategic planning process during the 2019-20 school year. Each goal is aligned and in response to the state and local Dashboard data areas, and reflective of the shared interests within and across educational partner groups.

To achieve each goal, actions, and metrics have been strategically grouped together based on an analysis of quantitative and qualitative data to identify potential causes contributing to Dashboard results. This analysis included a review of state and local data, educational partner voice, process maps, and research with a focus on improving student outcomes, experiences, and access to opportunities.

Performance will be measured using multiple metrics listed in the Measuring and Reporting Results section of each goal using the 3-year desired outcomes listed for each metric to monitor progress and improvement. To achieve each goal, actions and expenditures (see Actions section) will be implemented and updated annually based on a review of educational partner input and state and local data.

Measuring and Reporting Results

DEFINITION KEY	
Disparity	Maximum difference between any subgroup compared to the overall rate
ALL	All Students
AA	African American
HIS	Hispanic
EL	English Learner
RFEP	Reclassified Fluent English Proficient
FY	Foster Youth

DEFINITION KEY	
SWD	Students with Disabilities
SED	Socioeconomically Disadvantaged
HM	Homeless

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism: Percentage of students who are chronically absent in grades TK-8.	2018-19 Overall: 13% Disparity: 13.6%	2021-22 Overall: 32.7% Disparity: 20.5%	2022-23 Overall: 32.5% Disparity: 20.6%		All: <10% Disparity: <8.6%
Metric Source: Local - Q-SIS	ALL 13% AA 25.7% HIS 14.7% WH 10.6% EL 12.4% RFEP 5.9% FY 25.0% SWD 19.2% SED 17.7% HM 26.6%	ALL 32.7% AA 50.7% HIS 38.9% WH 28.7% EL 30.0% RFEP 23.1% FY 41.0% SWD 40.4% SED 38.2% HM 53.2%	All 32.5% AA 48.2% HIS 37.5% WH 29.4% EL 29.6% RFEP 23.4% FY 38.5% SWD 39.0% SED 38.2% HM 53.1%		
Attendance: Attendance rates for students in TK-8.	2018-19 Overall: 95.2% Disparity: 2.6%	2021-22 Overall: 90.6% Disparity: 6.5%	2022-23 Overall: 87.4% Disparity: 4.7%		All: >95% Disparity: <2%
Metric Source: Local - Q-SIS	ALL 95.2% AA 93.2% HIS 94.8% WH 95.5% EL 95.0% RFEP 96.6% FY 92.6% SWD 93.8% SED 94.3%	ALL 90.6% AA 84.9% HIS 89.5% WH 91.6% EL 91.5% RFEP 93.4% FY 88.8% SWD 88.3% SED 89.2%	All 87.4% AA 82.7% HIS 85.9% WH 88.1% EL 89.9% RFEP 86.4% FY 83.1% SWD 84.4% SED 86.5%		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	HM 92.7%	HM 84.1%	HM 85.2%		
Parent and Family Engagement: 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.	2018-19 Relationships: Level 2 Partnerships: Level 3 Input: Level 3	2021-22 Relationships: Level 3 Partnerships: Level 3 Input: Level 3	2022-23 Relationships: Level 3.75 Partnerships: Level 3.5 Input: Level 3.5		All: Level 3 or higher
Metric Source: Local Performance Indicator - Parent and Family Engagement Self-Reflection Tool					
Participation, Engagement, and Motivation: Percentage of schools where at least 3/4 of students, parents, and staff respond "agree" or "strongly agree" to Participation/Engagement/Motivation.	2019-20 Students: 50.8% of schools Staff: 73% of schools Parents: 92.1% of schools	2021-22 Students: 52.2% of schools Staff: 80.6% of schools Parents: 61.2% of schools	2022-23 Students: 20.6% of schools Staff: 80.9% of schools Parents: 83.9% of schools		All: >70% of schools where 3/4 of students, staff, and parents respond "agree" or "strongly agree"
Metric Source: Local - District Climate Survey					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High Expectations and Caring Relationships: Percentage of schools where at least 3/4 of students, parents, and staff respond "agree" or "strongly agree" to High Expectations/Caring Relationships. Metric Source: Local - District Climate Survey	2019-20 Students: 76.2% of schools Staff: 85.7% of schools Parents: 93.7% of schools	2021-22 Students: 67.2% of schools Staff: 83.6% of schools Parents: 88.1% of schools	2022-23 Students: 50% of schools Staff: 79.4% of schools Parents: 73.5% of schools		All: >85% of schools where 3/4 of students, staff, and parents respond "agree" or "strongly agree"
Staffing Ethnic Diversity: Percentage of staff reflects the ethnic diversity of the student population for SJUSD. Metric Source: CALPADS	2019-20 Non-White Certificated: 21% Non-White Classified: 26%	2021-22 Non-White Certificated: 19.87% Non-White Classified: 27.63%	2022-23 Non-White Certificated: 20% Non-White Classified: 32.09%		Non-White Certificated Staff: 24.0% Non-White Classified Staff: 29.0%
Parent Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, MKV, and SWD in leadership roles (e.g. School Site Council, Bond Oversight, C&S,	2019-20 36.4%	2021-2022 34.64%	2022-23 49.11%		>45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities, WSCC, ELAC, DELAC, CAC, LCAP PAC, SPAC, etc.). Metric Source: Local					

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Family and Community Engagement	Provide avenues where families are valued as active participants in building and maintaining strong school and home relationships. Provide information to parents on how to support instructional learning at home. Partner and build capacity with parents across our diverse district to take leadership roles that address specific school, region, and districtwide needs.	\$1,440,158.00	Yes
1.2	Workforce Diversity	Improve recruitment, retention, and career development focused on increasing diversity of staff members who represent our student populations.	\$1,093,808.00	Yes
1.3	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.	\$4,057,047.00	Yes
1.4	Cultural Brokers	School community staff to connect families and students with resources and tools to navigate the American school system, provide culturally appropriate responses, and engage historically underserved	\$1,734,505.00	Yes

Action #	Title	Description	Total Funds	Contributing
		populations in programs to improve academic and social-emotional outcomes.		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions within goal 1 were implemented as planned without substantive differences. The challenges experienced during implementation included:

- Staff shortage and vacancies at school sites
- Substitute shortage for staff to attend professional learning
- Staff resignations

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

Material differences between budgeted and estimated actual expenditures were due to staffing and substitute shortages, vacancies, and shifting funding to sources outside of the LCAP.

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

Actions: 1.1, 1.3, 1.4

Metrics:

- Chronic Absenteeism: Between 2018-19 and 2022-23, the disparity rate and overall percentage of chronically absent students in grades TK-8 increased. We have not yet met our desired outcome for the overall rate and disparity rate.
- Attendance: Between 2018-19 and 2022-23, the disparity rate increased and the overall attendance rate for students in grades TK-8 has decreased. We have not yet met our desired outcome for the overall rate and disparity rate.
- Participation, Engagement, and Motivation: Between 2019-20 and 2022-23, the percent of schools where at least 3/4 of students, parents, and staff respond “agree” or “strongly agree” on the district climate survey decreased for students, increased for staff, and decreased for parents. We have not yet met our desired outcome for students, staff, parents.
- High Expectations and Caring Relationships: Between 2019-20 and 2022-23, the percent of schools where at least 3/4 of students, parents, and staff respond “agree” or “strongly agree” on the district climate survey decreased for students, staff, and parents. We have not yet met our desired outcome for students, staff, parents.

- Parent Engagement in Leadership Roles: Between 2019-20 and 2022-23, the percentage of parents of unduplicated students in leadership roles increased, and we have met our desired outcome.
- Parent and Family Engagement: Between 2018-19 and 2022-23, district ratings on the parent engagement self-reflection tool increased for building relationships between school staff and families, building partnerships for student outcomes, and seeking input for decision-making. We are meeting our desired outcome.

Actions: 1.2

- Staffing Ethnic Diversity: Between 2019-20 and 2022-23, the percentage of staff that reflects the ethnic diversity of the student population for SJUSD has decreased for non-white certificated staff and increased for non-white classified staff. We have met our desired outcome for non-white classified staff and not yet met our desired outcome for non-white certificated staff.

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.

Metrics:

- Parent Engagement in Leadership Roles: Metric description changed to specify priority student groups and district committees.

Actions:

- Action 1.1 increased funding and expanded to include two bilingual Communications Specialists in the district's communications department, a two-way text-messaging vendor with advanced translation features, Sierra Nevada Journeys summer academy, and additional support for west-end schools via a resource mobile benefiting both students and families.
- Action 1.2 (previously 1.5) increased funding and expanded to include Alder Teacher Residency program.
- Action 1.3 increased funding to hire additional bilingual instructional assistants and increase existing staff hours.
- Action 1.4 increased funding for staffing to provide additional essential support to immigrant and refugee students and families.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	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.

Goals 1-4 were developed to focus the district's continuous improvement work and developed with our educational partners as part of our strategic planning process during the 2019-20 school year. Each goal is aligned and in response to the state and local Dashboard data areas, and reflective of the shared interests within and across educational partner groups.

To achieve each goal, actions, and metrics have been strategically grouped together based on an analysis of quantitative and qualitative data to identify potential causes contributing to Dashboard results. This analysis included a review of state and local data, educational partner voice, process maps, and research with a focus on improving student outcomes, experiences, and access to opportunities.

Performance will be measured using multiple metrics listed in the Measuring and Reporting Results section of each goal using the 3-year desired outcomes listed for each metric to monitor progress and improvement. To achieve each goal, actions and expenditures (see Actions section) will be implemented and updated annually based on a review of educational partner input and state and local data.

Measuring and Reporting Results

DEFINITION KEY	
Disparity	Maximum difference between any subgroup compared to the overall rate
ALL	All Students
AA	African American
HIS	Hispanic
EL	English Learner
RFEP	Reclassified Fluent English Proficient
FY	Foster Youth

DEFINITION KEY	
SWD	Students with Disabilities
SED	Socioeconomically Disadvantaged
HM	Homeless

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate: Percent of students who have one or more days of home/in- school suspension.	2018-19 Overall: 6.74% Disparity: 14.31%	2021-22 Overall: 3.86% Disparity: 17.29%	2022-23 Overall: 3.74% Disparity: 11.97%		All: <4.7% Disparity: <9.3%
Metric Source: Local - Q-SIS	ALL 6.74% AA 15.49% HIS 7.05% WH 5.65% EL 5.52% RFEP 5.68% SWD 10.69% FY 21.05% SED 9.14% HM 14.73%	ALL 3.86% AA 10.09% HIS 4.25% WH 2.86% EL 3.56% RFEP 2.78% SWD 7.87% FY 21.15% SED 5.98% HM 10.12%	All 3.74% AA 8.45% HIS 4.11% WH 3.00% EL 2.95% RFEP 3.58% SWD 5.95% FY 15.71% SED 4.93% HM 6.90%		
Suspension: Number of days of instruction lost to home/in-school suspension per 100 students.	2018-19 Overall: 16.9 days Disparity: 53.3 days	2021-22 Overall: 8.28 days Disparity: 44.12 days	2022-23 Overall: 6.79 days Disparity: 34.22 days		All: <14.9 days Disparity: <47 days
Metric Source: Local - Q-SIS	ALL 16.9 days AA 48.4 days HIS 17.5 days WH 12.8 days EL 13.7 days RFEP 13.7 days SWD 31.4 days FY 70.2 days SED 24.4 days	ALL 8.28 days AA 23.02 days HIS 9.07 days WH 5.89 days EL 13.04 days RFEP 6.16 days SWD 17.43 days FY 52.40 days SED 13.03 days	All 6.79 days AA 17.09 days HIS 7.41 days WH 5.12 days EL 4.44 days RFEP 5.03 days SWD 12.73 days FY 41.01 days SED 8.60 days		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	HM 48.1 days	HM 20.53 days	HM 14.96 days		
Expulsion Rate: Percentage of students expelled from school.	2018-19 Overall: 0.07% Disparity: 0.13%	2020-21 Overall: 0.002% Disparity: 0.003%	2021-22 Overall: 0.001% Disparity: 0.009%		Maintain Levels
Metric Source: DataQuest	ALL 0.07% AA 0.19 % HIS 0.10% WH 0.04% EL 0.04% SWD 0.03% FY 0.20% SED 0.09% HM 0.15%	All 0.002% AA 0.00% HIS 0.00% WH 0.005% EL 0.0% SWD 0.0% FY 0.0% SED 0.0% HM 0.0%	All 0.001% AA 0.003% HIS 0.001% WH 0.001% EL 0.0% SWD 0.002% FY 0.01% SED 0.001% HM 0.002%		
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes).	2018-19 Overall: 6.6% Disparity: 30.4%	2020-21 Overall: 6.11% Disparity: 14.82%	2021-22 Overall: 8.4% Disparity: 16.6%		All: <5.6% Disparity: <25.4%
Metric Source: Dataquest	ALL 6.6% AA 11.8% HIS 7.5% WH 5.5% EL 18.4% SWD 13.4% SED 9.6% FY 37.0% HM 20.5%	All 6.11% AA 9.5% HIS 9.25% WH 4.99% EL 12.55% SWD 8.60% SED 8.91% FY 20.93% HM 16.80%	All 8.4% AA 13% HIS 8.3% WH 7.5% EL 16% SWD 13.5% SED 11.6% FY 25% HM 20.2%		
Middle School Dropout Rate:	2018-19 24 Students	2021-22 11 students	2022-23		<20 Students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of middle school students (grades 6-8) who dropout of school. Metric Source: CALPADS			Unavailable - Data not yet released by California Department of Education.		
School Culture and Sense of Belonging: Percentage of schools where at least 3/4 of students, parents, and staff respond "agree" or "strongly agree" to School Culture/Sense of Belonging. Metric Source: Local - District Climate Survey	2021-22 (New metric)	2021-22 Students: 50.7% of schools Staff: 70.1% of schools Parents: 79.1% of schools	2022-23 Students: 50% of schools Staff: 70.6% of schools Parents: 79.4% of schools		Increase by 5% of schools where 3/4 of students, staff, and parents respond "agree" or "strongly agree"
Safety: Percentage of schools where at least 3/4 of students, parents, and staff respond "agree" or "strongly agree" to Safety. Metric Source: Local - District Climate Survey	2019-20 Students: 82.5% of schools Staff: 82.5% of schools Parents: 95.2% of schools	2021-22 Students: 52.2% of schools Staff: 70.1% of schools Parents: 89.6% of schools	2022-23 Students: 54.4% of schools Staff: 64.7% of schools Parents: 86.8% of schools		All: >85% of schools where 3/4 of students, staff, and parents respond "agree" or "strongly agree"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Facilities: All schools meet or exceed a "Good" rating on the Facilities Inspection tool. Metric Source: SARC	2019-20 100%	2020-21 100%	2021-22 98.82%		100%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.	\$6,229,237.00	Yes
2.2	Prevention Services	Support school sites and students with vision screening, reducing substance abuse, and creating physically, socially, and emotionally safe environments.	\$555,767.00	Yes
2.3	Inclusive School Climate and Equity	Build and create culturally responsive, psychologically, socially, emotionally, and academically safe environments by lifting student voice, developing student leaders and advocates, and providing professional development (PD) for staff.	\$2,145,904.00	Yes
2.4	School Climate Improvement	Provide professional development to support sites with student engagement and alternative practices to suspension such as Positive Behavioral Interventions and Supports (PBIS), Restorative Practices (RP), social emotional learning (SEL).	\$336,633.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	School Site Supports for Safe Environments	Staff to improve safety, security, supervision, relationships, and connections with targeted student groups. Staff training to address fighting, bullying, racism, harassment, drug use, and discrimination on campus.	\$6,108,665.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions within goal 2 were implemented as planned without substantive differences. The challenges experienced during implementation included:

- Shift from a reactive approach during COVID to a proactive approach post-COVID to implementing programs and services
- Staff shortage and vacancies impacted club supervision, ability to meet Teen Intervene referrals, and resulted in delayed start for bullying prevention programs
- Club participation due to student scheduling conflicts
- Student transportation to district office for leadership meetings
- Substitute shortage impacted staff professional development attendance

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

Material differences between budgeted and estimated actual expenditures were due to staffing and substitute shortages, vacancies, and shifting funding to sources outside of the LCAP.

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

Actions: 2.1, 2.4

Metrics:

- Suspension Rate: Between 2018-19 and 2022-23, the disparity rate and overall percentage of students who have one or more days of home/in-school suspension decreased, most prominently for AA, FY, and HM students. While we are meeting our desired outcome for the overall rate, we have not yet met the desired outcome for the disparity rate.

- Suspension: Between 2018-19 and 2022-23, the disparity rate and overall number of days of instruction lost to home/in-school suspension per 100 students decreased, most prominently for AA, SWD, FY, and HM students. We are meeting our desired outcome for the overall rate and disparity rate.
- Expulsion Rate: Between 2018-19 and 2021-22, the disparity rate and overall percentage of students expelled from school decreased, most prominently for AA, FY, and HM students. We are meeting our desired outcome for the overall rate and disparity rate.

Actions: 2.1, 2.3, 2.4

Metrics:

- High School Dropout Rate: Between 2018-19 and 2021-22, the percentage of high school students who dropped out (based on the 4-year cohort outcomes) increased. However, the dropout rate decreased for FY students and the disparity rate decreased. While we are meeting our desired outcome for the disparity rate, we have not yet met the desired outcome for the overall rate.
- Middle School Dropout Rate: Between 2018-19 and 2021-22, the number of middle school students (grades 6-8) who dropped out of school decreased, and we are meeting our desired outcome.
- School Culture and Sense of Belonging: Between 2021-22 and 2022-23, the percent of schools where at least 3/4 of students, parents, and staff respond "agree" or "strongly agree" on the district climate survey remained constant for students, staff, and parents. We have not yet met our desired outcome for students, staff, parents.

Actions: 2.1, 2.2, 2.4, 2.5

Metrics:

- Safety: Between 2019-20 and 2022-23, the percent of schools where at least 3/4 of students, parents, and staff respond "agree" or "strongly agree" on the district climate survey decreased for students, staff, and parents. We have not yet met our desired outcome for students, staff, parents.

Actions: 2.5 Metrics:

- School Facilities: Between 2019-20 and 2021-22, the percent of schools meeting or exceeding a "good" rating on the Facilities Inspection Tool decreased, and we have not yet met our desired outcome.

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.

Metrics:

- High School Dropout Rate: Metric source changed to Dataquest to increase public access to information.

Actions:

- Action 2.2 increased funding for access to vision screening at seven high-density sites, and expansion of Safe School Ambassadors and Safe School Buddies programs.

- Action 2.3 increased funding and revised description to include student leadership, advocacy development programs, and community partnerships.
- Action 2.4 revised title and description to improve clarity and conciseness.
- Action 2.5 increased funding for campus supervision and relationship building with students, and revised description to improve clarity and conciseness.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	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.

Goals 1-4 were developed to focus the district's continuous improvement work and developed with our educational partners as part of our strategic planning process during the 2019-20 school year. Each goal is aligned and in response to the state and local Dashboard data areas, and reflective of the shared interests within and across educational partner groups.

To achieve each goal, actions, and metrics have been strategically grouped together based on an analysis of quantitative and qualitative data to identify potential causes contributing to Dashboard results. This analysis included a review of state and local data, educational partner voice, process maps, and research with a focus on improving student outcomes, experiences, and access to opportunities.

Performance will be measured using multiple metrics listed in the Measuring and Reporting Results section of each goal using the 3-year desired outcomes listed for each metric to monitor progress and improvement. To achieve each goal, actions and expenditures (see Actions section) will be implemented and updated annually based on a review of educational partner input and state and local data.

Measuring and Reporting Results

DEFINITION KEY	
Disparity	Maximum difference between any subgroup compared to the overall rate
ALL	All Students
AA	African American
HIS	Hispanic
EL	English Learner
RFEP	Reclassified Fluent English Proficient

DEFINITION KEY	
FY	Foster Youth
SWD	Students with Disabilities
SED	Socioeconomically Disadvantaged
HM	Homeless

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Arts State Assessment: Percentage of students who meet or exceed the ELA standards as measured by CAASPP (and i-Ready in 2020-21).	2018-19 CAASPP: Grades 3-8, 11 Overall: 46.6% Disparity: 40.23%	2020-21 CAASPP: Grade 11 Overall: 66.81% Disparity: 54.17% CAASPP: Grade 11 ALL 46.6% AA 24.7% HIS 34.9% WH 53.7% EL 6.37% Metric Source: California School Dashboard - English Language Arts Indicator	2021-22 CAASPP: Grades 3-8, 11 Overall: 42.62% Disparity: 34.88% All 66.81% AA 36.37% HIS 57.64% WH 71.11% EL 12.64% SED 49.64% SWD 27.59% FY N/A HM 28.13% 2020-21 i-Ready: Grades 3-8 Overall: 13.3% Disparity: 13.3% All 13.3% AA 5.1% HIS 8.0% WH 16.7% EL 1.3% SED 6.1%		All: >55.6% Disparity: <30.23%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		SWD 4.7% FY 0% HM 4.0%			
<p>Math State Assessment: Percentage of students who meet or exceed math standards as measured by CAASPP (and i-Ready in 2020-21).</p> <p>Metric Source: California School Dashboard - Mathematics Indicator</p>	<p>2018-19 CAASPP: Grades 3-8, 11 Overall: 37.2% Disparity: 29.22%</p> <p>ALL 37.2% AA 14.3% HIS 23.9% WH 44.9% EL 7.98% SED 22.9% SWD 13.1% FY 16.8% HM 13.1%</p>	<p>2020-21 CAASPP: Grade 11 Overall: 43.31% Disparity: 34.77%</p> <p>All 43.31% AA 15.21% HIS 27.67% WH 47.14% EL 12.99% SED 28.19% SWD 8.54% FY N/A HM 13.79%</p> <p>2020-21 i-Ready: Grades 3-8 Overall: 4.7% Disparity: 4%</p> <p>All 4.7% AA 0.8% HIS 1.9% WH 5.3% EL 0.7% SED 1.8% SWD 1.1% FY N/A HM 1.6%</p>	<p>2021-22 CAASPP: Grades 3-8, 11 Overall: 29.55% Disparity: 24.26%</p> <p>All 29.55% AA 10.37% HIS 20.01% WH 37.28% EL 5.29% SED 10.28% SWD 16.56% FY 11.11% HM 9.52%</p>		All: >46.2% Disparity: <19.22%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Science Standards: Percentage of students who meet or exceed the science standards.	2021-22 CAAST: Grades 5, 8, and once in HS Overall: 30.51% Disparity: 28.7%	2022-23 Unavailable - Data not yet released by California Department of Education.			All: Increase by 5% Disparity: <10%
Metric Source: Test Results for California's Assessments - CAST and CAA	All 30.51% AA 9.51% HIS 21.72% WH 37.89% EL 1.81% SWD 11.81% SED 17.85% FY 11.54% HM 11.49%				
Implementation of State Academic Standards: District ratings on the implementation of state academic standards in all three areas: (1) recently adopted academic standards and/or curriculum frameworks, (2) other adopted academic standards, and (3) support for teachers and administrators.	2020-21 Recently Adopted Academic Standards and/or Curriculum Frameworks: 3.9 Other Adopted Academic Standards: 4 Support for Teachers and Administrators: 4	2021-22 Recently Adopted Academic Standards and/or Curriculum Frameworks: 3.7 Other Adopted Academic Standards: 3.6 Support for Teachers and Administrators: 4	2022-23 Recently Adopted Academic Standards and/or Curriculum Frameworks: 3.7 Other Adopted Academic Standards: 3.6 Support for Teachers and Administrators: 4		All: Level 4 or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric Source: Local Performance Indicator - Implementation of State Academic Standards Self-Reflection Tool					
English Language Progress: Percentage of English learners who demonstrate improvement using ELPI levels on the ELPAC. Metric Source: California School Dashboard - English Learner Progress Indicator	2018-19 52.55%	2021-22 51.8%	2022-23 Unavailable - Data not yet released by California Department of Education.		>61.5%
English Language Learner Reclassification: Percentage of English learners who are reclassified to Fluent English Proficient. Metric Source: CALPADS	2020-21 6.3%	2021-22 6.53%			>5.5%
Standards Access: Percentage of	2019-20 100%	2020-21 100%	2021-22 100%		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students who have access to standards-aligned instructional materials. Metric Source: SARC					
Credentialed Staffing: Percentage of teachers properly credentialed and appropriately assigned. Metric Source: SARC	2020-21 71.8%	2021-22 Unavailable - Data not yet released by California Department of Education.	2022-23 Unavailable - Data not yet released by California Department of Education.		>95%
Text Level / iReady Reading K-2: Percentage of students who meet or exceed the ELA standards measured by site text level assessment or i-Ready reading assessment. Metric Source: Local - Illuminate	2021-22 Text Level/i-Ready Overall: 41.1% Disparity: 21% All 41.1% AA 28.0% HIS 36.8% WH 49.4% EL 20.1% SED 33.1% SWD 26.3% FY 45.5% HM 25.2%	2022-23 Unavailable - Assessment administered in the Spring.			All: >65.8% Disparity: <17.2%
Integrated Math 1 Completion: Percentage of Grade	2018-19 Overall: 61.4% Disparity: 46%	2021-22 Overall: 59.3% Disparity: 37.8%	2022-23 Overall: 41.0% Disparity: 21.9%		All: >64.4% Disparity: <41%

Metric	Baseline		Year 1 Outcome		Year 2 Outcome		Year 3 Outcome		Desired Outcome for 2023–24
9 students who successfully pass IM1 with a C or better by the end of their grade 9 year.	ALL 61.4% AA 38.3% HIS 52.7% WH 66.8% EL 34.2% Metric Source: Local - Q-SIS		ALL 59.3% AA 53% HIS 51.7% WH 63.8% EL 43.7% RFEP 65.5% FY 15.4% SED 49.1% SWD 34.0% HM 33.5%	All 53.2% AA 41.0% HIS 44.8% WH 57.5% EL 33.3% RFEP 61.2% FY 54.5% SED 42.0% SWD 36.1% HM 31.3%					

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Math	Support practitioners in creating thinking-based classrooms with rich dialogue, engaging tasks, and targeted assessment. Strategies to incorporate real-world problem-solving situations, and equitable access to learning for all students such as culturally responsive teaching and Universal Design for Learning (UDL).	\$548,847.00	Yes
3.2	Literacy	Support practitioners through meaningful professional learning around research-based assessment and literacy instruction that engages students, infuses principles of UDL, and meets students' specific needs in both English language arts and history-social science.	\$88,480.00	Yes
3.3	Intervention	Support implementation of interventions using relevant data to target instruction and monitor literacy and math.	\$314,109.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Middle and High School Integrated Math Support	Provide middle and high schools support with Integrated Math 1 (IM1) implementation and funds to support other academic and social-emotional needs.	\$1,396,153.00	Yes
3.5	Integrated and Designated English Language Development (ELD)	Provide meaningful access for English learners (EL) through integrated & designated ELD instruction using the EL Roadmap. Implementation support for ELD focused on differentiated instructional strategies that target the academic and language needs of students with various EL profiles.	\$8,794,440.00	Yes
3.6	Science	Support implementation of Next Generation Science Standards (NGSS), including professional learning for NGSS-aligned instructional materials, focusing on equitable access, engagement, and relevancy for all students.	\$89,835.00	No
3.7	Supplemental Arts & Physical Fitness	Provide access to before and after school programs, especially for our targeted groups; professional learning opportunities focused on differentiating instruction for all learners; ensure students have the materials and supplies needed for learning at school and at home; and enrichment opportunities that provide extended learning beyond the instructional day.	\$52,800.00	Yes
3.8	Academic Supports	Provide central support and staffing for implementation of English language development (ELD) and content standards to support K-12 teachers, administrators, and classified staff. This includes program specialists and teachers on special assignments (TOSAs) across all content areas including ELD to provide professional learning focused on data analysis, designated and integrated ELD, and implementation of Guided Language Acquisition Design (GLAD) strategies for integrated ELD.	\$1,800,464.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	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).	\$2,737,724.00	Yes
3.10	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.	\$3,550,820.00	Yes
3.11	Instructional and Support Services	Provide instructional and support services for all students, and ensure staff are properly credentialed and appropriately assigned.	\$312,198,387.00	No
3.12	American Indian Education Program (AIEP)	This program addresses the unique cultural, language, and education related academic needs of American Indian and Alaska Native students. The services provided are tutoring, reading groups, and classroom visits, cultural programs and events, college prep programs, scholarship writing, student support and advocacy, and milestone celebrations.	\$61,886.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions within goal 3 were implemented as planned without substantive differences. The challenges experienced during implementation included:

- Staff shortage impacting ability to finding highly qualified staff to fill vacancies, teach before and after school programs, and implement programs and services
- Substitute shortage for staff to attend professional learning

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

There were no material differences between budgeted and estimated actual expenditures.

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

Actions: 3.1, 3.3, 3.4, 3.5, 3.8, 3.9, 3.10, 3.11

Metrics:

- Math State Assessment: Between 2018-19 and 2021-22, the overall percentage of students in grades 3-8 and 11 that met or exceeded math standards as measured by CAASPP decreased, most prominently for WH, SED, and FY students. However, the disparity rate decreased. We have not yet met our desired outcome for the overall rate and disparity rate.
- Integrated Math 1 Completion: Between 2018-19 and 2022-23, the overall percentage of students in grade 9 who successfully passed IM1 with a C or better by the end of their grade 9 year decreased. However, the disparity rate decreased and the percentage of AA, FY, and SWD who passed IM1 increased, most prominently for FY students. While we are meeting our desired outcome for the disparity rate, we have not yet met the desired outcome for the overall rate.

Actions: 3.2, 3.3, 3.5, 3.8, 3.9, 3.10, 3.11

Metrics:

- English Language Arts State Assessment (ELA): Between 2018-19 and 2021-22, the overall percentage of students in grades 3-8 and 11 that met or exceeded ELA standards as measured by CAASPP decreased, most prominently for AA, SED, and HM students. However, the disparity rate has decreased. We have not yet met our desired outcome for the overall rate and disparity rate.
- Text Level / i-Ready Reading K-2: New baseline was established in 2021-22. Comparison data will be available at the end of the 2022-23 school year and included in the 2023-24 LCAP.

Actions: 3.6

Metrics:

- Science Standards: New metric and baseline was established in 2021-22. 2022-23 data will be available for comparison when the 2023 California School Dashboard is released.

Actions: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12

- Implementation of State Academic Standards: Between 2020-21 and 2022-23, district ratings on the implementation of state academic standards decreased in the area of recently adopted academic standards and/or curriculum frameworks; decreased in the area of other adopted academic standards; and remained constant in the area of support for teachers and administrators. We have not yet met our desired outcome.

Actions: 3.5, 3.10, 3.11

Metrics:

- English Language Progress: Between 2018-19 and 2021-22, the percentage of English language learners who demonstrate improvement using ELPI levels on the ELPAC remained constant and we have not yet met our desired outcome.
- English Language Learner Reclassification: Between 2020-21 and 2021-22, the percentage of English language learners who reclassified to Fluent English Proficient remained constant and we have met our desired outcome.

Actions: 3.11

Metrics:

- Credentialed Staffing: New baseline was established in 2020-21. 2021-22 data has not yet been released by the California Department of Education for comparison.

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.

Metrics:

- English Language Arts State Assessment: 2018-19 English learner data incorrect resulting in adjustment to 2018-19 disparity rate and 2023-24 desired outcome.
- Math State Assessment: 2018-19 English learner data incorrect resulting in adjustment to 2018-19 disparity rate and 2023-24 desired outcome.
- Science Standards: New metric and baseline established in 2021-22.
- Credentialed Staffing: New baseline year due to California Department of Education change in methodology for calculating metric.
- Text Level/i-Ready Reading K-2: New baseline year due to metric change in 2021-22 that includes both Text level and i-Ready.

Actions:

- Action 3.4 and 3.6 description revised to improve clarity and conciseness.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
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.

Goals 1-4 were developed to focus the district's continuous improvement work and developed with our educational partners as part of our strategic planning process during the 2019-20 school year. Each goal is aligned and in response to the state and local Dashboard data areas, and reflective of the shared interests within and across educational partner groups.

To achieve each goal, actions, and metrics have been strategically grouped together based on an analysis of quantitative and qualitative data to identify potential causes contributing to Dashboard results. This analysis included a review of state and local data, educational partner voice, process maps, and research with a focus on improving student outcomes, experiences, and access to opportunities.

Performance will be measured using multiple metrics listed in the Measuring and Reporting Results section of each goal using the 3-year desired outcomes listed for each metric to monitor progress and improvement. To achieve each goal, actions and expenditures (see Actions section) will be implemented and updated annually based on a review of educational partner input and state and local data

Measuring and Reporting Results

DEFINITION KEY	
Disparity	Maximum difference between any subgroup compared to the overall rate
ALL	All Students
AA	African American
HIS	Hispanic
EL	English Learner
RFEP	Reclassified Fluent English Proficient
FY	Foster Youth

DEFINITION KEY	
SWD	Students with Disabilities
SED	Socioeconomically Disadvantaged
HM	Homeless

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate: Percentage of students who graduate high school within 4 years.	2018-19 Overall: 88% Disparity: 34.3% ALL 88.0% AA 79.2% HIS 85.5% WH 89.6% EL 77.3% SWD 67.5% SED 82.6% FY 53.7% HM 68.7%	2020-21 Overall: 87.1% Disparity: 42.9% All 87.1% AA 78% HIS 84.2% WH 92.3% EL 65.8% SWD 64.2% SED 81.2% FY 44.2% HM 66.8%	2021-22 Overall: 87.4% Disparity: 26.7% All 87.4% AA 80% HIS 88.3% WH 88.9% EL 69.5% SWD 70.6% SED 82.7% FY 60.7% HM 71.8%		All: >89% Disparity: <29.3%
College and Career Indicator (CCI Rate): Percentage of students placed in the "Prepared" level by the state's college and career indicator.	2018-19 Overall: 41.1% Disparity: 39.1% All 41.1% AA 16.1% HIS 31.8% WH 44.9% EL 8.0% RFEP 5.68% SWD 4.5% FY 2.0% SED 25.9% HM 13.9%	2021-22 Unavailable - No Dashboard data available.	2022-23 Unavailable - Data not yet released by California Department of Education.		All: >47.1% Disparity: <29.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G Completion: Percentage of graduating seniors who meet the A-G college requirements. Metric Source: CALPADS	2018-19 Overall: 45.6% Disparity: 45.6% ALL 45.6% AA 23.9% HIS 37.0% WH 48.9% EL 9.5% SWD 4.3% SED 28.6% FY 0.0% HM 16.7%	2020-21 Overall: 45.2% Disparity: 45.2% All 45.2% AA 30.91% HIS 39.45% WH 46.73% EL 8.84% SWD 10.11% SED 32.93% FY 0% HM 21.14%	2021-22 Overall: 49.7% Disparity: 33% All 40.7% AA 16.8% HIS 35.1% WH 45.4% EL 8.7% SWD 8.9% SED 26.8% FY 7.7% HM 17.2%		All: >48.6% Disparity: <35.6%
CTE Completion: Percentage of graduating seniors who complete at least one CTE pathway. Metric Source: CALPADS	2018-19 Overall: 8.9% Disparity: 8.9% ALL 8.9% AA 5.8% HIS 11.6% WH 7.4% EL 6.1% SWD 9.1% SED 10.6% FY 0% HM 10.2%	2020-21 Overall: 13.18% Disparity: 13.18% All 13.18% AA 13.33% HIS 12.82% WH 13.58% EL 11.56% SWD 11.99% SED 15.59% FY 0% HM 13.82%	2021-22 Overall: 12.7% Disparity: 5.5% All 12.7% AA 12.3% HIS 11.5% WH 13.6% EL 7.2% SWD 12.8% SED 13.2% FY 7.7% HM 8.2%		All: >11.9% Disparity: <3.9%
A-G and CTE Completion: Percentage of graduating seniors who meet the A-G	2018-19 Overall: 4.3% Disparity: 4.3% ALL 4.3%	2020-21 Overall: 5.41% Disparity: 5.41% All 5.41%	2021-22 Overall: 5.7% Disparity: 5.7% All 5.7%		All: >7.3% Disparity: <3.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
college requirements and complete at least one CTE pathway. Metric Source: CALPADS	AA 2.6% HIS 4.6% WH 3.6% EL 0.7% SWD 0.0% SED 3.7% FY 0% HM 5.6%	AA 2.42% HIS 5.36% WH 5.48% EL 68% SWD 1.5% SED 5.89% FY 0% HM 1.63%	AA 1.3% HIS 4.6% WH 6.6% EL 0.5% SWD 1.6% SED 4.3% FY 0% HM 1.6%		
A-G or CTE Completion: Percentage of graduating seniors who meet the A-G college requirements or complete at least one CTE pathway. Metric Source: CALPADS Metric Source: CALPADS	2018-19 Overall: 50.1% Disparity: 50.1% ALL 50.1% AA 27.1% HIS 44.1% WH 52.7% EL 15.0% SWD 13.4% SED 35.5% FY 0% HM 21.3%	2020-21 Overall: 52.97% Disparity: 52.97% All 52.97% AA 41.82% HIS 46.92% WH 54.84% EL 19.73% SWD 20.6% SED 42.64% FY 0% HM 33.33%	2021-22 Overall: 47.8% Disparity: 32.4% All 47.8% AA 27.7% HIS 42.0% WH 52.3% EL 15.5% SWD 20.2% SED 35.6% FY 15.4% HM 23.8%		All: >55.1% Disparity: <40.1%
College and Career Indicators (AP or IB Exam Performance): Percentage of graduating seniors who receive a passing score on one or more AP or IB exams.	2018-19 Overall: 21.3% Disparity: 21% ALL 21.3% AA 6.9% HIS 15.3% WH 23.7% EL 24.7% SED 9.6%	2020-21 Overall: 17.54% Disparity: 17.54% All 17.54% AA 10.10% HIS 11.52% WH 17.16% EL 5.1% SED 10.67%	2021-22 Overall: 18.6% Disparity: 18.6% All 18.6% AA 3.2% HIS 16.5% WH 20.9% EL 0.7% SWD 1.3%		>30.3% Disparity <16%

Metric	Baseline		Year 1 Outcome		Year 2 Outcome		Year 3 Outcome	Desired Outcome for 2023–24
Metric Source: Local - AEP Report	SWD 0.4% FY 0.3% HM 4.6%		SWD 1.54% FY 0% HM 3.68%		SED 9.9% FY 0% HM 5.5%			
College and Career Indicators (Early Assessment Program ELA): Percentage of grade 11 students who take the EAP and demonstrate preparedness for college and career (conditional or unconditional).	2018-19 Overall: 52.6% Disparity: 40.3%		2020-21 Overall: 28.8% Disparity: 25%		2021-22 Overall: 54.5% Disparity: 52.3%			All: >59.6% Disparity: <30.3%
Metric Source: Local - CAASPP Scores	ALL 52.6% AA 37.2% HIS 42.3% WH 57.2% EL 37.2% SED 35.8% SWD 12.3% FY 18.8% HM 27.5%		All 28.8% AA 10.2% HIS 18.7% WH 35.3% EL 17.4% SED 15.8% SWD 6.7% FY 9.5% HM 3.8%		All 54.5% AA 43.5% HIS 41.8% WH 61.5% EL 2.2% SWD 16.1% SED 38.6% FY 14.3% HM 33.3%			
College and Career Indicators (Early Assessment Program Math): Percentage of grade 11 students who take the EAP and demonstrate preparedness for college and career (conditional or unconditional) as measured by the Early Assessment Program (EAP).	2018-19 Overall: 31.2% Disparity: 25.6%		2020-21 Overall: 17% Disparity: 17%		2021-22 Overall: 27% Disparity: 27%			All: >38.2% Disparity: <15.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric Source: Local - CAASPP Scores					
Broad Course of Study: Percentage of students in TK-5 who receive a broad course of study based on enrollment in ELA, math, science, social science, and PE.	2019-20 92.8%	2021-22 89.83%	2022-23 90.2%		>95%
Metric Source: Local - Q-SIS					
Broad Course of Study: Percentage of students in 6-8 who receive a broad course of study based on enrollment in ELA, math, science, social science, and PE.	2019-20 95.6%	2021-22 94.9%	2022-23 92.10%		Maintain Levels
Metric Source: Local - Q-SIS					
Broad Course of Study: Percentage of 9-12 grade students who receive a broad course of study based on enrollment in course/graduation	2019-20 English Language Arts: 96.9% Math: 85.5% Science: 75.9% Social Studies: 79.4%	2021-22 English Language Arts: 95.4% Math: 87.1% Science: 74.5% Social Studies: 81.2%	2022-23 English Language Arts: 94.5% Math: 89.5% Science: 80.2% Social Studies: 79.9%		Maintain Levels

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
requirements in English language arts, math, science, social science, foreign language, physical education, and Visual and Performing Arts (VAPA). Metric Source: Local - Q-SIS	Foreign Language: 51.7% VAPA: 43% Physical Education: 60.2%	Foreign Language: 69.5% VAPA: 43.9% Physical Education: 60.7%	Foreign Language: 56% VAPA: 44.8% Physical Education: 59.9%		
On Track for Graduation - Elementary Grades: Percentage of students who receive a 1 in English Language Arts or Math. Metric Source: Local - Q-SIS	2019-20 Overall: 23.1% Disparity: 23.2% ALL 23.1% AA 32.1% HIS 26.8% WH 17.6% EL 46.3% SED 32.3% SWD 25.8% FY 37.6% HM 39.4%	2021-22 Overall: 25.5% Disparity: 24.5% ALL 25.5% AA 34.6% HIS 29.3% WH 18.2% EL 50% SED 34.4% SWD 26% FY 30.2% HM 44.9%	2022-23 Overall: 23.9% Disparity: 22.1% All 23.9% AA 34.1% HIS 24.7% WH 18.2% EL 46% SED 33.5% SWD 26.2% FY 38.8% HM 41.4%		<20.1% Disparity: <18.5%
On Track for Graduation - Middle School Grades: Percentage of students who receive a D/F.	2019-20 Overall: 28.4% Disparity: 30.5% ALL 28.4% AA 47.6% HIS 37.3% WH 22.6%	2021-22 Overall: 27.8% Disparity: 23.9% ALL 27.8% AA 44.3% HIS 33.7% WH 21.1%	2022-23 Overall: 28.8% Disparity: 29.6% All 28.8% AA 42.2% HIS 37.7% WH 22.7%		<21.4% Disparity: <23%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric Source: Local - Q-SIS	EL 48.5% SED 40.4% SWD 41% FY 47.2% HM 58.9%	EL 49% SED 38.2% SWD 31.4% FY 50% HM 51.7%	EL 48.7% SED 40.8% SWD 30.3% FY 48.1% HM 58.4%		
On Track for Graduation - High School Grades: Percentage of students who receive a D/F.	2019-20 Overall: 29.3% Disparity: 25.2%	2021-22 Overall: 30.2% Disparity: 24.8%	2022-23 Overall: 32.2% Disparity: 26.3%		<22.3% Disparity: <19%
Metric Source: Local - Q-SIS	ALL 29.3% AA 44.7% HIS 38.3% WH 25% EL 50.3% SED 40.5% SWD 42.9% FY 52.5% HM 54.5%	ALL 30.2% AA 47.4% HIS 37.8% WH 24.4% EL 53.7% SED 42% SWD 40.2% FY 44.7% HM 55.1%	All 32.2% AA 50% HIS 41% WH 26.1% EL 54.6% SED 45.3% SWD 41% FY 45.1% HM 58.5%		

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	School Counseling	Develop and maintain a K-12 comprehensive school counseling curriculum to provide tier 1 support for all students (including graduation track and certificate of completion) focused on three domains: college/career readiness, academic and social-emotional learning.	\$2,308,634.00	Yes
4.2	Alignment of Resources for English learner	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	\$1,031,499.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Programs and Services	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 Program (IEP), enrollment, translation of documents, and interpretation.		
4.3	Post-Secondary Opportunities and Exposure	Expose students to opportunities through lessons in Naviance, counseling core instruction, Equal Opportunities Schools' partnership, dual enrollment, 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 graduation.	\$734,371.00	Yes
4.4	Alternative Education and Credit Recovery	Provide students with alternative education and credit recovery options to high school graduation. Exposure to college and career options to support students who want an alternative route to finish high school and/or who become credit deficient. Subsidize early childhood education program fees for low-income parents and pregnant teens.	\$2,551,593.00	Yes
4.5	Summer Opportunities and Enrichment	Intervention and enrichment opportunities for students who are at risk from not being on grade level.	\$723,855.00	Yes
4.6	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.	\$430,678.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.7	Advancement Via Individual Determination (AVID)	Provide AVID program at secondary school sites to support students with college access and skill development to be successful in post-secondary.	\$1,991,966.00	Yes
4.8	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.	\$5,649,721.00	No
4.9	K-8 College and Career Strength Finding/Career Planning & Support	Support 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	Yes
4.10	District System Supports for Continuous Improvement	Site funding to implement continuous improvement principles and practices with educational partners focused on improving and increasing services for targeted student groups. This includes staffing, professional learning, and supplies.	\$7,687,887.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions within goal 4 were implemented as planned without substantive differences. The challenges experienced during implementation included:

- Staff turnover
- Staff shortage and vacancies
- Data verification to implement adopted data dashboard

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

Material differences between budgeted and estimated actual expenditures were due to staffing shortages, vacancies, and shifting funding to sources outside of the LCAP.

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

Actions: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10

Metrics:

- Graduation Rate: Between 2018-19 and 2021-22, the overall percentage of students who graduated high school within 4 years has remained constant and the disparity rate decreased. Across student groups, the graduation rate increased for Hispanic, SWD, FY, and HM students. We are meeting our desired outcome for the disparity rate and we have not yet met the desired outcome for the overall rate.
- College and Career Indicator (CCI Rate): Metric that is reported on the CA Dashboard and unavailable until 2023-24
- A-G Completion: Between 2018-19 and 2021-22, the overall percentage of graduating seniors who met the A-G college requirements decreased, most prominently for AA students. However, the percentage of graduating FY students increased, and the disparity rate decreased. We are meeting our desired outcome for the disparity rate and have not yet met the desired outcome for the overall rate.
- CTE Completion: Between 2018-19 and 2021-22, the disparity rate decreased and the overall percentage of graduating seniors who completed at least one CTE pathway increased, most prominently for AA and WH students. We are meeting our desired outcome for the overall rate and have not yet met the desired outcome for the disparity rate.
- A-G and CTE Completion: Between 2018-19 and 2021-22, the overall percentage of graduating seniors who met the A-G college requirements and completed at least one CTE pathway increased. However, the disparity rate has increased. We have not yet met our desired outcome for the overall rate and disparity rate.
- A-G or CTE Completion: Between 2018-19 and 2021-22, the overall percentage of graduating seniors who met the A-G college requirements or completed at least one CTE pathway decreased. However, the percentage of SWD, FY, and HM increased, and the disparity rate decreased. We are meeting our desired outcome for the disparity rate and have not yet met the desired outcome for the overall rate.
- College and Career Indicators (AP or IB Exam Performance): Between 2018-19 and 2021-22, the overall percentage of graduating seniors who received a passing score on one or more AP or IB exams decreased, most prominently for EL students. However, the disparity rate has decreased. We have not yet met our desired outcome for the overall rate and disparity rate.
- College and Career Indicators (Early Assessment Program ELA): Between 2018-19 and 2021-22, the overall percentage of grade 11 students who took the ELA Early Assessment Program and demonstrated preparedness for college and career (conditional or unconditional) increased, most prominently for AA and SWD students. However, performance decreased most prominently for EL students and the disparity rate increased. We have not yet met our desired outcome for the overall rate and disparity rate.
- College and Career Indicators (Early Assessment Program Math): Between 2018-19 and 2021-22, the overall percentage of grade 11 students who took the math Early Assessment Program and demonstrated preparedness for college and career (conditional or

unconditional) decreased, most prominently for HIS, FY, and EL students. However, performance increased for AA students and the disparity rate increased. We have not yet met our desired outcome for the overall rate and disparity rate.

- Broad Course of Study: Between 2019-20 and 2022-23, the percentage of students in grades TK-5 who received a broad course of study based on enrollment in ELA, math, science, social science, and PE decreased. We have not yet met our desired outcome.
- Broad Course of Study: Between 2019-20 and 2022-23, the percentage of students in grades 6-8 who received a broad course of study based on enrollment in ELA, math, science, social science, and PE decreased. We have not yet met our desired outcome.
- Broad Course of Study: Between 2019-20 and 2022-23, the percentage of students in grades 9-12 who received a broad course of study based on enrollment in course/graduation requirements decreased in ELA, increased in math, increased in science, remained constant in social science, increased in foreign language, remained constant in PE, and increased in VAPA. We have not yet met our desired outcome.
- On Track for Graduation-Elementary Grades: Between 2019-20 and 2022-23, the percentage of students who received a 1 in English Language Arts or Math remained constant. We have not yet met our desired outcome for the overall rate and disparity rate.
- On Track for Graduation: Between 2019-20 and 2022-23, the disparity rate and overall percentage of middle grade students who received a D/F remained constant. However, the percentage of AA students and SWD who received a D/F decreased. We have not yet met our desired outcome for the overall rate and disparity rate.
- On Track for Graduation: Between 2019-20 and 2022-23, the disparity rate remained constant and the overall percentage of high school grade students who received a D/F increased. However, the percentage of students who received a D/F remained constant for SWD and decreased for FY students. We have not yet met our desired outcome for the overall rate and disparity rate.

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.

Actions:

- Action 4.1 increased funding and expanded to include State Seal of Civic Engagement.
- Action 4.3 increased funding and revised description to include dual enrollment and Equal Opportunities Schools (EOS) partnership.
- Action 4.4 increased funding and expanded to include alternative education and credit recovery summer opportunities.
- Action 4.5 revised to be principally directed towards low-income, foster, and English learner student groups. Increased funding for additional summer Camp Invention locations for learning and enrichment opportunities.
- Action 4.10 increased funding and expanded to include additional administrator support at targeted school sites.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	Additional Targeted Support: Differentiated assistance to improve outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators.

An explanation of why the LEA has developed this goal.

Differentiated Assistance (DA) is provided to assist districts in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. San Juan Unified met the criteria for differentiated assistance and is required to include an additional LCAP goal to outline support for the following student groups:

- Foster Youth
- Homeless Youth
- Students with Disabilities

This goal includes both new and existing actions, metrics, and expenditures. New actions, metrics, and expenditures were established using a continuous improvement process that included analyzing data, conducting a causal analysis, developing actions, and identifying data to monitor progress. As a result of this process, San Juan believes that the actions included in this goal will improve the performance of foster youth, homeless youth, and students with disabilities as measured by the CA School Dashboard Performance Indicators.

Measuring and Reporting Results

DEFINITION KEY	
Disparity	Maximum difference between any subgroup compared to the overall rate
ALL	All Students
AA	African American
HIS	Hispanic
EL	English Learner
RFEP	Reclassified Fluent English Proficient
FY	Foster Youth

DEFINITION KEY	
SWD	Students with Disabilities
SED	Socioeconomically Disadvantaged
HM	Homeless

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate Indicator: Percent of students who graduate high school in 4 or 5 years. Metric Source: California School Dashboard - Graduation Rate Indicator	2018-2019 FY: 55.1% SWD: 66.9%	2021-22 FY: 65.5% SWD: 72%	2022-23 Unavailable - Data not yet released by California Department of Education.		FY: >58.1% SWD: >69.9%
College/Career Indicator: The percentage of foster youth and students with disabilities who graduate from high school and are placed in the "Prepared" level on the College/Career Indicator. Metric Source: California School Dashboard - College/Career Indicator	2018-2019 FY: 2% SWD: 4.5%	2021-22 Unavailable - No Dashboard data available.	2022-23 Unavailable - Data not yet released by California Department of Education.		FY: >5% SWD: >7.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Arts State Assessment: Distance from standard met in ELA as measured by CAASPP.	2021-22 FY: 112.2 points below HM: 91 points below SWD: 107 points below	2022-23 Unavailable - Data not yet released by California Department of Education.			FY: <109.2 points below HM: <88 points below SWD: <104 points below
Math State Assessment: Distance from standard met in math as measured by CAASPP.	2021-22 FY: 154.7 points below HM: 127.1 points below SWD: 135.2 points below	2022-23 Unavailable - Data not yet released by California Department of Education.			FY: <151.7 points below HM: <124.1 points below SWD: <132.2 points below
Suspension Rate: Percent of students who have been suspended at least once in a given school year.	2021-22 FY: 25.2% HM 11.9% SWD: 8.8%	2022-23 Unavailable - Data not yet released by California Department of Education.			FY: <24.8% HM: <11.5% SWD: <8.4%

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Foster Youth Staffing and Services	Wraparound supports for foster youth focused on attendance, tutoring, academics, college and career guidance, transitioning from high school to college and career, and communication and marketing to families and students.	\$1,632,115.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.2	Student Lists	Identify current foster and homeless youth as well as former foster youth by verifying state, county, and local student information data, and targeting enrollment and interdistrict transfer processes.	\$11,009.00	Yes
5.3	Special Outreach	Identify, recruit, place, and support foster youth and students with disabilities in AP, IB, CTE, Military Science, A-G, tutoring, dual enrollment, credit recovery courses/classes.	\$10,000.00	Yes
5.4	Inclusive Practices	Support general and special education teams through professional learning and collaboration time to increase the use of inclusive practices for students with disabilities in general education environments.	\$120,000.00	No
5.5	Enrollment in General Education	Revise student code process for students with disabilities to access required general education courses and meet graduation requirements.	\$0.00	No
5.6	Program and Service Alignment	Increase collaboration within and across departments to create a Multi-Tiered System of Support (MTSS) that aligns academic and behavior programs and services.	\$10,000.00	Yes
5.7	Instructional Assistant Staffing	Increase and retain Instructional Assistant (IA) staffing and hours to provide classroom support to students with disabilities.	\$302,142.00	No
5.8	Homeless Youth Staffing and Services	Wraparound services to identify McKinney Vento (MKV) students, assist with immediate enrollment, improve attendance, and connect families with school and community resources to access school supplies, housing, transportation, food, and clothing.	\$871,882.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.9	Comprehensive Support and Improvement (CSI)/Additional Targeted Support and Improvement (ATSI)	Direct support to schools that meet the criteria for CSI and ATSI focused on implementing continuous improvement principles and practices such as analyzing data, understanding root causes, developing and implementing changes, and monitoring progress.	\$60,000.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions within goal 5 were implemented as planned without substantive differences. The challenges experienced during implementation included:

- Providing ongoing and consistent intervention support to highly mobile population
- Staff shortage and vacancies

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

Material differences between budgeted and estimated actual expenditures were due to shifting funding to sources outside of the LCAP.

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

Actions: 5.1, 5.2, 5.3, 5.4, 5.5

Metrics:

- Graduation Rate Indicator: The percentage of foster youth and students with disabilities who graduate high school in 4 or 5 years increased, and we are meeting our desired outcome.
- College/Career Indicator: Metric that is reported on the CA Dashboard and unavailable until 2023-24.

Actions (New): 5.6, 5.7, 5.9

Metrics (New):

- English Language Arts State Assessment: New metric with 2021-22 data as baseline. 2022-23 comparison data has not yet been released by the California Department of Education.

- Math State Assessment: New metric with 2021-22 data as baseline. 2022-23 comparison data has not yet been released by the California Department of Education.
- Suspension Rate: New metric with 2021-22 data as baseline. 2022-23 comparison data has not yet been released by the California Department of Education.

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.

Actions:

- Action 5.2 description revised to include homeless youth.
- Actions 5.6, 5.7, 5.8, 5.9 new and/or revised actions for additional targeted support to improve outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$51,253,947.00	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
13.09%	1.26%	\$4,720,636.22	14.36%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

To identify the needs of our foster youth (FY), English learners (EL), and low-income (LI) students, we reviewed the eight state priority areas, state and local indicators, LCAP metrics, and community engagement data. We then used this data to engage in a continuous improvement process, developed actions that are principally directed towards addressing the needs of our priority student groups, and targeted funds strategically.

We expect these actions to be most effective in improving outcomes, experiences, and access to opportunities for our EL, LI, and FY students because the actions were planned with our priority students in mind first and based on multiple sources of quantitative and qualitative data that included input gathered from educational partners, state and local indicators, practitioner experience, research, and educational theory. Additionally, many of these actions will be implemented districtwide to maximize the impact of these actions throughout the district. Performance will be measured using multiple metrics listed in the Measuring and Reporting Results section of each goal. Progress and effectiveness will be determined by reducing the difference in performance between each priority student group (EL, LI, FY) compared to the overall rate.

The following sections will be organized by LCAP goal, include contributing action numbers, and a list of programs, services, and strategies being implemented to meet the needs of our EL, LI, and FY students.

Goal 1: Connected School Communities

Contributing Actions: 1.1, 1.2, 1.3, 1.4

Programs, Services, Strategies:

- Provide parent classes and workshops
- Increase staff diversity, recruitment, and retention
- Provide supports and resources for access to food, shelter, childcare, clothing, transportation
- Increase collaboration with community partners
- Provide consistent communication from the district and school sites to families

Goal 2: Healthy Environments for Social and Emotional Growth

Contributing Actions: 2.1, 2.2, 2.3, 2.4, 2.5

Programs, Services, Strategies:

- Increase mental health supports for staff and students
- Foster peer and staff relationships, mentoring, community building, diversity, cultural awareness
- Create identity specific groups and spaces
- Increase resources to address fighting, bullying, discrimination, harassment on campus

Goal 3: Engaging Academic Programs

Contributing Actions: 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.9, 3.10

Programs, Services, Strategies:

- Provide engaging, fun, real-world experiences and opportunities
- Increase staffing such as intervention specialists, instructional assistants, bilingual instructional assistants, English language development (ELD) teachers, translators
- Increase programs and services such as tutoring, mentoring, summer and before/after school programs
- Provide Science, Technology, Engineering, Arts, and Math (STEAM) related enrichment activities such as field trips, robotics, computer programming
- Subsidize program and service fees for low-income students and families
- Use consistent software learning platforms across schools and classrooms

Goal 4: Clear Pathways to Bright Futures

Contributing Actions: 4.1, 4.2 4.3, 4.4, 4.6, 4.7, 4.9, 4.10

Programs, Services, Strategies:

- Scale-up programs across the district such as Advancement Via Individual Determination (AVID), Improve Your Tomorrow (IYT), United College Action Network (UCAN), CIVITAS, Career Technical Education (CTE), Visual and Performing Arts (VAPA)
- Increase access to counselors, credit recovery, college/career fairs and resources, parent workshops, field trips, college tours, career speaker events

- Provide life skills opportunities such as financial literacy, resume writing, job search, interviewing
- Provide trade skills opportunities such as automotive, culinary, drafting, woodworking

Goal 5: Additional Targeted Support

Contributing Actions: 5.1, 5.2, 5.3, 5.6, 5.8, 5.9

Programs, Services, Strategies:

- Wraparound supports for foster youth focused on attendance, tutoring, academics, college and career guidance, transitioning from high school to college and career, and communication and marketing to families and students
- Identify current foster and homeless youth as well as former foster youth by verifying state, county, and local student information data, and targeting enrollment and interdistrict transfer processes
- Identify, recruit, place, and support foster youth and students with disabilities in A-G, CTE, tutoring, and credit recovery courses/classes
- Increase collaboration within and across departments to create a Multi-Tiered System of Support (MTSS) that aligns academic and behavior programs and services
- Staffing and resources to identify McKinney-Vento students, assist with immediate enrollment and attendance, provide access to school related supplies and community resources to access housing, transportation, food, and clothing.
- Direct support to schools that meet the criteria for CSI and ATSI focused on implementing continuous improvement principles and practices such as analyzing data, understanding root causes, developing and implementing changes, and monitoring progress

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 State Board of Education (SBE) formula calculator, San Juan Unified School District's (SJUSD) 2023-24 Local Control Funding Formula (LCFF) Supplemental Grant is projected to be \$52,076,999. This is an increase of \$10,541,258 over last year's LCFF Supplemental Grant allocation of \$41,535,741 which targeted similar student populations.

SJUSD educates approximately 37,975 students in kindergarten through 12th grade. 21,630 students qualify as low-income (LI), 6,718 students are identified as English learners (EL), 1,319 students are identified as homeless (HM), and 151 students are identified as foster youth (FY). In San Juan, the population of EL, LI, and FY students is not necessarily concentrated in a few schools. The district has 35 sites with rates of EL, LI, and FY students exceeding 60% and 54 sites with rates in excess of 40%. This demographic distribution across schools supports the conclusion that programs and services directed in support of our EL, LI, and FY students are needed at all schools. However, LCFF supplementally-funded actions at schools with densities below 40% are targeted principally for our priority student groups.

The actions and services in San Juan's LCAP, as described in the previous section, 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 EL, LI, and FY are continually overrepresented. The remaining students who are struggling do not fall into one of the priority 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. To increase the rate of student success for all students with an emphasis on our EL, LI, and FY students, San Juan will distribute principally directed actions across schools. Additionally, San Juan will increase or improve services for our priority student groups 14.25% above what is provided to all students, which exceeds the 14.23% requirement.

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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Actions 2.5 and 3.9 will use concentration grant add-on funds to increase the number of staff providing direct services to students at schools with a high concentration of English learner, low income, and foster youth students. Direct services to students will include staffing for academic and social emotional learning support for English learner and newcomer students using a co-teaching model. Additionally, concentration funds will be used for staffing to improve campus supervision, safety, and relationships with students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1/28	1/20
Staff-to-student ratio of certificated staff providing direct services to students	1/20	1/16

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$373,681,358.00	\$2,964,010.00	\$476,385.00	\$4,361,268.00	\$381,483,021.00	\$367,574,710.00	\$13,908,311.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Family and Community Engagement	English Learners Foster Youth Low Income	\$1,440,158.00				\$1,440,158.00
1	1.2	Workforce Diversity	English Learners Foster Youth Low Income	\$1,093,808.00				\$1,093,808.00
1	1.3	Accessible, Assets-Oriented, and Needs Responsive Schools for English Learners	English Learners	\$3,508,769.00			\$548,278.00	\$4,057,047.00
1	1.4	Cultural Brokers	English Learners Low Income	\$1,033,705.00	\$700,800.00			\$1,734,505.00
2	2.1	Multi-Tiered System of Supports for Social-Emotional Health	English Learners Foster Youth Low Income	\$5,801,444.00		\$204,128.00	\$223,665.00	\$6,229,237.00
2	2.2	Prevention Services	English Learners Foster Youth Low Income	\$555,767.00				\$555,767.00
2	2.3	Inclusive School Climate and Equity	English Learners Foster Youth Low Income	\$2,145,904.00				\$2,145,904.00
2	2.4	School Climate Improvement	English Learners Foster Youth Low Income	\$154,030.00			\$182,603.00	\$336,633.00
2	2.5	School Site Supports for Safe Environments	English Learners Foster Youth Low Income	\$5,941,407.00		\$167,258.00		\$6,108,665.00
3	3.1	Math	English Learners Foster Youth	\$548,847.00				\$548,847.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.2	Literacy	English Learners Foster Youth Low Income	\$88,480.00				\$88,480.00
3	3.3	Intervention	English Learners Foster Youth Low Income	\$314,109.00				\$314,109.00
3	3.4	Middle and High School Integrated Math Support	English Learners Foster Youth Low Income	\$1,396,153.00				\$1,396,153.00
3	3.5	Integrated and Designated English Language Development (ELD)	English Learners	\$8,794,440.00				\$8,794,440.00
3	3.6	Science	All	\$89,835.00				\$89,835.00
3	3.7	Supplemental Arts & Physical Fitness	English Learners Foster Youth Low Income	\$52,800.00				\$52,800.00
3	3.8	Academic Supports	English Learners Foster Youth Low Income	\$1,129,680.00	\$284,992.00		\$385,792.00	\$1,800,464.00
3	3.9	School Site Innovation	English Learners Low Income	\$2,737,724.00				\$2,737,724.00
3	3.10	Professional Growth	English Learners Foster Youth Low Income	\$2,216,357.00			\$1,334,463.00	\$3,550,820.00
3	3.11	Instructional and Support Services	All	\$312,198,387.00				\$312,198,387.00
3	3.12	American Indian Education Program (AIEP)	American Indian and Alaska Native Students				\$61,886.00	\$61,886.00
4	4.1	School Counseling	English Learners Foster Youth Low Income	\$2,308,634.00				\$2,308,634.00
4	4.2	Alignment of Resources for English learner Programs and Services	English Learners	\$1,026,499.00		\$5,000.00		\$1,031,499.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.3	Post-Secondary Opportunities and Exposure	English Learners Foster Youth Low Income	\$734,371.00				\$734,371.00
4	4.4	Alternative Education and Credit Recovery	English Learners Foster Youth Low Income	\$2,551,593.00				\$2,551,593.00
4	4.5	Summer Opportunities and Enrichment	English Learners Foster Youth Low Income	\$500,000.00			\$223,855.00	\$723,855.00
4	4.6	Early Childhood Education	English Learners Foster Youth Low Income	\$81,541.00			\$349,137.00	\$430,678.00
4	4.7	Advancement Via Individual Determination (AVID)	English Learners Foster Youth Low Income	\$1,991,966.00				\$1,991,966.00
4	4.8	Career Technical Education (CTE) Pathway Articulation and CTE Advancement	All	\$3,214,182.00	\$1,878,218.00		\$557,321.00	\$5,649,721.00
4	4.9	K-8 College and Career Strength Finding/Career Planning & Support	English Learners	\$20,000.00				\$20,000.00
4	4.10	District System Supports for Continuous Improvement	English Learners Foster Youth Low Income	\$7,687,887.00				\$7,687,887.00
5	5.1	Foster Youth Staffing and Services	Foster Youth	\$1,037,848.00		\$99,999.00	\$494,268.00	\$1,632,115.00
5	5.2	Student Lists	Foster Youth Low Income	\$11,009.00				\$11,009.00
5	5.3	Special Outreach	Foster Youth	\$10,000.00				\$10,000.00
5	5.4	Inclusive Practices	Students with Disabilities	\$20,000.00	\$100,000.00			\$120,000.00
5	5.5	Enrollment in General Education	Students with Disabilities	\$0.00				\$0.00
5	5.6	Program and Service Alignment	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5.7	Instructional Assistant Staffing	Students with Disabilities	\$302,142.00				\$302,142.00
5	5.8	Homeless Youth Staffing and Services	Low Income	\$871,882.00				\$871,882.00
5	5.9	Comprehensive Support and Improvement (CSI)/Additional Targeted Support and Improvement (ATSI)	English Learners Foster Youth Low Income	\$60,000.00				\$60,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentag e from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$391,520,480.00	\$51,253,947.00	13.09%	1.26%	14.36%	\$57,856,812.00	0.00%	14.78 %	Total:	\$57,856,812.00
								LEA-wide Total:	\$29,746,244.00
								Limited Total:	\$19,127,851.00
								Schoolwide Total:	\$8,982,717.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Family and Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,440,158.00	
1	1.2	Workforce Diversity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,093,808.00	
1	1.3	Accessible, Assets-Oriented, and Needs Responsive Schools for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$3,508,769.00	
1	1.4	Cultural Brokers	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,033,705.00	
2	2.1	Multi-Tiered System of Supports for Social-Emotional Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,801,444.00	
2	2.2	Prevention Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$555,767.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Inclusive School Climate and Equity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,145,904.00	
2	2.4	School Climate Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$154,030.00	
2	2.5	School Site Supports for Safe Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,941,407.00	
3	3.1	Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$548,847.00	
3	3.2	Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$88,480.00	
3	3.3	Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$314,109.00	
3	3.4	Middle and High School Integrated Math Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Grades 6-12 Middle and High Schools	\$1,396,153.00	
3	3.5	Integrated and Designated English Language Development (ELD)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$8,794,440.00	
3	3.7	Supplemental Arts & Physical Fitness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$52,800.00	
3	3.8	Academic Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$1,129,680.00	
3	3.9	School Site Innovation	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools Specific Schools: Title 1 Schools	\$2,737,724.00	
3	3.10	Professional Growth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,216,357.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.1	School Counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Each site with site-based school counselor & 9 comprehensive high schools - Bella Vista, Casa Roble, Del Campo, Encina, Mira Loma, Mesa Verde, Rio Americano, San Juan	\$2,308,634.00	
4	4.2	Alignment of Resources for English learner Programs and Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,026,499.00	
4	4.3	Post-Secondary Opportunities and Exposure	Yes	Schoolwide	English Learners Foster Youth Low Income	High schools	\$734,371.00	
4	4.4	Alternative Education and Credit Recovery	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High schools including El Sereno, Meraki, La Entrada, Encina, Fair Oaks, San Juan, Marvin Marshall, General Davie Center	\$2,551,593.00	
4	4.5	Summer Opportunities and Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income		\$500,000.00	
4	4.6	Early Childhood Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$81,541.00	
4	4.7	Advancement Via Individual Determination (AVID)	Yes	Schoolwide	English Learners Foster Youth Low Income	Middle schools and high schools	\$1,991,966.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.9	K-8 College and Career Strength Finding/Career Planning & Support	Yes	LEA-wide	English Learners	All Schools	\$20,000.00	
4	4.10	District System Supports for Continuous Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,687,887.00	
5	5.1	Foster Youth Staffing and Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$1,037,848.00	
5	5.2	Student Lists	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$11,009.00	
5	5.3	Special Outreach	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$10,000.00	
5	5.6	Program and Service Alignment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
5	5.8	Homeless Youth Staffing and Services	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$871,882.00	
5	5.9	Comprehensive Support and Improvement (CSI)/Additional Targeted Support and Improvement (ATSI)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)			
Totals	\$327,869,571.00	\$320,679,081.51			
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)

1	1.1	Family and Community Engagement	Yes	\$611,293.00	\$586,192.73
1	1.2	Attendance Support for Homeless and Foster Youth	Yes	\$718,400.00	\$412,517.29
1	1.3	Accessible, Assets-Oriented, and Needs Responsive Schools for English Learners	Yes	\$3,244,494.00	\$2,628,799.37
1	1.4	Cultural Brokers	Yes	\$745,800.00	\$634,572.52
1	1.5	Workforce Diversity	Yes	\$200,000.00	\$203,383.95
2	2.1	Multi-Tiered System of Supports for Social-Emotional Health	Yes	\$5,244,040.00	\$4,245,088.16
2	2.2	Prevention Services	Yes	\$302,215.00	\$271,797.84
2	2.3	Inclusive School Climate and Equity	Yes	\$1,273,175.00	\$1,102,104.63
2	2.4	School Climate Assessment and Continuous Improvement	Yes	\$314,821.00	\$239,293.67
2	2.5	School Site Supports for Safe Environments	Yes	\$2,451,413.00	\$2,240,539.46

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Math	Yes	\$527,607.00	\$497,843.73
3	3.2	Literacy	Yes	\$88,480.00	\$59,913.66
3	3.3	Intervention	Yes	\$764,121.00	\$764,931.56
3	3.4	Middle and High School Integrated Math Support	Yes	\$1,298,915.00	\$1,288,610.24
3	3.5	Integrated and Designated English Language Development (ELD)	Yes	\$7,886,176.00	\$7,464,291.28
3	3.6	Science	No	\$55,542.00	\$8,873.33
3	3.7	Supplemental Arts & Physical Fitness	Yes	\$178,009.00	\$42,472.37
3	3.8	Academic Supports	Yes	\$1,621,739.00	\$1,113,472.31
3	3.9	School Site Innovation	Yes	\$2,599,020.00	\$2,706,169.54
3	3.10	Professional Growth	Yes	\$3,051,729.00	\$3,045,040.74
3	3.11	Instructional and Support Services	No	\$274,502,019.00	\$275,327,530.00
3	3.12	American Indian Education Program (AIEP)	No	\$29,020.00	\$25,134.74

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	School Counseling	Yes	\$1,994,177.00	\$1,973,352.91
4	4.2	Alignment of Resources for English learner Programs and Services	Yes	\$927,669.00	\$808,210.51
4	4.3	Post-Secondary Opportunities and Exposure	Yes	\$473,611.00	\$341,478.41
4	4.4	Alternative Education and Credit Recovery	Yes	\$1,933,837.00	\$1,922,028.94
4	4.5	Summer Opportunities and Enrichment	No	\$1,243,597.00	\$1,183,196.28
4	4.6	Early Childhood Education	Yes	\$357,201.00	\$349,746.93
4	4.7	Advancement Via Individual Determination (AVID)	Yes	\$1,796,338.00	\$1,740,401.21
4	4.8	Career Technical Education (CTE) Pathway Articulation and CTE Advancement	No	\$3,529,288.00	\$3,494,427.46
4	4.9	K-8 College and Career Strength Finding/Career Planning & Support	Yes	\$20,000.00	\$2,604.90
4	4.10	District System Supports for Continuous Improvement	Yes	\$6,140,946.00	\$2,428,667.00
5	5.1	Foster Youth Staffing and Services	Yes	\$1,503,870.00	\$1,488,015.27
5	5.2	Student Lists	Yes	\$11,009.00	\$6,532.58
5	5.3	Special Outreach	Yes	\$10,000.00	\$2,730.16

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.4	Inclusive Practices	No	\$220,000.00	\$29,115.83
5	5.5	Enrollment in General Education	No	\$0.00	

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$40,845,093.00	\$42,702,520.00	\$36,124,456.78	\$6,578,063.22	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Family and Community Engagement	Yes	\$611,293.00	\$586,192.73		
1	1.2	Attendance Support for Homeless and Foster Youth	Yes	\$718,400.00	\$412,517.29		
1	1.3	Accessible, Assets-Oriented, and Needs Responsive Schools for English Learners	Yes	\$2,767,933.00	\$2,148,030.96		
1	1.4	Cultural Brokers	Yes	\$45,000.00	\$277,675.45		
1	1.5	Workforce Diversity	Yes	\$200,000.00	\$203,383.95		
2	2.1	Multi-Tiered System of Supports for Social-Emotional Health	Yes	\$3,548,860.00	\$3,067,742.13		
2	2.2	Prevention Services	Yes	\$302,215.00	\$271,797.84		
2	2.3	Inclusive School Climate and Equity	Yes	\$1,273,175.00	\$1,102,104.63		
2	2.4	School Climate Assessment and Continuous Improvement	Yes	\$154,030.00	\$63,623.36		
2	2.5	School Site Supports for Safe Environments	Yes	\$2,343,638.00	\$2,102,170.86		
3	3.1	Math	Yes	\$527,607.00	\$497,843.73		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Literacy	Yes	\$88,480.00	\$59,913.66		
3	3.3	Intervention	Yes	\$764,121.00	\$764,931.56		
3	3.4	Middle and High School Integrated Math Support	Yes	\$1,298,915.00	\$1,288,610.24		
3	3.5	Integrated and Designated English Language Development (ELD)	Yes	\$7,886,176.00	\$7,464,291.28		
3	3.7	Supplemental Arts & Physical Fitness	Yes	\$178,009.00	\$42,472.37		
3	3.8	Academic Supports	Yes	\$1,060,587.00	\$903,209.26		
3	3.9	School Site Innovation	Yes	\$2,599,020.00	\$2,706,169.54		
3	3.10	Professional Growth	Yes	\$2,032,766.00	\$1,998,280.04		
4	4.1	School Counseling	Yes	\$1,994,177.00	\$1,973,352.91		
4	4.2	Alignment of Resources for English learner Programs and Services	Yes	\$907,982.00	\$807,272.71		
4	4.3	Post-Secondary Opportunities and Exposure	Yes	\$473,611.00	\$341,478.41		
4	4.4	Alternative Education and Credit Recovery	Yes	\$1,933,837.00	\$1,922,028.94		
4	4.6	Early Childhood Education	Yes	\$81,317.00	\$7,502.78		
4	4.7	Advancement Via Individual Determination (AVID)	Yes	\$1,796,338.00	\$1,740,401.21		
4	4.9	K-8 College and Career Strength Finding/Career Planning & Support	Yes	\$20,000.00	\$2,604.90		
4	4.10	District System Supports for Continuous Improvement	Yes	\$6,140,946.00	\$2,428,667.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	5.1	Foster Youth Staffing and Services	Yes	\$933,078.00	\$930,924.30		
5	5.2	Student Lists	Yes	\$11,009.00	\$6,532.58		
5	5.3	Special Outreach	Yes	\$10,000.00	\$2,730.16		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$373,355,500.00	\$40,845,093.00	0.00%	10.94%	\$36,124,456.78	0.00%	9.68%	\$4,720,636.22	1.26%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (*California Education Code [EC] Section 52064[e][1]*). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC Section 52064[e][1]*). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC Section 52064[b][4-6]*).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC sections 52064[b][1] and [2]*).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC Section 52064[b][7]*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lcl/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/f/g/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action **is not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

2023-24 Local Control and Accountability Plan (LCAP) Overview

San Juan Unified School District

State Priorities	
	<ol style="list-style-type: none"> 1. Basic Services 2. Academic Standards 3. Parent Involvement 4. Student Achievement 5. Student Engagement 6. School Climate 7. Course Access 8. Other Outcomes

Local Control Funding Formula	
	<p>California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students, especially for English learner, foster youth, and low-income students.</p>

Local Control Accountability and Plan	
	<p>The Local Control Accountability and Plan (LCAP) shows how these funds will improve student outcomes and performance for all students.</p>

Student Enrollment	
Ethnicity	Percent of Enrollment
African American	6.8%
American Indian	0.6%
Asian	10.7%
Filipino	0.8%
Hispanic/Latino	25.6%
Pacific Islander	0.7%
White	47.2%
Two or More Races	7.7%
Student Group	Percent of Enrollment
English Learners	17.7%
Low Income	57%
Foster Youth	0.4%

Our Community	
	Arden-Arcade, Carmichael, Citrus Heights, Fair Oaks, Gold River, and Orangevale
	Communities Served
	37,975
	65
	5526
Students	Schools
	Staff

2023-24 LCAP Funding Overview	
Funding Source	Totals
LCFF Funds	\$373,681,358.00
Other State Funds	\$2,964,010.00
Local Funds	\$476,385.00
Federal Funds	\$4,361,268.00
Total Funds	\$381,483,021.00
Type	Totals
Personnel	\$367,574,710.00
Non-Personnel	\$13,908,311.00



2023-24 LCAP Goals and Services

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.



1.1	Family and Community Engagement Provide avenues where families are valued as active participants in building and maintaining strong school and home relationships. Provide information to parents on how to support instructional learning at home. Partner and build capacity with parents across our diverse district to take leadership roles that address specific school, region, and districtwide needs.	\$1,440,158.00	 English Learners Foster Youth Low Income
1.2	Workforce Diversity Improve recruitment, retention, and career development focused on increasing diversity of staff members who represent our student populations.	\$1,093,808.00	 English Learners Foster Youth Low Income
1.3	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.	\$4,057,047.00	 English Learners
1.4	Cultural Brokers School community staff to connect families and students with resources and tools to navigate the American school system, provide culturally appropriate responses, and engage historically underserved populations in programs to improve academic and social-emotional outcomes.	\$1,734,505.00	 English Learners Low Income

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.



2.1	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.	\$6,229,237.00	 English Learners Foster Youth
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			Low Income
2.2	Prevention Services Support school sites and students with vision screening, reducing substance abuse, and creating physically, socially, and emotionally safe environments.	\$555,767.00	 English Learners Foster Youth Low Income
2.3	Inclusive School Climate and Equity Build and create culturally responsive, psychologically, socially, emotionally, and academically safe environments by lifting student voice, developing student leaders and advocates, and providing professional development (PD) for staff.	\$2,145,904.00	 English Learners Foster Youth Low Income
2.4	School Climate Improvement Provide professional development to support sites with student engagement and alternative practices to suspension such as Positive Behavioral Interventions and Supports (PBIS), Restorative Practices (RP), social emotional learning (SEL).	\$336,633.00	 English Learners Foster Youth Low Income
2.5	School Site Supports for Safe Environments Staff to improve safety, security, supervision, relationships, and connections with targeted student groups. Staff training to address fighting, bullying, racism, harassment, drug use, and discrimination on campus.	\$6,108,665.00	 English Learners Foster Youth Low Income

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.



3.1	Math Support practitioners in creating thinking-based classrooms with rich dialogue, engaging tasks, and targeted assessment. Strategies to incorporate real-world problem-solving situations, and equitable access to learning for all students such as culturally responsive teaching and Universal Design for Learning (UDL).	\$548,847.00	 English Learners Foster Youth Low Income
3.2	Literacy Support practitioners through meaningful professional learning around research-based assessment and literacy instruction that engages students, infuses principles of UDL, and meets students' specific needs in both English language arts and history-social science.	\$88,480.00	 English Learners

			Foster Youth Low Income
3.3	Intervention Support implementation of interventions using relevant data to target instruction and monitor literacy and math.	\$314,109.00	 English Learners Foster Youth Low Income
3.4	Middle and High School Integrated Math Support Provide middle and high schools support with Integrated Math 1 (IM1) implementation and funds to support other academic and social-emotional needs.	\$1,396,153.00	 English Learners Foster Youth Low Income
3.5	Integrated and Designated English Language Development (ELD) Provide meaningful access for English learners (EL) through integrated & designated ELD instruction using the EL Roadmap. Implementation support for ELD focused on differentiated instructional strategies that target the academic and language needs of students with various EL profiles.	\$8,794,440.00	 English Learners
3.6	Science Support implementation of Next Generation Science Standards (NGSS), including professional learning for NGSS-aligned instructional materials, focusing on equitable access, engagement, and relevancy for all students.	\$89,835.00	 All Students
3.7	Supplemental Arts & Physical Fitness Provide access to before and after school programs, especially for our targeted groups; professional learning opportunities focused on differentiating instruction for all learners; ensure students have the materials and supplies needed for learning at school and at home; and enrichment opportunities that provide extended learning beyond the instructional day.	\$52,800.00	 English Learners Foster Youth Low Income
3.8	Academic Supports Provide central support and staffing for implementation of English language development (ELD) and content standards to support K-12 teachers, administrators, and classified staff. This includes program specialists and teachers on special assignments (TOSAs) across all content areas including ELD to provide professional learning focused on data analysis, designated and integrated ELD, and implementation of Guided Language Acquisition Design (GLAD) strategies for integrated ELD.	\$1,800,464.00	 English Learners Foster Youth Low Income
3.9	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).	\$2,737,724.00	 English Learners Low Income

3.10	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.	\$3,550,820.00	 English Learners Foster Youth Low Income
3.11	Instructional and Support Services Provide instructional and support services for all students, and ensure staff are properly credentialed and appropriately assigned.	\$312,198,387.00	 All Students
3.12	American Indian Education Program (AIEP) This program addresses the unique cultural, language, and education related academic needs of American Indian and Alaska Native students. The services provided are tutoring, reading groups, and classroom visits, cultural programs and events, college prep programs, scholarship writing, student support and advocacy, and milestone celebrations.	\$61,886.00	 American Indian and Alaska Native Students

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.



4.1	School Counseling Develop and maintain a K-12 comprehensive school counseling curriculum to provide tier 1 support for all students (including graduation track and certificate of completion) focused on three domains: college/career readiness, academic and social-emotional learning.	\$2,308,634.00	 English Learners Foster Youth Low Income
4.2	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 Program (IEP), enrollment, translation of documents, and interpretation.	\$1,031,499.00	 English Learners
4.3	Post-Secondary Opportunities and Exposure Expose students to opportunities through lessons in Naviance, counseling core instruction, Equal Opportunities Schools' partnership, dual enrollment, 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 graduation.	\$734,371.00	 English Learners Foster Youth Low Income

4.4	<p>Alternative Education and Credit Recovery</p> <p>Provide students with alternative education and credit recovery options to high school graduation. Exposure to college and career options to support students who want an alternative route to finish high school and/or who become credit deficient. Subsidize early childhood education program fees for low-income parents and pregnant teens.</p>	\$2,551,593.00	 <p>English Learners Foster Youth Low Income</p>
4.5	<p>Summer Opportunities and Enrichment</p> <p>Intervention and enrichment opportunities for students who are at risk from not being on grade level.</p>	\$723,855.00	 <p>English Learners Foster Youth Low Income</p>
4.6	<p>Early Childhood Education</p> <p>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.</p>	\$430,678.00	 <p>English Learners Foster Youth Low Income</p>
4.7	<p>Advancement Via Individual Determination (AVID)</p> <p>Provide AVID program at secondary school sites to support students with college access and skill development to be successful in post-secondary.</p>	\$1,991,966.00	 <p>English Learners Foster Youth Low Income</p>
4.8	<p>Career Technical Education (CTE) Pathway Articulation and CTE Advancement</p> <p>Provide students with opportunities to explore career pathways at the elementary and middle grades and experience pathways at the high school level.</p>	\$5,649,721.00	 <p>All Students</p>
4.9	<p>K-8 College and Career Strength Finding/Career Planning & Support</p> <p>Support 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.</p>	\$20,000.00	 <p>English Learners</p>
4.10	<p>District System Supports for Continuous Improvement</p> <p>Site funding to implement continuous improvement principles and practices with educational partners focused on improving and increasing services for targeted student groups. This includes staffing, professional learning, and supplies.</p>	\$7,687,887.00	 <p>English Learners Foster Youth Low Income</p>

GOAL**5**

Additional Targeted Support: Differentiated assistance to improve outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators.



5.1	Foster Youth Staffing and Services Wraparound supports for foster youth focused on attendance, tutoring, academics, college and career guidance, transitioning from high school to college and career, and communication and marketing to families and students.	\$1,632,115.00	 Foster Youth
5.2	Student Lists Identify current foster and homeless youth as well as former foster youth by verifying state, county, and local student information data, and targeting enrollment and interdistrict transfer processes.	\$11,009.00	 Foster Youth Low Income
5.3	Special Outreach Identify, recruit, place, and support foster youth and students with disabilities in AP, IB, CTE, Military Science, A-G, tutoring, dual enrollment, credit recovery courses/classes.	\$10,000.00	 Foster Youth
5.4	Inclusive Practices Support general and special education teams through professional learning and collaboration time in order to increase the use of inclusive practices for students with disabilities in general education environments.	\$120,000.00	 Students with Disabilities
5.5	Enrollment in General Education Revise student code process for students with disabilities to access required general education courses and meet graduation requirements.	\$0.00	 Students with Disabilities
5.6	Program and Service Alignment Increase collaboration within and across departments to create a Multi-Tiered System of Support (MTSS) that aligns academic and behavior programs and services.	\$10,000.00	 English Learners Foster Youth Low Income
5.7	Instructional Assistant Staffing Increase and retain Instructional Assistant (IA) staffing and hours to provide classroom support to students with disabilities.	\$302,142.00	 Students with Disabilities
5.8	Homeless Youth Staffing and Services Wraparound services to identify McKinney Vento (MKV) students, assist with immediate enrollment, improve attendance, and connect families with school and community resources to access school supplies, housing, transportation, food, and clothing.	\$871,882.00	 Low Income

<p>5.9</p> <p>Comprehensive Support and Improvement (CSI)/Additional Targeted Support and Improvement (ATSI)</p> <p>Direct support to schools that meet the criteria for CSI and ATSI focused on implementing continuous improvement principles and practices such as analyzing data, understanding root causes, developing and implementing changes, and monitoring progress.</p>	<p>\$60,000.00</p>	 <p>English Learners Foster Youth Low Income</p>
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Educational Partner Engagement

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 reflection process for how our approximately 37,975 TK-12 students are engaged in learning.

Following is a summary of the educational partner groups and how the groups were engaged:

Educational Partner Groups

- Students
- Families
- Staff
- Labor Groups
- Community Groups

Outreach and Participation

- Approximately 2500 participants and over 65 educational partner groups
- Climate Survey with 21,288 responses

Engagement Strategy

- 1:1
- Small group
- Large group
- Online
- In-person
- Phone
- Paper

Following is a summary of the educational partner key themes:

Goal 1: Connected School Communities

- Parent classes and workshops
- Resources to access food, clothing, and shelter
- Subsidized childcare, transportation, technology, clubs, programs, and fees
- Consistent, timely, and translated communication from the district and school sites to families
- Increase collaboration with community partners
- Peer and staff relationship building, clubs, sports, and community building events
- Chromebooks for teachers and students

Goal 2: Healthy Environments for Social and Emotional Growth

- Mental health staffing, supports, and wellness spaces for students and staff
- Inclusive and culturally responsive textbooks, materials, stories, celebrations, and programs
- Accountability, consequences, and training to address fighting, bullying, racism, harassment, drug use, and discrimination on campus

- Safety and security including campus supervision, fencing, crosswalks, parking lots, drop-off and pick-up zones
- Culturally diverse, healthy, and appetizing meal choices
- Staff diversity, recruitment, and retention

Goal 3: Engaging Academic Programs

- Engaging, fun, real-world experiences and opportunities
- Staffing such as teachers, intervention specialists, instructional assistants, bilingual instructional assistants, English language development teachers, translators, tutors, school community resource assistants, certified librarians
- Programs and services including tutoring, mentoring, academic intervention, summer and before/after school programs with an emphasis on math
- Science, Technology, Engineering, Arts, and Math (STEAM) related enrichment opportunities such as field trips, robotics, fine arts, music, whole-child
- Consistent use of software learning platforms across schools and classrooms

Goal 4: Clear Pathways to Bright Futures

- Programs such as Advancement Via Individual Determination (AVID), apprenticeship programs, Advance Placement (AP) and International Baccalaureate (IB) classes, Career Technical Education (CTE), CIVITAS, Improve Your Tomorrow (IYT), Rapid Learner, United College Action Network (UCAN), Visual and Performing Arts (VAPA)
- Access to academic counselors and Naviance
- Opportunities for all K-12 students to explore strengths, interests, and goals
- College and career counseling, awareness, workshops, resources, fairs, centers, tours, guest speakers, and internships
- Life skills and trade opportunities such as financial literacy, communications skills, driver education, culinary arts, computer science

Notable Changes for 2023-24

Action 1.1 - Family and Community Engagement: Provide avenues where families are valued as active participants in building and maintaining strong school and home relationships. Provide information to parents on how to support instructional learning at home. Partner and build capacity with parents across our diverse district to take leadership roles that address specific school, region, and districtwide needs.

- Increased funding and expanded to include two bilingual Communications Specialists in the district's communications department, a two-way text-messaging vendor with advanced translation features, Sierra Nevada Journeys summer academy, and additional support for west-end schools via a resource mobile benefiting both students and families.

Action 1.2 - Workforce Diversity: Improve recruitment, retention, and career development focused on increasing diversity of staff members who represent our student populations.

- Increased funding and expanded to include Alder Teacher Residency program.

Action 1.3 - 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.

- Increased funding to hire additional bilingual instructional assistants and increase existing staff hours.

Action 1.4 - Cultural Brokers: School community staff to connect families and students with resources and tools to navigate the American school system, provide culturally appropriate responses, and engage historically underserved populations in programs to improve academic and social-emotional outcomes.

- Increased funding for staffing to provide additional essential support to immigrant and refugee students and families.

Action 2.2 - Prevention Services: Support school sites and students with vision screening, reducing substance abuse, and creating physically, socially, and emotionally safe environments.

- Increased funding for access to vision screening at seven high-density sites, and expansion of Safe School Ambassadors and Safe School Buddies programs.

Action 2.3 - Inclusive School Climate and Equity: Build and create culturally responsive, psychologically, socially, emotionally, and academically safe environments by lifting student voice, developing student leaders and advocates, and providing professional development (PD) for staff.

- Increased funding for student leadership, advocacy development programs, and community partnerships.

Action 2.5 - School Site Supports for Safe Environments: Staff to improve safety, security, supervision, relationships, and connections with targeted student groups. Staff training to address fighting, bullying, racism, harassment, drug use, and discrimination on campus.

- Increased funding for campus supervision and building relationships with students.

Action 4.1 - School Counseling: Develop and maintain a K-12 comprehensive school counseling curriculum to provide tier 1 support for all students (including graduation track and certificate of completion) focused on three domains: college/career readiness, academic and social-emotional learning.

- Increased funding and expanded to include State Seal of Civic Engagement.

Action 4.3 - Post-Secondary Opportunities and Exposure: Expose students to opportunities through lessons in Naviance, counseling core instruction, Equal Opportunities Schools' partnership, dual enrollment, 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 graduation.

- Increased funding to include dual enrollment and Equal Opportunities Schools partnership.

Action 4.4 - Alternative Education and Credit Recovery: Provide students with alternative education and credit recovery options to high school graduation. Exposure to college and career options to support students who want an alternative route to finish high school and/or who become credit deficient. Subsidize early childhood education program fees for low-income parents and pregnant teens.

- Increased funding and expanded to include alternative education and credit recovery summer opportunities.

Action 4.5 - Summer Opportunities and Enrichment: Intervention and enrichment opportunities for students who are at risk from not being on grade level.

- Increased funding for additional summer Camp Invention locations for learning and enrichment opportunities.

Action 4.10 - District System Supports for Continuous Improvement: Site funding to implement continuous improvement principles and practices with educational partners focused on improving and increasing services for targeted student groups. This includes staffing, professional learning, and supplies.

- Increased funding and expanded to include additional administrator support at targeted school sites.

Actions 5.6 - Program and Service Alignment: Increase collaboration within and across departments to create a Multi-Tiered System of Support (MTSS) that aligns academic and behavior programs and services.

- New action

Action 5.7 - Instructional Assistant Staffing: Increase and retain Instructional Assistant (IA) staffing and hours to provide classroom support to students with disabilities.

- New action

Action 5.8 - Homeless Youth Staffing and Services: Wraparound services to identify McKinney Vento (MKV) students, assist with immediate enrollment, improve attendance, and connect families with school and community resources to access school supplies, housing, transportation, food, and clothing.

- Increased funding for additional resources and staffing.

Action 5.9 - Comprehensive Support and Improvement (CSI)/Additional Targeted Support and Improvement (ATSI): Direct support to schools that meet the criteria for CSI and ATSI focused on implementing continuous improvement principles and practices such as analyzing data, understanding root causes, developing and implementing changes, and monitoring progress.

- New action

San Juan Unified School District

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Local Control and Accountability Plan (LCAP) 2022-23 Educational Partner Engagement Overview

The Local Control and Accountability Plan (LCAP) is a three-year plan that is revised annually and describes how services will be provided to improve student outcomes especially for our English learner, low-income, and foster youth students.

The LCAP is organized around four goals focused on addressing students' academic, social, emotional, and mental needs. These goals include:

- Connected School Communities
- Healthy Environments for Social and Emotional Growth
- Engaging Academic Programs
- Clear Pathways to Bright Futures

The LCAP is also developed with, and includes the perspectives and insights of, our educational partners including our students, families, staff, and community. Educational partners were engaged using various outreach and communication strategies in order to differentiate our approach and maximize participation, especially for our targeted groups. This included:

- Thought Exchanges, listening sessions, focus groups, and surveys
- Meeting with partners in 1:1, small group, large group, online, and in person
- Communicating with our educational partners via website, mass notification, social media, community newsletters, and targeted outreach

Educational partners were asked to consider what our schools are doing well to support students and families, as well as what our schools can do differently and focus on in order to improve. Educational partner input was then reviewed within and across groups for common themes to identify both districtwide and student group specific needs.

Collectively, educational partner input, the eight state priority areas, state and local indicators, and LCAP metrics were analyzed and used to revise existing LCAP actions, develop new actions, and target funds strategically to reflect the voice and needs of our entire San Juan community.

2022-23 EDUCATIONAL PARTNER CONSOLIDATED KEY THEMES BY GOAL

Connected Schools:

- Parent classes and workshops
- Resources to access food, clothing, and shelter
- Subsidized childcare, transportation, technology, clubs, programs, and fees
- Consistent, timely, and translated communication from the district and school sites to families
- Increase collaboration with community partners
- Peer and staff relationship building, clubs, sports, and community building events
- Chromebooks to teachers and students

Healthy Environments:

- Mental health staffing, supports, and wellness spaces for students and staff
- Inclusive and culturally responsive textbooks, materials, stories, celebrations, and programs
- Accountability, consequences, and training to address fighting, bullying, racism, harassment, drug use, and discrimination on campus
- Safety and security including campus supervision, fencing, crosswalks, parking lots, drop-off and pick-up zones
- Culturally diverse, healthy, and appetizing meal choices
- Staff diversity, recruitment, and retention

Engaging Academics:

- Engaging, fun, real-world experiences and opportunities
- Staffing such as teachers, intervention specialists, instructional assistants, bilingual instructional assistants, English language development teachers, translators, tutors, school community resource assistants, certified librarians
- Programs and services including tutoring, mentoring, academic intervention, summer and before/after school programs with an emphasis on math
- Science, Technology, Engineering, Arts, and Math (STEAM) related enrichments opportunities such as field trips, robotics, fine arts, music, whole-child
- Consistent use of software learning platforms across schools and classrooms

Clear Pathways:

- Programs such as Advancement Via Individual Determination (AVID), apprenticeship programs, Advance Placement (AP) and International Baccalaureate (IB) classes, Career Technical Education (CTE), CIVITAS, Improve Your Tomorrow (IYT), International Baccalaureate (IB), Rapid Learner, United College Action Network (UCAN), Visual and Performing Arts (VAPA)
- Access to academic counselors and Naviance
- Opportunities for all K-12 students to explore strengths, interests, and goals
- College and career counseling, awareness, workshops, resources, fairs, centers, tours, guest speakers, and internships
- Life skills and trade opportunities such as financial literacy, communications skills, drivers' education, culinary arts, computer science

2022-23 EDUCATIONAL PARTNER KEY THEMES BY GROUP

Educational Partner Group	What are our schools doing well to support students and families? 	What can our schools do differently and focus on to improve? 
STUDENTS		
African American Participants: 15 El Camino HS: 10 Encina HS: 5 Survey: 3/23	<ul style="list-style-type: none"> • Improve Your Tomorrow (IYT), Black Student Union (BSU), United College Action Network (UCAN), sports, clubs, culture clubs, extracurricular activities • Seeing more diversity and inclusivity • 1:1 teacher help, tutoring, open notes, study hours, class and elective variety • Advancement Via Individual Determination (AVID), advisors, mentors, college and resource center • Teachers who listen, support, care 	<ul style="list-style-type: none"> • Hire more Black teachers and support staff • Increase culture celebrations and diversity events • Improve meal choices • College/career support and awareness: field trips, job fairs, teacher assistance, mentors, resources • Mental health check-ins • Create better learning environments; engaging teachers and programs for all student learning styles • Accessible and non-judgmental teachers who listen, provide support and understanding
English Learners Participants: 71 Listening Sessions: 11/2022-1/2023	<ul style="list-style-type: none"> • Bridges, Power Hour, English language development (ELD), Improve Your Tomorrow (IYT), Where We Belong (WEB), Girls Life • Counselors, A-G requirements, goal development • Teachers who explain clearly, quiet classrooms • Friends, school staff, sports, clubs 	<ul style="list-style-type: none"> • Chromebooks for home use, tutoring, primary language materials, subscriptions to English learning resources • More elective choices, slower pace learning, interesting lessons, fun learning activities during lunch • Sports, after school clubs, cultural awareness and cultural clubs • Transportation to clubs and sports • Consequences for fighting, bullying, disrespectful behavior • Respectful teachers, quiet classrooms, safe spaces • Explore strengths, interests, and goals from K-12
English Learner Student Leadership Council Participants: 14 Listening Session: 11/17/22	<ul style="list-style-type: none"> • Respectful and supportive teachers, flags in cafeteria, friends • Clubs, activities, sports • English language development, hands-on learning, team projects, teachers who explain things 	<ul style="list-style-type: none"> • After school clubs, programs, leadership opportunities, and sports • English learner specific opportunities, classroom translation support in all languages, bilingual staff • Field trips, homework, team projects, individual group project grades • Opportunities to voice opinions • Inclusive groups and activities, respectful teachers • Discipline enforcement for racism, fights, and bullying
Foster Youth Participants: 14	<ul style="list-style-type: none"> • Supportive and knowledgeable teachers, LGBTQ+ supportive staff and clubs, friends • Counselors, therapists, social workers, campus monitors 	<ul style="list-style-type: none"> • Campus racism, homophobia, sexism, double standards, drug use • More supportive teachers - Less strict, biased, and judgmental • Provide easier homework and more classwork

2022-23 EDUCATIONAL PARTNER KEY THEMES BY GROUP

Educational Partner Group	What are our schools doing well to support students and families? 	What can our schools do differently and focus on to improve? 
Listening Session: 11/10/22	<ul style="list-style-type: none"> ● Resources - Clothes Closet, food, books ● Music, drawing, sports, after school programs (Assets) ● Safe places where teachers believe and listen to you and not being forced to be social ● American Sign Language (ASL) teachers, instructional assistants ● Exposure to colleges, universities, trades, ● Career exploration using the library and Google research 	<ul style="list-style-type: none"> ● Less processed food, culturally reflective food, snacks outside of lunch period, off campus lunch ● Longer - Passing periods, lunch, bathroom breaks, school day for electives ● Access to transportation and technology for home use, cleaner campuses ● Less detention, more incentives, less restrictive dress code ● Allow students to chew gum, listen to music, and use fidget spinners ● Provide Naviance support for students with disabilities ● Help identify student strengths, goals, and career interests ● College visits, field trips, trade awareness, fun and engaging opportunities ● Life skills including social communications and handling peer pressure ● Tutors ● More supports to students of color, welcoming principals, better sports programs, build foster youth awareness
High School Black Student Union Participants: 5 Listening Session: 2/8/23	<ul style="list-style-type: none"> ● District and campus support, friends, welcoming teachers, Black Student Union (BSU) 	<ul style="list-style-type: none"> ● Increase - Campus staff support, community service opportunities, inclusive community events ● Guest speakers, field trips, career exploration, visits to Historically Black Colleges and Universities (HBCU) ● Consequences for disruptive and disrespectful behaviors ● Interesting lesson plans
Latino/x Participants: 12 Survey: 2/2023	<ul style="list-style-type: none"> ● Brown Issues club, Black Student Union (BSU), morning announcements, sports, rallies ● Teacher relationship, counselor support, friends ● Group work 	<ul style="list-style-type: none"> ● Racism and homophobia awareness, campus monitors ● Sports, field trips
LGBTQ+ Participants: 42	<ul style="list-style-type: none"> ● Inclusive school community, staff, friends, and signage; use of pronouns and name changes, safe spaces, awareness activities, understanding teachers, student voice elevation 	<ul style="list-style-type: none"> ● Improve safety and sense of belonging at school ● Provide gender neutral locker rooms and bathrooms for student comfort, discrimination avoidance, and safety

2022-23 EDUCATIONAL PARTNER KEY THEMES BY GROUP

Educational Partner Group	What are our schools doing well to support students and families? 	What can our schools do differently and focus on to improve? 
Listening Session: 12/15/22 Survey: 12/2022	<ul style="list-style-type: none"> ● Sports, rallies ● Leadership programs such as Advancement Via Individual Determination (AVID), Pro Youth, and Family, Career, Community Leaders of America (FCCLA) ● Teachers who provide academic supports and respect learning differences ● Career and strength assessments, Naviance, career speakers, Career Wheel, Career Cafe, counselors, clubs, career exploration 	<ul style="list-style-type: none"> ● Fencing, campus monitors, site security ● Staff training - Slur usage discipline, lockdown drill adherence, classroom behavior management ● Mental health supports and electives to help cope with anxiety ● Cultural awareness events and classes on sexism, gender awareness, disabilities ● Help students identify future options ● Use proper pronouns and inclusive language, promote LGBTQ+ awareness ● Math teaching methods, effective teachers, 1:1 support, Chromebooks, hotspots, engaging lessons, more elective choices ● Inclusive content in textbooks, materials, stories
Long-Term English Learners Participants: 134 1:1 surveys/class listening session: 11/2022-1/2023	<ul style="list-style-type: none"> ● Friends, teachers, multicultural and diverse campus ● Where We Belong (WEB), Girls Life, Link Crew ● Mental health therapists ● Teachers who explain clearly, English language development classes, FLEX period, Secondary Transition Experience Program (STEP), Power Hour, critical thinking skill development, academic counseling, group work ● College/career counselors, college resources, Naviance, Improve Your Tomorrow (IYT), Career Technical Education (CTE), college visits, career exploration, resume and letter of interest writing assistance 	<ul style="list-style-type: none"> ● Passing the English Language Proficiency Assessment of California (ELPAC), quiet classrooms, ability to change classes, ability to choose own seat and schedule ● Access to more elective choices such as Visual and Performing Arts (VAPA) ● Advanced Placement, honors, and Science, Technology, Engineering, Math (STEM) opportunities ● Before, during, and after school tutoring, summer enrichment, translators, test-taking skills, essay writing ● Enforce consequences for fighting, bullying, bad behavior, student theft, racial slur use ● Fencing, guards, security cameras ● Career and strengths assessments, Naviance, course requirement counseling, life skills courses, college and career counseling, career exploration field trips, job shadowing, college resources, career speakers ● Community events, sports, after school clubs and programs, assemblies, socialization events during school day, games, talent show, Sports Day, longer passing periods ● Cultural awareness programs, activities, clubs, and meals

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McKinney-Vento Participants: 18 1:1 survey: 12/2022	<ul style="list-style-type: none"> ● Sports, supportive teachers, friendly staff, group activities, friends ● Before and after school tutoring, school supplies, engaging teachers, computers ● Advancement Via Individual Determination (AVID), academic counselors, career fairs, career center activities ● Resource connections, McKinney-Vento campus office, wellness room 	<ul style="list-style-type: none"> ● Group projects, teachers who explain slowly and clearly, longer breaks between classes, field trips, technology, consistent teachers, high school orientation ● School events, club variety, subsidized sports and programs ● Fencing, lockdown drills ● Transportation ● Academic counselors
Middle School Black Student Unions Participants: 13 Listening session: 1/25/23	<ul style="list-style-type: none"> ● Teamwork, quiet classrooms, teachers who provide clear directions, tutoring, online assignment posting ● Friendly and supportive teachers and office staff, friends, sports, outdoor activities, Black Student Union (BSU), clubs, classroom breaks, inclusive school environment ● Safety drills ● Better food choices ● Teachers who talk about college, career, strengths, goals, interests 	<ul style="list-style-type: none"> ● Choosing own electives, provide Chromebooks in school and for home use ● Consistent classroom rules (cell phone, social media use, eating in classroom), bullying consequences, break room, confidence to report bullying and racist incidents, stop blaming the student who reports incidents ● Calm teachers and inclusive environments ● Fun after school clubs and classroom activities ● College and career preparation electives
Prevention Programs Participants: 26 Listening Session: 12/1/22	<ul style="list-style-type: none"> ● School and community events, friends, group activities, sports, arts programs ● Small campus feels safer and welcoming, supportive staff and counselors, girls in the girl's bathroom (safe group gathering) ● Math incentives, teacher academic support, 1:1 teacher assistance, Chromebooks, resource materials, case workers ● College visits, college and career discussions 	<ul style="list-style-type: none"> ● Offer more inclusive and diverse activities, expand Youth Addiction Prevention (YAP) groups, unrestricted access to bathrooms, security cameras ● More hands-on learning, less computer screen time, more 1:1 support, tutoring and group activities ● Electives, vocational opportunities exploration field trips, all-day college visits, career exploration (younger grade inclusion)
Refugee/Newcomer Participants: 64 Listening Session: 11/2022-1/2023	<ul style="list-style-type: none"> ● Friends, teachers, principals, school staff, sports, free time, visual and performing arts (VAPA) ● School rules, respectful students, fire drills ● English language development classes, bilingual instructional assistants ● Kahoot!, Blooket, group collaboration, making mistakes, reading books, field trips, Chromebooks, charts and posters, tests, library visits 	<ul style="list-style-type: none"> ● Fair enforcement for following rules, bullying, swearing, fighting, disrespectful behavior ● Cultural awareness activities, unconscious bias training, class inclusion ● More - Campus supervision, fire and lockdown drills, safe places, fencing, security cameras, stricter teachers ● Sports, clubs, longer lunch and passing periods

2022-23 EDUCATIONAL PARTNER KEY THEMES BY GROUP

Educational Partner Group	What are our schools doing well to support students and families? 	What can our schools do differently and focus on to improve? 
		<ul style="list-style-type: none"> ● Bilingual instructional assistants, translators, teachers who explain clearly, after school help from teachers, tutoring ● English and writing classes, group work, field trips, electives, ● Career exploration, practical learning opportunities, Naviance, interests and strengths assessments
<p>San Juan Youth Voice Advocates - Elementary Participants: 115 Listening Sessions: 11/2022-1/2023</p>	<ul style="list-style-type: none"> ● Teachers, staff, and mentors who are supportive, welcoming, kind, encouraging ● Sports, clubs, school events, assemblies, organized games, recess activities ● Student government, opportunities to elevate student voice ● After school programs - Bridges, Project Optimism ● Teachers and yard duty supervision ● Quiet and calm classroom environment with stress reducing strategies, fun activities, academic games, group work, peer help ● Career aspirations - Helping professions, athletics, digital and performing arts 	<ul style="list-style-type: none"> ● More clubs and sports, variety of clubs - Arts, drama, dance ● Field trips, school activities (Fun Fridays, Spirit Week) ● Community building and inclusive activities, supportive words from staff and students ● Clubs and classes to express feelings through art, journaling, yoga, meditation, and dance ● Bullying intervention and consequences, bullying strategies (kindness posters, anti-bullying assemblies, auditory kindness messages), secure perimeters, campus supervision ● Quiet workspace, learning resources and tools (math charts, study pages, pre-tests, books), tutoring, fun learning activities, a day without having to learn new material to catch up and ask questions, interactive activities (science, labs, math games) ● Understanding teachers who give extra help and talk slowly ● Management of classroom disruptions - Short breaks, points and rewards to address disruptive behaviors ● Short-term after school clubs and activities specific to student interests - Life skills (cooking, basic economics), technology in the classroom, emotional intelligence, career speakers
<p>San Juan Youth Voice Advocates - High School Participants: 183 Listening Sessions: 11/2022-12/2022</p>	<ul style="list-style-type: none"> ● Teachers and staff who are open to new ideas, approachable, supportive, caring, helpful, inclusive (pronouns), positive, empathetic ● School spirit and cultural events - Rallies, sports, Dia De Los Muertos, Asian Arts Festival ● Clubs that promote diversity and increase comfort with students and staff, mental health resources, mentor programs, student leadership opportunities (Student Government) 	<ul style="list-style-type: none"> ● Regularly scheduled community building activities, fee assistance for clubs and sports, inclusive cultural and spirit events ● More Safe Schools, campus and hall monitors, lockdown drills ● More counselor check-ins, access to wellness room, support groups for students who have experienced racism and sexual harassment, community and mental health supports awareness ● Assemblies, discussions, and awareness of impacts of racism ● Consequences for racist, homophobic, sexual harassment, drug and alcohol use, vaping

2022-23 EDUCATIONAL PARTNER KEY THEMES BY GROUP

Educational Partner Group	What are our schools doing well to support students and families? 	What can our schools do differently and focus on to improve? 
	<ul style="list-style-type: none"> ● Culture - Respected and celebrated through religious accommodations (place for prayer), events, clubs ● Hands-on and interactive learning, Advanced Placement (AP), honors, and International Baccalaureate (IB) classes, Flex period, Advocacy, tutoring, English learner program, 1:1 teacher assistance, Independent Study, teachers who check for understanding ● Career Technical Education (CTE), Advanced Placement (AP) classes, Advancement Via Individual Determination (AVID), Education Preparation Institute (EPI), Business Academy, Computer Science, medical and dental programs 	<ul style="list-style-type: none"> ● Address racism and bullying by staff, more student and staff listening sessions, solicit anonymous feedback via suggestion box and surveys ● Classroom translators, instructional assistants, interactive teaching strategies, tutoring resources and awareness, group assignments, department collaboration ● Expand class electives - culinary arts, nutrition, and drivers' education ● College and career resource pathways awareness, more academic counselors for individual meetings, more variety of Career Technical Education (CTE) opportunities, career exploration classes, college and career speakers, life skills, lunch time career and college events, Meet the Professionals Day
<p>San Juan Youth Voice Advocates - Middle School Participants: 226 Listening Sessions: 11/2022-2/2023</p>	<ul style="list-style-type: none"> ● Friends, classmates, after school activities, clubs, and sports, friendly and caring staff, leadership programs (Student Government, Buddies), whole school events ● Group work - Fun, engaging, varied lessons and projects ● Field trips, hands-on learning, study buddies, study hall, tutors, learning games ● Tools - Notes, study guides, quizzes before tests ● Patient teachers who ensure all student understanding before moving on, give step-by-step instructions, provide stress relief in class (fidgets, music) ● Where We Belong (WEB), Project Optimism and Improve Your Tomorrow (IYT), Positive Behavioral Interventions and Supports (PBIS), accessible teachers and counselors, mentors, safe and calm spaces ● Practicing drills and emergency protocols ● Career Technical Education (CTE) Expo, field trips, Naviance, Advancement Via Individual Determination (AVID), Improve Your Tomorrow (IYT), honors classes, electives variety, student leadership, teachers who talk about future pathways 	<ul style="list-style-type: none"> ● Clubs, whole school community building events and activities (rallies, spirit week, lunch games) both during and after school, student voice for program and activities selection, team building activities ● More adult supervision, consequences for fights, bullying, homophobic remarks, racism, swearing, and disrespect, hold anti-bullying assemblies ● Investigate and take action for staff racist comments ● Group discussions to give feedback on concerning staff, dress code, and lunch time choices, provide anonymous feedback opportunities, hold classroom discussions in safe spaces to discuss inclusivity and bullying ● Relaxing and calm workspace, time for non-academic discussions and questions, teacher interventions for class distractions ● Varying instructions and teaching strategies, tutoring, check for understanding, study hall, allow fidgets, music, and calming tools ● Interactive activities - Field trips, group work and projects, hands-on learning, more variety of activities, clubs, and sports

2022-23 EDUCATIONAL PARTNER KEY THEMES BY GROUP

Educational Partner Group	What are our schools doing well to support students and families? 	What can our schools do differently and focus on to improve? 
		<ul style="list-style-type: none"> • More high school preparation courses, field trip opportunities to high schools, offer life skills courses and interests, strengths assessments and goal planning • Career exploration, Improve Your Tomorrow (IYT) for girls, Career Technical Education (CTE) classes
<p>Special Education Students: - Kingwood - Laurel Ruff - La Vista - San Juan HS - Thomas Edison</p> <p>Participants: 57</p> <p>Listening Sessions: 11/2022-2/2023</p>	<ul style="list-style-type: none"> • Friends, teachers, advisors, sports, counselors, hall monitors, school community intervention specialists • Co-teaching, community-based instruction, study hall, 1:1 support, tutoring, teacher support outside of classroom, before and after school library access, hands-on learning • Campus events, field trips • Academic counselors, Naviance, Career Technical Education (CTE), Advancement Via Individual Determination (AVID), vocational internships, college fairs, WorkAbility program, career assessments 	<ul style="list-style-type: none"> • Meals - More choices, hot, fresh fruits and vegetables • Bullying prevention, racism awareness, inclusiveness and cultural awareness activities, theft at schools, classroom management training for safety purposes, staff cultural appropriateness training • Schools and bathrooms in need of repair • Tutoring, more teacher explanations, hands-on science, money management, Chromebooks for home use, electives, more breaks • Career assessments and pathways, financial and computer literacy, life skills, vocational opportunities, FAFSA and college application assistance, career exploration, WorkAbility program, college tours, ROTC, guest speakers • Extracurricular activities - Sports and art • Staff shortage, unequal staff treatment of students • School start times • Mental health supports • Teachers at traditional schools not threatening to send students to La Vista as a punishment • Student participation in Individual Education Plan (IEP) meetings
<p>Students with A Voice (SWAV) - Del Campo HS</p> <p>Participants: 5</p> <p>Survey: 2/2023</p>	<ul style="list-style-type: none"> • Clubs (including ethnicity), sports, rallies • Support systems, staff, friends • Flex schedule • Advancement Via Individual Determination (AVID), college and career counselors 	<ul style="list-style-type: none"> • Consequences for homophobia and racial slur use and incidents, more inclusive environment • Engaging teachers and materials, varying teaching strategies • Focus on non-traditional future pathways, career exploration, interests, strengths, goal assessments
<p>Superintendent Student Advisory Committee (SSAC)</p>	<ul style="list-style-type: none"> • Link Crew, elective classes, band, clubs • Wellness room • Supportive, accessible, engaging teachers 	<ul style="list-style-type: none"> • Collaborative and inclusive discussions, Socratic Seminars • Equal access to Advanced Placement (AP) and International Baccalaureate (IB) classes

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Educational Partner Group	What are our schools doing well to support students and families? 	What can our schools do differently and focus on to improve? 
Participants: 19 Listening Session: 12/6/2022	<ul style="list-style-type: none"> ● Student mural display, painted parking lots ● Before and after school tutoring, 1:1 assistance, teacher assistance during rally schedule, 504 accommodations, Individual Education Plan (IEP), summer school ● Paper handout and homework materials, study guides, target sheets, Kahoots, Quizlets, test retakes, grade flexibility ● Career Technical Education (CTE), CIVITAS, Advanced Placement (AP) and honors classes, dual enrollment, SAT tests, Naviance, student government, Advancement Via Individual Determination (AVID), guest speakers, Career Day, College and Career Center, student mentorship 	<ul style="list-style-type: none"> ● Non-restrictions on event activities (selling hot chocolate, fruit cups, etc.) ● Surveys, fire and lockdown drills ignored by teachers ● Consolidate and improve daily student communications channels (daily announcements, daily handouts, Bull Dog TV) ● Quick responsiveness to fights, fire and lockdown drills, streamline process for reporting issues and situations ● Classroom meditation, quicker access to social-emotional support ● Longer lunch time and passing periods, group work ● Amount of homework, summative assignments, and moving too quickly impedes grades and learning ● Promote understanding of student priorities when assigning work, create a calendar of important student dates to guide teacher assignment of work and tests ● Peer tutoring, Flex periods, group work ● Advance Placement (AP) classes taken in fall, but the test is taken in spring - Too much time elapses which impedes student performance ● Counseling needs to provide timely information (FAFSA deadlines) to students, bring career speakers to campus, lack of information available about graduation (understanding how early graduation may be an option), provide information to all students about programs outside of school ● Lack of support in college counseling - Students must request, it takes a long time to get appointments, counselors don't seem to have a lot of information about college resources ● Allow students to take seven classes so they do not need to take enrichment classes at community college, offer APEX and PE classes over the summer so students can take courses they need and want during the school year, offer enrichment classes over the summer. ● Career Technical Education (CTE) pathways - Make first year more experimental before students decide to move forward into the second year

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		<ul style="list-style-type: none"> Students need to understand the connection between courses they may want to take and their interests, strengths, and goals Upper and lower classmen mentorship (i.e. Mira Loma Connect) Help students get access to real-world tools such as driver's education
FAMILIES		
African American Participants: 4 Encina High School Survey: 3/23	<ul style="list-style-type: none"> Improve Your Tomorrow, Advocacy Supportive staff who help students feel safe Hands-on learning, teacher assistance 	<ul style="list-style-type: none"> Increase events and activities that promote community Improve safety measures, zero tolerance for fighting/bullying College visits, hands-on training, College/Career Day, interests assessments, future goals' workshops
American Indian Education Program (AIEP) Participants: 1 Survey: 11/2022		<ul style="list-style-type: none"> Cultural awareness programs Hire more teachers Less teacher in-service days
Curriculum and Standards Committee (C&S) Participants: 6 Listening Session: 1/18/23	<ul style="list-style-type: none"> Inclusive field trips (Churchill to Santa Cruz) Sports-A-Rama, PE, sports School welcoming committees Student safety, lockdown procedures Teachers who build relationships, allow test retakes K-8 transition to middle school Flex period allows teacher creativity and student engagement Inquiry-based learning, project-based learning, student-centered learning Field trips, student exploration opportunities, Career Technical Education (CTE), variety and equality of offerings (Makers Space program) 	<ul style="list-style-type: none"> Equality of teacher stipends Inclusive programs with opportunities for all students Extracurricular opportunities other than sports (Space, Science) Engage students without mainstream interests Student safety in drop-off and pick-up area; analyze, implement, and enforce safety protocols Safe Routes to Schools, engage county parent advocates, external crossing guard contract Expand school welcoming committees, use welcome banners Provide funding for teacher librarians and library resources Class size reduction, Chromebook for home use, tutors, bilingual instructional assistants Subsidize field trips for students who need assistance

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District English Learner Advisory Committee (DELAC) Participants: 60 Listening Session: 1/26/23	<ul style="list-style-type: none"> ● After school programs, clubs, robotics ● Proactive counselors, community room ● Relationship building English language development staff ● Bilingual instructional assistants, Dual Immersion program 	<ul style="list-style-type: none"> ● Summer programs to explore student interests ● Inquiry-based learning for all students <ul style="list-style-type: none"> ● Provide transportation, financial assistance, language support to access clubs and sports ● Improve meal choices and freshness ● Bullying prevention and awareness ● Assign math and English writing homework, offer additional opportunities to learn English (classes, school gardens), furnish Newcomer classrooms with books and resources, make iReady and Lexia more user friendly ● Provide books, hot spots, Chromebooks, flashcards for home use ● Support Newcomer high school students regarding graduation, credits, and future options
English Learner Advisory Committee (ELAC) Participants: 50 Listening Sessions: 11/2022-12/2022	<ul style="list-style-type: none"> ● Friends and peer buddies who speak their language, caring and respectful staff, community building events (Spirit Week, parent morning coffee, Back to School Night), ELAC involvement ● Translated school newsletter, Dojo, Google translate, AT&T line at school ● English language development pull-out program, modified lessons, small group instruction, peer helpers, library materials, translated materials, bilingual instructional assistants, tutoring, inclusive books ● Security cameras, fencing, yard duty staff, campus monitors ● English Learner Road Map 	<ul style="list-style-type: none"> ● Diverse staff, parent and student orientation in home language, workshops to understand American School System, after school activities ● Bilingual instructional assistants in all languages, translators at all parent meetings, iPads with Google Translate ● Free tutoring, field trips, updated Google Classroom and Q grades, more math and reading homework, smaller class size, transition groups with language assistance ● English Language Proficiency Assessments for California (ELPAC) resources and support, expand English language development classes ● College and career readiness information, academic counseling support, college visits ● Clean restrooms, self-defense courses, all day safety officers on campus, discipline enforcement, face masks, yard duty staff, traffic issues
Facilities Committee Participants: 9	<ul style="list-style-type: none"> ● After school programs, clubs, and sports ● Staff engagement - Open classes, positive reinforcement, relationship building 	<ul style="list-style-type: none"> ● Free after school programs and transportation ● Expand Discovery Club program capacity ● Increase enrichment program offerings at less affluent schools

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Listening Session: 11/1/22	<ul style="list-style-type: none"> ● Positive Behavioral Intervention Supports (PBIS) implemented by principal first 30 minutes of each day ● Special education staff - Implementation of Individual Education Plan (IEP) ● Access to safe places ● Additional instructional assistants hired using COVID funds, variety of academic options, dual immersion program ● Inclusion focused ● Mentoring and Internships 	<ul style="list-style-type: none"> ● Awareness of available campus opportunities, increase campus opportunities ● Supportive environments that address vulgar language, racial and sexual orientation slurs and instill student identity confidence ● Improved communications and navigation of available system supports for English learner - Courses, credits, career pathways ● Maintain and increase supports once COVID funds end ● Inclusive career exploration emphasizing student interests, career interest field trips, guest speakers, business sector partnerships, explore college and career readiness pathways (all grades) with parent integrated communication ● Support struggling schools for student retention ● Options for additional math and reading assistance without pulling students from other classes
McKinney-Vento Participants: 12 1:1 Survey: 12/2022	<ul style="list-style-type: none"> ● Friends, teacher relationships, extracurricular activities, district and school communications (text, email) ● Group projects, enrichment activities, 1:1 and group support, before and after school supports ● Security ● Academic counseling, college visits, career and college fairs, career centers 	<ul style="list-style-type: none"> ● Transportation, awareness of resources and programs for students and families, community events, home language supports ● Bullying consequences, after school programs, peer groups, bathroom and hallway supervision, traffic control, fencing ● Technology for classroom and home use, after school tutoring, group activities, assignment supports, internet hub, free technology access, translators, bilingual instructional assistants ● Interests, strengths assessments and goal planning workshops, college and career awareness and resources (families and students)
Refugee/Newcomer Saturday Parent Academy Participants: 14 Listening Session: - Elementary: 12/17/22 - Secondary: 3/11/23	<ul style="list-style-type: none"> ● School newsletter, translated calls, Zoom translation, parent-teacher conferences, parent portal, teacher emails, parent training and workshops, Saturday Academy ● Involved staff, mentors, staff assistance with enrollment, COVID testing, extracurricular activities ● Security ● English language development classes, translated materials, school supplies, bilingual instructional assistants, group 	<ul style="list-style-type: none"> ● Family meetings prior to school entry, community-building events, parent and student workshops, free after school clubs, staff and student cultural awareness, staff transparency, field trips ● Interpreters in all languages at school office, meetings, and admissions

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	<p>assignments, interesting presentation of materials, school library, teachers who explain things</p> <ul style="list-style-type: none"> ● Calm and friendly atmosphere ● 	<ul style="list-style-type: none"> ● Accessible tests, translated materials for family home support, teach test taking, differentiated teaching, bilingual instructional assistants in all languages ● Provide students with a sense of security ● Career assessments, college and career awareness, college preparation resources, internships, college guidance, college field trips, career guest speakers, summer jobs for high school students, summer professions camp, videos of students talking about career opportunities and professions ● Help students find friends ● Provide transportation ● Offer book clubs for joint reading and discussion of books
<p>Special Education Families Participants: 5 Listening Session: 12/8/22</p>	<ul style="list-style-type: none"> ● Teachers and staff who are inclusive, build relationships, intervene, support learning differences, removes access barriers ● Lunch buddy groups ● Inclusion opportunities in higher level classes ● Special education representation at college and career fairs 	<ul style="list-style-type: none"> ● Inclusive environments - Classroom, school events, extracurricular activities, higher level content ● Placement decisions based on blending academic and social environments, create conversational space for families and staff, create transition plans before school starts ● Staff training for working with students who receive special education services, staff intervention when student is being harassed, strengths-based leadership training ● Create exposure opportunities for all students to support inclusive, harassment-free environments for students who receive special education services ● Universal Design for Learning (UDL) teacher training, collaboration, and implementation for all students ● Promote college and career fairs to all students, explore career and future goals, encourage student interests, create awareness for alternative standards and diplomas, inclusive Improve Your Tomorrow (IYT) program
<p>Superintendent Parent Advisory Committee (SPAC) Participants: 23</p>	<ul style="list-style-type: none"> ● Community room resources (food, clothing, language, internet), Family and Community Engagement (FACE) support, social media, Class Dojo 	<ul style="list-style-type: none"> ● Communication - Language barriers, multiple communication options, consistent information provided to two-household families, outdated websites

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Listening Session: 1/19/23 (9:00am & 5:30pm)	<ul style="list-style-type: none"> ● Staff relationships, safe school buddies, student leadership opportunities, student rallies, diverse clubs, Club Rush Week ● Before and after school clubs - Black Student Union (BSU), Filipino, LGBTQ+, Anime, cooking, coding ● Community events (Back to School Night, festivals, literacy nights, fairs) ● Social groups, student buddies, meditation circles, "Chill Chair", Panther PAWS, wellness rooms, Sammy Circuit ● Behaviorists, social workers, counselors, academic intervention teachers, instructional assistants, adequate staffing in lower grades ● Priority time with teachers for students receiving special education services and English learner students, field trips, Flex period, after school programs, Link Crew ● Career Technical Education (CTE), International Baccalaureate (IB), Advancement Via Individual Determination (AVID), Project Optimism, Improve Your Tomorrow (IYT), college and career center, college visits, college fairs, Rio and Beyond, college counselors 	<ul style="list-style-type: none"> ● School Site Council (SSC) opportunities, Local Control and Accountability (LCAP) and School Plan for Student Achievement (SPSA) education ● Support and integrate opportunities for refugee students and families, buddy systems, English language development teachers at all sites, Parks and Recreation department collaboration ● Trainings - Unconscious bias, Individual Education Plan (IEP) implementation, cultural awareness, standard practices to address student behaviors, trauma-informed practices ● Mental health supports, empathy cultivation, community building across schools and grade levels, peer mediators, student leadership opportunities, diverse staff, inclusive environments and clubs, Where We Belong (WEB), student-to-student forums, wellness rooms ● Career Technical Education (CTE) exposure in elementary and middle schools (high school visits and clubs), more CTE inclusive offerings and college fairs, increase college counselors, financial literacy classes, strengths surveys in younger grades ● Expand summer school offerings, daycare for students, Bridges, tutoring, instructional assistants, intervention teachers, elective choices, after school enrichment opportunities ● Preparation from middle school to high school transition, increase academic counselors (including middle school), literacy programs ● Expansion of safe routes program to include traffic awareness
Talleres Familiares Participants: 17 Listening Session: 2/17/23	<ul style="list-style-type: none"> ● Teachers who are good listeners, welcoming, supportive, patient, kind, relationship builders ● After school tutoring, instructional assistants, small group settings for academic support (math, reading, English), reading groups ● Consistent communication with parents through Class Dojo, regular communication regarding what child is learning, student work samples, and class discussion topics 	<ul style="list-style-type: none"> ● Access to Chromebooks and computers for home use and performing arts programs ● Hands-on project-based learning - Science, technology, engineering, arts, math, crafts, robotics ● Opportunities for field trips and off campus experiences (museums, parks, cultural centers), elementary organized sports ● School safety awareness for students and parents - How to report bullying, understanding lockdown drills and school shooter situations

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Educational Partner Group	What are our schools doing well to support students and families? 	What can our schools do differently and focus on to improve? 
	<ul style="list-style-type: none"> ● Trusted adults on campus - Instructional assistants, recreation aides, counselors, teachers ● Peer mentoring program, Sammy Circuit, bilingual staff ● School events and celebrations - Cultural fairs, recitals, plays, winter celebration, assemblies, Science Night ● Career exploration resources through Family and Community Engagement (FACE) mobile, teachers who share college and career information with students, college and career workshops for parents to learn about costs and application process 	<ul style="list-style-type: none"> ● Patient teachers and school staff to support students and families who do not speak English, family check-ins when student is out for multiple days ● Family workshops - How to support student academics at home, technology use at home, academic online programs, internet safety, college and career planning ● One consistent teacher communications platform ● Field trips to the business sector, guest speakers, Career Technical Education (CTE) resources in Spanish
STAFF/EMPLOYEE LABOR GROUPS		
African American Participants: 82 total Participants: 24 Listening Session: 1/26/23 Participants: 33 Listening Session: 2/13/23 Participants: 25 Listening Session: 2/27/23	<ul style="list-style-type: none"> ● Spaces to feel included and connected, calming spaces to regulate ● African American staff in leadership positions, identity groups, creating relationships with students and parents, African American site staff connecting with African American students, community partnerships, discussions on student diversity and what makes them the same ● Teacher and staff awareness of cultural and economic differences and how it impacts student achievement, teachers who know how to facilitate diverse listening circles and classroom discussions ● Push in classroom support, ability to take advanced level classes, access to curriculum and ability to supplement with more relevant materials, after school activities ● Listening sessions with follow up actions, efforts to increase student voice and input ● Calming spaces, restorative practices, welcoming and respectful teachers and staff, counselors, social workers, other advocacy staff, increased social-emotional resources and supports at sites ● Clean schools, universal free breakfast and lunch removes stigma ● Career Technical Education (CTE), Naviance, high school counselors 	<ul style="list-style-type: none"> ● Feeling unwelcome, unsafe, unsupported; many students feel as a minority that their teachers do not understand them, and therefore cannot relate to their feelings of isolation ● Listening sessions for African American families, diverse community building events (celebrations, guest speakers, arts), using Improvement Science to improve family and parent engagement and perspectives ● Opportunities to discuss other cultures, diverse learning opportunities for students to learn and engage; many students desire an education that is relevant and meaningful ● Provide mentors and other positive influences in lieu of suspensions; develop a mentor program with diverse staff for students to participate; need more student advocates ● Increase funding for more wellness and mindful rooms ● Mandatory staff training on diversity and inclusiveness to support working with targeted student groups, focused funding allocations for targeted student groups ● Teach students how to navigate with staff they can't relate with ● Create adult affinity groups to intentionally advocate for students and themselves, floating district advocates at school sites ● Intentionally embed equity training in all district training ● Redefine activism, advocacy, and action in our educational community

2022-23 EDUCATIONAL PARTNER KEY THEMES BY GROUP

Educational Partner Group	What are our schools doing well to support students and families? 	What can our schools do differently and focus on to improve? 
	<ul style="list-style-type: none"> • Community partners help our students feel connected and included (i.e., Project Optimism, etc.) • After school programming – Having freedom to create after school groups for students of color so they can have a space • Engaging students in simple ways with acknowledgment such as “Hello,” and “How are you today?” 	<ul style="list-style-type: none"> • More staff diversity (i.e., teachers, principals, counselors, secretaries, librarians) • More community involvement, “we” must be present in building community and impacting the system. • Follow-through after racial incidents • Make learning relevant, programs and ways of learning to make students want to learn, students want jobs and school is in the way • Hands-on activities, field trips in the community • Ask students about their interests, strengths, and goals • Vocational skills training, career guest speakers (including people of color), more awareness and access to Career Technical Education (CTE) information, college and career exposure, Historically Black Colleges, and Universities (HBCC) on campus. • Increase mental health services with diverse staff in the positions • Provide leadership opportunities and positions for diverse staff • Create credit-bearing courses in Culturally Responsive Teaching, listening sessions, etc. to encourage participation from Black employees • Monthly opportunities for Black employees to gather with one another • Focused funding allocations specifically for African American students and employees • Encourage and support students becoming employees within their school; consider partnering with Nutrition Services and students serving as Peer Student Tutors • Over-identifying students of color for suspension; limited resources
Foster Youth Participants: 10 Listening Session: 12/2022	<ul style="list-style-type: none"> • Foster youth staff, inclusive and supportive staff, 1:1 visits, group events, regular staff check-ins, field trips • Safe places, safe people, counselors, social workers, school community workers, education related mental health therapists 	<ul style="list-style-type: none"> • Regular check-ins with site counselors and mental health staff, assign safe person, group events and class activities focused on social-emotional development, Link Crew, Where Everyone Belongs (WEB), school unity with school pride emphasis

2022-23 EDUCATIONAL PARTNER KEY THEMES BY GROUP

Educational Partner Group	What are our schools doing well to support students and families? 	What can our schools do differently and focus on to improve? 
	<ul style="list-style-type: none"> ● Foster youth, Family and Community Engagement Department (FACE), McKinney-Vento community work ● Tutoring, modification of school day, universal approach to teaching middle and high school students ● Independent living program classes ● College tours, FAFSA workshops in school and in community, community career centers, Naviance, awareness of alternatives to college, counselors 	<ul style="list-style-type: none"> ● “Small wins” focus by staff (attendance vs non-attendance), understand and support the complex needs of foster youth (school transition, changing home placements, at-home problems, mental health needs, unmet basic needs) ● Trauma informed professional development, staff training on bullying, inclusion, equity, unconscious bias, de-escalation practices ● Unrestricted access to bathrooms, alternative dressing areas ● Integrated math support, alternative schools (not Independent Study or technology-based), tutoring, quiet study areas, identification of student support needs upon enrollment ● Transportation ● Career speakers, Career and Technical Education (CTE), future goals classroom group discussions, vocational training options in middle school, life skills, more hands-on vocational opportunities built into daily schedule
McKinney-Vento Participants: 10 participants 1:1 Survey: 12/2022	<ul style="list-style-type: none"> ● Timely access to food, clothing and housing resources, consistent communications with school ● District English Learner Advisory Committee (DELAC), counselors, listening circles, school community workers, bilingual staff, social workers, intervention specialists, department collaboration, equity groups, supportive teachers, wellness rooms ● Represented staff, clubs, and social groups, inclusive and culturally responsive environment ● Security ● Before and after school tutoring, Bilingual instructional assistants, funding for field trips, sports and club participation, Chromebooks ● Career Technical Education (CTE) programs, college visits, academic counselors, Naviance, college and career fairs 	<ul style="list-style-type: none"> ● Increase staff to meet demand for increased services, front office staff “customer service” mindset training, equity, inclusion, listening skills, conflict and harassment training for all staff, language support, cultural awareness events, counselors and social workers at each site ● Law enforcement and cameras at all schools ● Transportation, student and family community events, “one stop” resource center, newcomer family and student workshops ● Academic catch-up opportunities without punishing students, learning workshops (coding, poetry, math), Chromebooks for home use, bilingual instructional assistants at all schools, technology video tutorials in all languages, hands-on learning, tutoring, navigating the school system workshops ● Vocational education programs, job shadowing, internships, college visits, college and career fairs, interests, strengths assessments and goal setting at all grade levels

2022-23 EDUCATIONAL PARTNER KEY THEMES BY GROUP

Educational Partner Group	What are our schools doing well to support students and families? 	What can our schools do differently and focus on to improve? 
Prevention Programs Participants: 6 Listening Session: 12/21/22	<ul style="list-style-type: none"> ● Caring adults and staff ● Diverse groups, engaging activities, all school assemblies and events ● School and district communications to students and families, technology use to eliminate access barriers ● Student assessments measuring progress over time, access to view assignments and grades online, diverse learning opportunities, school start times ● Career exposure, counselor meetings, Career Cafe, college and career staff on campus, Career Technical Education (CTE) 	<ul style="list-style-type: none"> ● Cultural activities, inclusive environments, staff inclusiveness and consistency, friendship days ● Involve students in decision-making, create student engagement programs ● Standard communication practices without information overload ● Consistent, welcoming and inclusive staff, wellness rooms, social-emotional staff training, enforcement for bullying and harassment incidents, buddy systems ● Enforce no cell phone policy on campus, provide regular encouragement, provide staff professional development opportunities, teach engaging content, offer options for hybrid, online, and in person learning, reduce class size ● College and career speakers, mentorship, resource awareness and access, FAFSA awareness and assistance, career days, Junior Achievement collaboration, career and strength surveys, career club awareness, credit completion outside of school (sports earn PE credit)
San Juan Teachers Association Participants: 7 Listening Session: 1/19/23	<ul style="list-style-type: none"> ● Staff who speak represented languages ● Inclusive materials, content and translation, teachers included in determining curriculum content ● Improve Your Tomorrow (IYT) ● Expository English and writing program for critical thinking and learning ● Access to technology for all students including TK ● Career Technical Education (CTE) fairs, classroom career presentations, career guest speakers, Naviance 	<ul style="list-style-type: none"> ● Parent portal access for multiple languages ● Remove criteria barrier for sports participation ● Increase teacher hiring to avoid staff burnout and inability to meet student needs, provide additional staff to assist student learning ● Improve school experiences for students with disabilities ● Consistency between sites regarding cultural and inclusive holiday celebrations (Christmas, Father-Daughter Dance) ● More bilingual supports for school events ● Increase district partnerships such as Improve Your Tomorrow (IYT) and Early Childhood Education (ECE) ● Offer additional book study hours funded by district, allocate funding for school supplies for home use ● Intentional onboarding process to include the 8-point commitment, collaboration opportunities, and observations ● Increase funding for certified library teachers and books

2022-23 EDUCATIONAL PARTNER KEY THEMES BY GROUP

Educational Partner Group	What are our schools doing well to support students and families? 	What can our schools do differently and focus on to improve? 
		<ul style="list-style-type: none"> ● Gender neutral environments with equity focus ● Increase mental health staff and support for both students and families, expand wellness centers districtwide ● Support staff mental health (consultations, timeout space, needs validation) ● Look at district-wide strategies to support the needs of all students ● Site specific staff instead of splitting staff across sites (counselors, mental health workers, etc.) ● Increase technology use ● Valuing Career Technical Education (CTE) the same as college pathways, create career pathway awareness in elementary grades ● Increase access to music and art and more diverse electives ● Provide student transportation ● Implement a mentorship program, invite career guest speakers, consider updating “college and career” to “career” - Students need to be shown other pathways for career selection, not just college
COMMUNITY PARTNERSHIPS		
English Learner: - Sacramento Public Library Arcade Branch - Sacramento Youth Center - Refugee Enrichment and Development Association Participants - 5 Listening Session: 11/8/22	<ul style="list-style-type: none"> ● SJUSD working to solve language barriers ● Dedicated and supportive educators, bilingual teachers, bilingual instructional assistants ● Summer English learner program ● Saturday Academy ● College and career pathways resources 	<ul style="list-style-type: none"> ● Transportation to school and after school programs, system navigation, free and reduced meals, cultural meal choices, parent hygiene workshops ● Peer mentor relationships, parent outreach, cultural awareness, campus monitors, Medi-Cal peer specialist (explore), alternatives to suspension, safe places ● English language development teachers, bilingual instructional assistants, increase English language support time, student learning cohorts, after school English classes, first year English language class only

2022-23 EDUCATIONAL PARTNER KEY THEMES BY GROUP

Educational Partner Group	What are our schools doing well to support students and families? 	What can our schools do differently and focus on to improve? 
Equity Collaboration Participants: 12 Listening Session: 12/13/22	<ul style="list-style-type: none"> ● Diverse community partners, student voice, diverse staff representation, staff engagement in difficult work of race, community building, and support for systemic change ● District provided training to include community partners ● Access to identify clubs (LGBTQ+, Black Student Union, etc.), athletic programs, Family and Community Engagement (FACE) and Equity Department ● Historically Black Colleges and Universities (HBCU) college fairs, United College Network (UCAN), college and career counseling, Improve Your Tomorrow (IYT), Project Optimism ● Engaging and trusting teachers 	<ul style="list-style-type: none"> ● Multiple language college and career resources, student stipends for program participation, time management, career interest exploration ● Increase community partner representation and presence, not just in after school programs or as “visitors”, involve community partners in decision-making ● Hire and retain diverse teachers and admin staff, build teacher capacity ● Increase student leadership opportunities ● Upgrade outdated facilities and landscape, cleaner facilities ● Care, respect, high expectations, and compassion for students of color; districtwide approach for creating safe, inclusive, and welcoming environments to students of color ● Wellness support ● Staff training and awareness for unconscious bias, restorative practices, combating anti-blackness and privilege ● Commitment to mindset change, consistent enforcement of racial slur use, community awareness for race and inclusion incidents ● Create partner, student, family, staff site teams to address issues of safety, equity, inclusion ● Daily restorative practice training for all students, social and emotional days ● Close access to resource disparities ● Interesting course content, evaluate teacher effectiveness, consistency in teaching methods and content, experience-based learning, qualified teaching assistants, small groups, better content for dual enrollment ● Prioritize parent outreach and disengagement, involve parents in decision-making
Foster Youth: - Aging Up - Court Appointed Special Advocates (CASA)	<ul style="list-style-type: none"> ● Collaboration with foster youth staff and counselors with CASA ● Timely connection between CASA and foster youth liaison ● Improved Transportation ● Online access to grades and student progress 	<ul style="list-style-type: none"> ● Staff training including trauma informed methods, 40 development assets, strength-based relationship building, mentorship, and restorative circles ● Consider life outside of school when assigning projects

2022-23 EDUCATIONAL PARTNER KEY THEMES BY GROUP

Educational Partner Group	What are our schools doing well to support students and families? 	What can our schools do differently and focus on to improve? 
Participants: 8 Aging Up - Survey: 12/22 December 2022 Court Appointed Special Advocates (CASA) - Listening Session: 12/12/22	<ul style="list-style-type: none"> Middle school field trips to high schools to support student transition 	<ul style="list-style-type: none"> Provide tutor and study skills opportunities, and fun activities for both student and staff participation Host career mini-workshops and career days, incorporate Clifton Strengths for Students, focus on life skills, begin college and career readiness in younger grades Improve foster youth grade placement, improve school transitions Expand collaboration with CASA staff, involve CASA in the Individual Education Plan (IEP) process Respect students need for privacy, provide safe spaces, identify a "go to" staff person Provide transportation to all foster youth
McKinney-Vento: - Carmichael Hart - Sacramento Kindness Campaign - Underground Clothing Connection Participants: 4 1:1 Survey: 12/2022-1/2023	<ul style="list-style-type: none"> McKinney-Vento liaison and staff, trusting and welcoming teachers, intervention specialists Refugee Resettlement Department, community workers Underground Clothing Connection 	<ul style="list-style-type: none"> Transportation, including for students receiving special education services Increased awareness of resources through teachers and social media Provision of food, hot spots, housing assistance and how to access these resources More liaisons, social workers, clubs (minority, Gay Straight Alliance), staff sensitivity training, social skills development Decrease wait time for special education assessments
DISTRICT THOUGHTEXCHANGE		
Districtwide Participants: 784 - 20 students - 685 families - 6 community members - 28 staff Thought Exchange: 11/2022	<ul style="list-style-type: none"> Health counselors, intervention teachers, instructional assistants, bilingual instructional assistants District and school communications - Open, timely, and informative Free meals Power Hour, Flex period, study hall, tutoring Community building events Facilities upgrades Engaging and caring teachers 	<ul style="list-style-type: none"> Safety - Perimeter fencing, campus supervision, security cameras, traffic and parking lot control Culturally diverse meals, healthy and appetizing meal choices Subsidize transportation, clubs, sports, before and after school programs Drug use, bullying, vaping, harassment, fighting, discrimination Cultural awareness through celebrations, foods, programs Inclusive and diverse programs, safe spaces, books Mental health supports

2022-23 EDUCATIONAL PARTNER KEY THEMES BY GROUP

Educational Partner Group	What are our schools doing well to support students and families? 	What can our schools do differently and focus on to improve? 
	<ul style="list-style-type: none"> ● Learning enrichment opportunities including field trips, immersive experiences, whole-child approach ● Rapid Learner Program, International Baccalaureate (IB) 	<ul style="list-style-type: none"> ● Focus on math ● Academic interventions - Tutoring, bilingual instructional assistants, instructional assistants, before and after school programs, Power Hour, Flex period, study hall, intervention teachers, school community intervention assistants, certified librarians ● College alternatives - Career Technical Education (CTE), apprenticeships, trades, life skills ● Science, arts, and math programs ● Clubs, sports, and community building events ● Bathrooms in good repair, sanitized, unrestricted access ● Teacher accountability to education standards ● Consistent learning platforms ● Chromebooks for home use ● School start times are challenging
English Learner Advisory Committee (ELAC) Participants: 9 Thought Exchange: 12/2022	<ul style="list-style-type: none"> ● Attention to the study of the English language ● Well-developed English learner program 	
Employee Labor Groups Participants: 183 - 164 SJTA - 5 CSEA - 6 Confidential - 1 SJPEC - 5 SJAA - 0 SJSA - 0 Teamsters - 2 none of above	<ul style="list-style-type: none"> ● Academic intervention teachers, instructional assistants, bilingual instructional assistants ● Mental health counselors, social workers, Sacramento County Office of Education (SCOE) therapists, psychologists, social-emotional learning programs, Positive Behavioral Intervention and Supports (PBIS) ● Timely materials translation ● Family and Community Engagement (FACE) Department, McKinney-Vento Department, Attendance Department, and Refugee teams' staff ● Free meal program 	<ul style="list-style-type: none"> ● Class size reduction ● Wait time reduction for special education testing ● Remove 3rd/4th combination classes ● After COVID funds end, maintain and increase intervention teachers, instructional assistants, after school tutoring, bilingual instructional assistants, translators, counselors, social workers ● Teacher incentives for providing programs supports outside of classroom ● English learner programs, services, and teacher education for all schools including non-title sites ● Chromebook access for students and teachers

2022-23 EDUCATIONAL PARTNER KEY THEMES BY GROUP

Educational Partner Group	What are our schools doing well to support students and families? 	What can our schools do differently and focus on to improve? 
Thought Exchange: 12/2022	<ul style="list-style-type: none"> ● Implementing research-based strategies to teach English as second language ● Caring teachers ● Parent communications in various languages and media ● Career Technical Education (CTE) programs ● Listening circles, post racial violence incidents ● Data assessments to identify students' academic and social-emotional needs ● Community rooms for access to food, clothing, and computers ● Working with community partners like Improve Your Tomorrow (IYT) and Project Optimism 	<ul style="list-style-type: none"> ● Math intervention classes including summer Math Modeling, APEX/credit recovery ● Credit recovery options for English learner students and students who receive special education services - APEX not designed for these students ● Training for behavior interventions, trauma informed practices, de-escalation, and diversity ● Staff diversity ● Equity, inclusiveness training and curriculum ● Connect high school students to unionized, skilled labor groups ● School transportation, Career Technical Education (CTE) programs, after school clubs and programs, students enrolled in non-home school sites ● Career center staff funding ● Emphasis on career readiness at lower grades ● Food, clothing, shelter resources ● Health and nutrition education ● Supplemental curriculum materials to address students' interests, cultural relevancy, and equity for enhanced student engagement
School Site Council (SSC) Participants: 68 Thought Exchange: 12/2022	<ul style="list-style-type: none"> ● Multi-Tiered System of Supports (MTSS), counselors, social workers, social-emotional learning, parent ambassadors ● Engaging and caring teachers who build relationships ● Additional staff hiring to support students and families ● Various methods used to communicate with families ● Increased student enrichment opportunities ● Family and community events ● Listening to the voice of the special needs community ● Before and after school care through Discovery Club and Bridges ● Connecting students and families to district and community resources ● Career Technical Education (CTE) programs, college recruiters on campus, military, trade school representatives ● Flex period 	<ul style="list-style-type: none"> ● Maintain staff hires using COVID funds and increase intervention assistants, intervention teachers, school community intervention assistants, mental health and academic counselors ● Targeted intervention programs at all schools and for all students ● Newcomer supports and resources at all schools ● Support social and emotional needs through social skills groups, peer mentoring, lunch buddies, etc. ● Chromebooks for all students ● Staff diversity ● Safety

2022-23 EDUCATIONAL PARTNER KEY THEMES BY GROUP

Educational Partner Group	What are our schools doing well to support students and families? 	What can our schools do differently and focus on to improve? 
Special Education Participants: 122 Thought Exchange: 1/2023	<ul style="list-style-type: none"> ● Responsive, supportive, and caring teachers, instructional assistants, and speech language pathologists ● Employment of deaf and hard of hearing staff ● Successful inclusion of students with autism into general education classes at some schools 	<ul style="list-style-type: none"> ● Increase special education funding ● Timely evaluations and provision of resources to support students' educational and emotional needs ● Inclusion of students in general education, school, and community events ● All secondary teachers attend Individual Education Plan (IEP) meetings ● Discipline and accountability enforcement for bullying ● Communication between staff and parents for progress updates and home support ● Deaf and Hard of Hearing (DHH) programs need American Sign Language (ASL) curriculum for inclusiveness ● Educator training, transparency, consistency for implementation of Individual Education Plan (IEP) goals and accommodations ● Peer mentoring and lunch buddy programs to support social skills and reduce bullying ● Special education department actively listen to build parent partnerships

Educational Partner Key Themes and 2023-24 LCAP Actions Crosswalk

EDUCATIONAL PARTNER KEY THEMES: Goal 1 - Connected School Communities	LCAP ACTIONS
Parent classes and workshops.	1.1, 4.2, 4.6
Resources to access food, clothing, and shelter	1.1, 1.4, 4.2, 5.1, 5.8
Subsidized childcare, transportation, technology, clubs, programs, and fees	1.1, 3.7, 4.3, 4.4, 5.8
Consistent, timely, and translated communication from the district and school sites to families	1.1, 1.3, 1.4, 4.2, 5.1, 5.8
Increase collaboration with community partners.	1.1, 1.4, 2.3, 3.12, 4.3, 5.1, 5.8
Peer and staff relationship building, clubs, sports, and community building events.	1.1, 1.4, 2.3, 2.4, 2.5, 3.7, 3.12, 4.1, 5.1, 5.8
Chromebooks for teachers and students	Theme addressed outside of LCAP. In 23-24, each classroom will have 36 chromebooks for on-site use. Students who receive special education services and English learners will have access to Chromebooks for home use.
EDUCATIONAL PARTNER KEY THEMES: Goal 2 - Healthy Environments for Social and Emotional Growth	LCAP ACTIONS
Mental health staffing, supports, and wellness spaces for students and staff	1.1, 2.1 , 2.2, 2.5, 5.1, 5.8
Inclusive and culturally responsive textbooks, materials, stories, celebrations, and programs	1.1,1.3, 1.4, 2.3, 3.5, 3.7, 3.12, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9
Accountability, consequences, and training to address fighting, bullying, racism, harassment, drug use, and discrimination on campus	1.1, 1.4, 2.2, 2.3, 2.4, 2.5, 5.6
Safety and security including campus supervision, fencing, crosswalks, parking lots, drop-off and pick-up zones	2.5
Staff diversity, recruitment, and retention	1.2
Culturally diverse, healthy, and appetizing meal choices	Theme addressed outside of LCAP. Nutrition Services adheres to the nutritional requirements under the National breakfast and lunch programs. In 23-24, per new state requirement, at least 40% of weekly meals must be prepared fresh on-site and require farm to school produce offerings provided by small, local

	farmers. SJUSD has stated and will continue to work towards providing more plant-based, culturally diverse meal choices.
EDUCATIONAL PARTNER KEY THEMES: Goal 3 - Engaging Academic Programs	LCAP ACTIONS
Engaging, fun, real-world experiences and opportunities.	3.1, 3.2, 3.6, 3.7, 3.12, 4.3, 4.5, 4.7, 4.8, 4.9, 5.3, 5.4, 5.5
Staffing such as teachers, intervention specialists, instructional assistants, bilingual instructional assistants, English language development teachers, translators, tutors, school community resource assistants, certified librarians	1.3, 1.4, 3.5, 3.8, 3.9, 4.2, 5.7
Programs and services including tutoring, mentoring, academic intervention, summer and before/after school programs with an emphasis on math	1.1, 1.3, 2.3, 3.1, 3.3, 3.4, 3.12, 4.4, 4.5, 4.7, 5.1, 5.3, 5.7, 5.8
Science, Technology, Engineering, Arts, and Math (STEAM) related enrichment opportunities such as field trips, robotics, fine arts, music, whole-child	1.1, 3.6, 3.7, 3.12, 4.5, 4.8
Consistent use of software learning platforms across schools and classrooms	3.1, 3.2 - i-Ready, Kami, Pear-Deck, Go Guardian, Read&Write 4.3 - Naviance 4.4 - APEX
EDUCATIONAL PARTNER KEY THEMES: Goal 4 - Clear Pathways to Bright Futures	LCAP ACTIONS
Programs such as Advancement Via Individual Determination (AVID), apprenticeship programs, Advance Placement (AP) and International Baccalaureate (IB) classes, Career Technical Education (CTE), CIVITAS, Improve Your Tomorrow (IYT), Rapid Learner, United College Action Network (UCAN), Visual and Performing Arts (VAPA)	2.3, 3.7, 4.3, 4.7, 4.8, 5.3
Access to academic counselors and Naviance	4.1, 4.3
Opportunities for all K-12 students to explore strengths, interests, and goals	4.3, 4.7, 4.8, 4.9
College and career counseling, awareness, workshops, resources, fairs, centers, tours, guest speakers, and internships	4.1, 4.2, 4.3, 4.4, 4.7, 4.8, 4.9, 5.1, 5.8
Life skills and trade opportunities such as financial literacy, communications skills, driver education, culinary arts, computer science	2.3, 4.3, 4.7, 4.8

**Superintendent Responses to Comments from the
Local Control Accountability Plan Parent Advisory Committee (LCAP PAC) and
District English Learner Advisory Committee (DELAC)**

May 25, 2023 LCAP PAC and DELAC meetings

#	COMMITTEE	COMMENT	RESPONSE
1	DELAC	Goal 2 mentions, "inclusive and culturally responsive textbooks." Could you explain what type of textbooks this is referring to?	The Professional Learning and Innovation (PLI) department that oversees curriculum, continually works to ensure that all of our instructional materials accurately and thoroughly represent the rich diversity of our community, selecting materials that include the breadth of human experiences and identities.
2	DELAC	Goal 4 refers to various programs (AVID, CTE, IYT, etc.) that are available. How soon can a newcomer/English learner take advantage of these programs? Is there a certain level of English that is required for a student to be successful or are these dual language programs?	<p>English learners, or emerging bilingual students, are encouraged to take advantage of programs such as Advancement Via Individual Determination (AVID), Improve Your Tomorrow (IYT) and Career Technical Education (CTE) as soon as they become interested. AVID programs are a great support to English learners and many of our emerging bilingual students partake in AVID.</p> <p>There is no level of English required for students to enroll in these programs. The only class that pertains to English language proficiency is English Language Development (ELD) which is a federal requirement for all students on the path to mastering reading, writing, listening, and speaking English.</p>
3	DELAC	<ul style="list-style-type: none"> ● How many post their School Site Council meeting calendar on their school website? ● How many post their School Site Council minutes on their school website? ● How many post their School Site Council representatives on their school website? 	<p>Historically, School Site Council (SSC) minutes have been available upon request to accommodate translation. While not a requirement, sites are encouraged to post SSC calendar and minutes on their websites. SSC members are recorded in each site's School Plan for Student Achievement (SPSA) and publicly available on the district and school websites.</p> <p>Inclusion of information on SSC is part of the standard website template. Specific information posted will vary by site. For example, some sites choose to share information via their school newsletter. Information about School Site Councils is typically found under the "Our School" menu on a school website and is accessible to members of the public.</p>

**Superintendent Responses to Comments from the
Local Control Accountability Plan Parent Advisory Committee (LCAP PAC) and
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May 25, 2023 LCAP PAC and DELAC meetings

			<p>School websites can be found by visiting www.sanjuan.edu and selecting the school(s) of interest from the “Our Schools” menu located at the top of the page. School Site Council (SSC) Training modules are made available to site administrators, as requested. Staff from the Office of Student Learning also provides School Site Council informational sessions for requesting sites. Translation is available.</p>
4	LCAP PAC	How is information regarding school site councils being communicated to the community?	<p>Each school determines the strategies used to communicate with their community regarding site council which may include school newsletters, phone calls, emails, text messages, website postings, social media and other tools.</p>
5	LCAP PAC	How are our LCAP goals developed and what measurements are we using for accountability?	<p>LCAP goals were developed to focus the district’s continuous improvement work and developed with our educational partners as part of our strategic planning process during the 2019-20 school year. Each goal is aligned and in response to the state and local Dashboard data areas, and reflective of the shared interests within and across educational partner groups.</p> <p>Each School Plan for Student Achievement (SPSA) is aligned to the LCAP goals. Sites identify specific metrics to monitor progress toward goals using state, local and site data. Sites leaders document progress toward goals in the Analysis section of the SPSA template.</p> <p>Performance will be measured using multiple metrics listed in the Measuring and Reporting Results section of each goal using the 3-year desired outcomes listed for each metric to monitor progress and improvement.</p>
6	LCAP PAC	What are we doing in San Juan to retain teachers of color?	<p>San Juan established Cultivating Leaders, which provides mentorship and professional development to teachers who aspire to be administrators. Additionally, the Alder Teacher Residency takes place in partnership with K-12</p>

**Superintendent Responses to Comments from the
Local Control Accountability Plan Parent Advisory Committee (LCAP PAC) and
District English Learner Advisory Committee (DELAC)**

May 25, 2023 LCAP PAC and DELAC meetings

			schools in historically underserved communities to develop highly qualified school leaders, increase staff diversity, and expand the candidate recruitment pool.
7	LCAP PAC	What incentive programs do we have in San Juan to help move classified staff to certificated staff?	San Juan offers the Teacher Residency Program to district staff for the first two rounds before moving to external candidates. Human Resources (HR) also provides information sessions assisting classified employees on how to transition to certificated employees, and there are currently a number of state incentives such as the Golden State Teaching Grant that we share. Finally, there is additional Side Letter Agreement language to support classified teachers in being substitute teachers.
8	LCAP PAC	Can we look at transportation to summer programs for students with disabilities?	Transportation is a related service specific to extended school year (ESY) for those students who require ESY based on their Individualized Education Program (IEP).
9	LCAP PAC	It is difficult to get a general education teacher at IEP meetings. Often one is not present or leaves the meeting early.	The requirement is not less than one general education teacher is present for an IEP meeting for students participating in general education classrooms. If the general education teacher is not present or has to leave the meeting early, the parent has the right to request that the meeting be recessed and rescheduled to a later date. Another option is to allow for the general education teacher to provide their report during the time they are available in the meeting and then agree to continue the meeting in the absence of the general education teacher.
10	LCAP PAC	Please provide many or complete examples of budgetary expenditures in a few different categories? 2.5, 3.10, 4.10	LCAP Action 2.5: Safety, Security, Planning, and Training <ul style="list-style-type: none"> ● 9 Community Safety Specialists ● Support sites with development, implementation and training of site safety plans and behavior response plans

**Superintendent Responses to Comments from the
Local Control Accountability Plan Parent Advisory Committee (LCAP PAC) and
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May 25, 2023 LCAP PAC and DELAC meetings

			<ul style="list-style-type: none">● Collaborate with staff to address safety concerns, identify and implement anger/stress relief resources and strategies, improve problem solving and student engagement <p>Staff for Campus Supervision and Building Relationships</p> <ul style="list-style-type: none">● School Community Intervention Specialist, School Community Intervention Assistant, Campus Monitor, Campus Representative <p>LCAP Action 3.10:</p> <ul style="list-style-type: none">● Center for Teacher Support (CTS) - Support for first year teachers, interns, teachers with emergency credentials● System of Professional Growth (SPG) - Support for veteran teachers● Beginning Teacher Support and Assessment/Peer Assistance Review (BTSA/PAR) - Support for teachers not meeting standards <p>LCAP Action 4.10:</p> <ul style="list-style-type: none">● LCFF Supplemental school site allocations● Unified Insight Data Dashboard● Staffing, professional learning, and supplies to support district and school staff with understanding and implementing continuous improvement practices and processes.
11	LCAP PAC	What funds go directly to the Community/Educational Partners?	San Juan enters into contracts for specific services and programs with community partners. Funding for community partnerships comes from a variety of funding streams including Local Control Funding Formula (LCFF) Supplemental, Title I, Expanded Learning Opportunities Grant (ELO), and Elementary and Secondary Emergency Relief Fund (ESSER). These funds are disbursed to community partners based on needs identified at the school and district level through a collaborative process that includes educational partner input.

**Superintendent Responses to Comments from the
Local Control Accountability Plan Parent Advisory Committee (LCAP PAC) and
District English Learner Advisory Committee (DELAC)**

May 25, 2023 LCAP PAC and DELAC meetings

12	LCAP PAC	<p>Who ensures School Site Council rules and standards are being met?</p>	<p>School Site Council (SSC) is regulated by Educational Code under the Every Student Succeeds Act (ESSA). The Title I Program Manager provides training and guidance to principals to ensure that they are aware of the rules and standards for SSC, including composition and involvement, are followed. Site plans are reviewed for educational partner engagement, SSC composition and approval. In addition, the site supervisors including Elementary and Secondary directors support principals with involving educational partners in the process. San Juan Teachers Association provides training to teachers representatives around their role on SSC.</p> <p>Finally, the California Department of Education conducts Federal Program Monitoring (FPM) accountability checks every other year. During the FPM Review, random sites are chosen and examined for compliance around SSC elections, composition, and involvement. The 2022-23 FPM review included 9 randomly selected Title I school sites. All documentation of SSC was required to be submitted to the reviewers. Additionally, site visits were conducted at each site and each SSC was interviewed. The FPM review resulted in 100% compliance with SSC mandates.</p>
13	LCAP PAC	<p>What are the names of the training programs available or mandated and where can they be found in the budget and what are the names of the parent companies?</p>	<p>Available training opportunities in San Juan are optional to meet the diverse needs of school sites across our district. San Juan staff often provide the training and are funded using a variety of funding sources including Local Control Funding Formula (LCFF) Base and Supplemental, Expanded Learning Opportunities Grant (ELO), and Elementary and Secondary Emergency Relief Fund (ESSER).</p> <p>For example, training provided by Coordinators, Trauma Informed Schools include:</p> <ul style="list-style-type: none"> ● A Trauma-Informed Perspective ● The Regulated Classroom ● Trauma-Informed Teaching ● Trauma-Informed Environmental Design

**Superintendent Responses to Comments from the
Local Control Accountability Plan Parent Advisory Committee (LCAP PAC) and
District English Learner Advisory Committee (DELAC)**

May 25, 2023 LCAP PAC and DELAC meetings

		<ul style="list-style-type: none">● From Neuroscience to Behaviors <p>Training provided by Safe Schools staff include:</p> <ul style="list-style-type: none">● Student Supervision Roles & Responsibilities● De-escalation Techniques● Student Fight Intervention● Site Safety and Emergency Procedures● Active Threat Response● Catapult EMS Training● Safety Team Roles and Responsibilities● Behavioral Threat Assessment Training <p>Additional training provided by Student Support Services include:</p> <ul style="list-style-type: none">● Positive Behavioral Interventions and Supports (PBIS)● Restorative Practices (RP)● Learning Support Teams● De-escalation● Signs of Suicide (SOS)● Prevention Supports (Anti-Bullying, Alcohol and Other Drug)
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**SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

AGENDA ITEM: I-2

MEETING DATE: 06/13/2023

SUBJECT: San Juan Choices Charter School Local Control and Accountability Plan (LCAP)

For Discussion:

For Action:

DEPARTMENT: Admissions and Family Services

Report:

Workshop:

Recognition:

Emergency Action:

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: June 27, 2023.

RATIONALE/BACKGROUND:

The LCAP includes eight state priority areas: Implementation of Common Core State Standards (CCSS) and English Language Development Standards (ELD), 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 2020-21 LCAP 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

CHOICES CHARTER SCHOOL COMMITTEE ACTION/COMMENT:

Staff: 04/20/2023

Advisory Council: 04/26/2023

Family Focus Group: 05/2/2023

Leadership Team: 5/11/2023

Director and Self-Study Coordinator: 05/19/2023

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 06/05/2023

FISCAL IMPACT:

Current Budget: \$ N/A

LCAP/STRATEGIC PLAN:

Goal: N/A Focus: N/A

Additional Budget: \$ N/A

Action: N/A

Funding Source: N/A

(Unrestricted Base, Supplemental, other restricted, etc.)

Strategic Plan: N/A

Current Year Only On-going

PREPARED BY: Brian T. Ginter, Director, Admissions and Family Services

APPROVED BY: Debra Calvin, Ed.D., Associate Superintendent, Educational Services 

Melissa Bassanelli, Superintendent of Schools 

Local Control and Accountability Plan (LCAP) 2023-2024 Annual Update

Presented to the Board of Education

June 13, 2023



1

Engaging Educational Partners

Choices promotes community engagement through collaboration with the following educational partners:

- School staff
- Advisory council (consisting of teachers, parents, students, school administration, classified employees, and community members)
- Family focus group
- School leadership team

Local Control and Accountability Plan



2

Engaging Educational Partners

Feedback from all school stakeholders contributed to the creation of the 2023-24 LCAP. The following schedule of communications outlines the process:

School staff:

4/20/23 meeting

- Presentation of data corresponding to LCAP Annual Measurable Outcomes and Actions from the 2021-24 LCAP. Staff collaborated in WASC Focus Groups and provided feedback from each group via an online survey.

Advisory council:

4/26/23 meeting

- Presentation of data corresponding to LCAP Annual Measurable Outcomes and Actions from the 2021-24 LCAP. Feedback collected via an online survey following the meeting.

Family focus group:

Email sent to families on 5/2/23

- Feedback provided individually, via an online survey.

School Leadership Team:

5/11/23 Meeting

- Reviewed feedback from all educational partners. Provided additional emphasis on actions of particular urgency. Identified the most important areas of need via an online survey following the meeting.

Director and Self-Study Coordinator:

5/19/23 Meeting

- Reviewed summary of most frequently recommended actions and decided upon specific plans for inclusion of actions in the 2023-24 LCAP.



3

Successes

Timely graduation / graduation rate

- Graduation rates: consistent annual growth & equity amongst student groups.
- 2022 Graduation Rate = 78% for *both* All Students & Socioeconomically Disadvantaged Students (SDS).

Academic Proficiency / CAASPP Scores

- Most rates of proficiency in ELA, Math, & Science for All Students & SDS have been greater than those of the State of CA in 2021 & 2022.
- Achievement gaps between SDS and All Students are either nonexistent or smaller than those of the State of CA in almost every instance in 2021 & 2022.
- Most CAASPP rates of proficiency for All Students & SDS are higher in 2022 than in 2019; CCS students continued to grow academically through, and transitioning out of, COVID-19.



4

Successes

College & Career Readiness / Graduate Statistics

- In 2022: 34% of graduates stated that they would not have graduated from high school without enrolling at Choices.
- In 2022: 57% of graduates planned to attend college or trade school in the coming year.
- College/Career Indicator (“CCI”) on the rise for both All Students & SDS. (In 2020: All Students = 18% and SDS = 13%).

Improved student anxiety levels/student feedback

- In 2022: 34% of students reported “social/other anxiety” as a primary reason for enrolling.
- In 2022: 88% of All Students & 100% of Students with Disabilities reported that their anxiety levels had either stabilized or dropped since enrolling at Choices.



5

Identified Needs

Math Proficiency / CAASPP

- 2022 CAASPP rates of Math proficiency lag behind the state: (All Students: 15% vs. 33%, SDS: 6% vs. 21%).
- Exploring remediation methods, including learning modules, to target specific deficiencies.

College & career readiness/College Career Indicator (CCI)

- Though on the rise, the CCI at Choices is significantly lower than that of the State of California (In 2020: All Students 18% vs. 46%, SDS 13% vs. 38%).
- CCI rates for All Students & SDS are expected to increase significantly in the coming years with a school culture shift to focus more on long-term goals through the revised CCS Graduation Outcomes and expansion of college/career course availability, activities, and support.



6

Goals

Goal #1:

Improve and support student learning to *close achievement gaps* and ensure all students graduate college and career ready

Goal #2:

Foster a respectful, collaborative, and reflective school culture that ensures academic success and *social/emotional well-being* of each student



7

Actions

Tutoring

- Available on campus or via Zoom
- Focus on skill-building and math
- Extensive support for Students with Disabilities from Resource Specialists

College & Career Planning Support

- College resources available to students at home via school website
- Counselor provides workshops, classroom visits, one-on-one assistance with college applications
- Annual College & Career Week
- Field trips to local colleges and universities, college fairs, & Sacramento Speaker Series
- Breadth of college and career readiness course options (A-G, Dual Enrollment, CTE, AP, World Languages, Electives)

Local Control and Accountability Plan



8

Actions

Community Enhancements

- Rewards systems acknowledge student success and growth
- Addition of at least one elective course per year
- Addition of at least one extracurricular activity each year
- English Learners enroll in ELD course and classroom-based electives
- Middle School classroom field trips
- Virtual reality science labs
- Clothes closet / hygiene supplies

Technology Resources

- Technology upgrades
- Chromebooks on loan
- Low-cost internet and Wi-fi hotspots
- Tech support



9

Actions

Miscellaneous Support

- Student data analysis
- Professional development
- Intervention services
- Parent education
- Diagnostic, formative, and summative assessment
- Supportive outreach to new families

Identify, Support, and Track Progress of Students with Anxiety

- New student survey
- Student school satisfaction survey
- Students with disabilities attitude survey

Mental Health Support for Students

- Vigilant outreach
- Counseling & tutoring
- Referrals to community agencies



10

Notable Changes to Actions in 2023

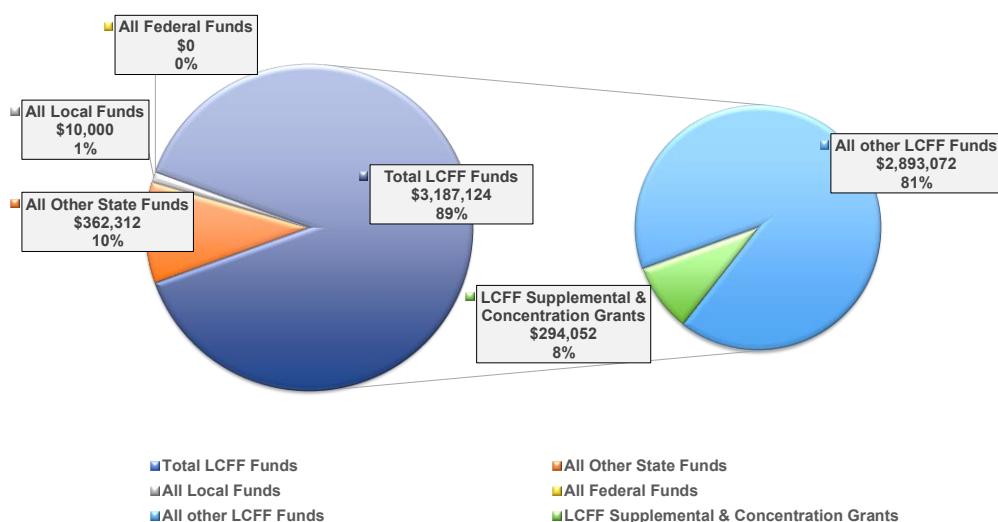
- Improvement of the school tutoring scheduling and communication system
- Expansion of College & Career Week
- Advisory teachers follow new student intervention process
- Addition of college workshops to include scholarship information and to support needs of Students with Disabilities
- Expansion of field trips schedule to include college visits
- Creation of common messaging to utilize in supporting parents with curriculum technology
- Expansion of rewards system that acknowledges student success and growth



11

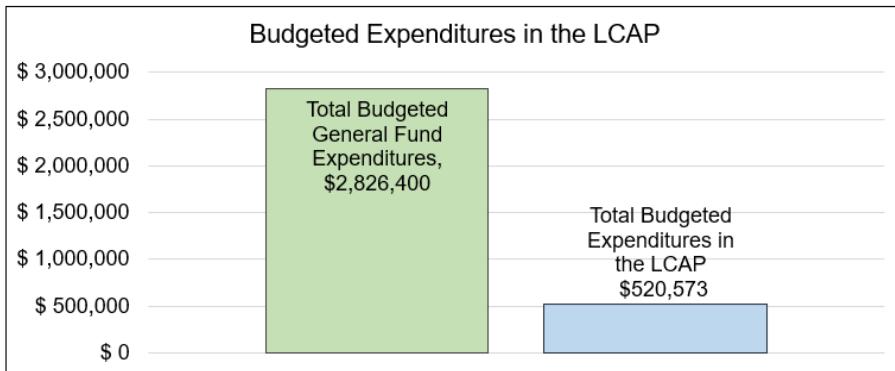
2023-24 Budget Overview: Revenue

Projected Revenue by Fund Source



12

2023-24 Budget Overview: Expenditures



This chart provides a quick summary of how much San Juan Choices Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.



13

Questions



14



San Juan
Unified School District

School Year
2023-2024



CHOICES
CHARTER SCHOOL
An Extraordinary Choice

20
+
YEARS
Est. 1999

San Juan Choices Charter School 2021-2024 Local Control Accountability Plan

To be presented to the Board of Education for a Public Hearing
June 13, 2023

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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Juan Choices Charter School

CDS Code: 34674473430758

School Year: 2023-24

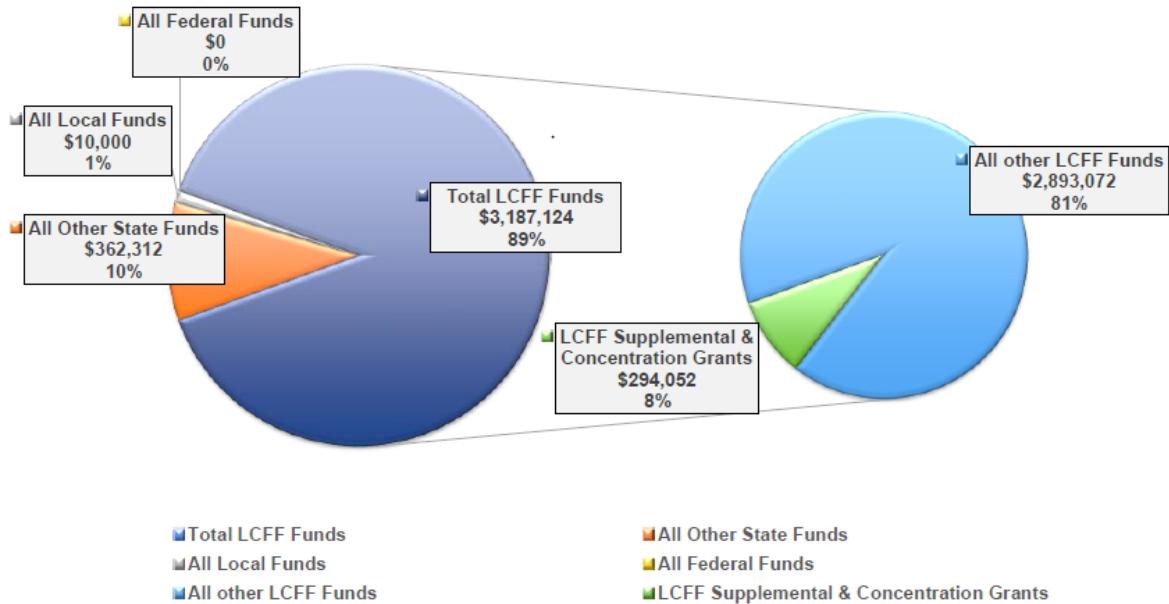
LEA contact information: Brent Givens, Director, (916) 979-8378, brent.givens@sanjuan.edu

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 2023-24 School Year

Projected Revenue by Fund Source

Projected Revenue by Fund Source

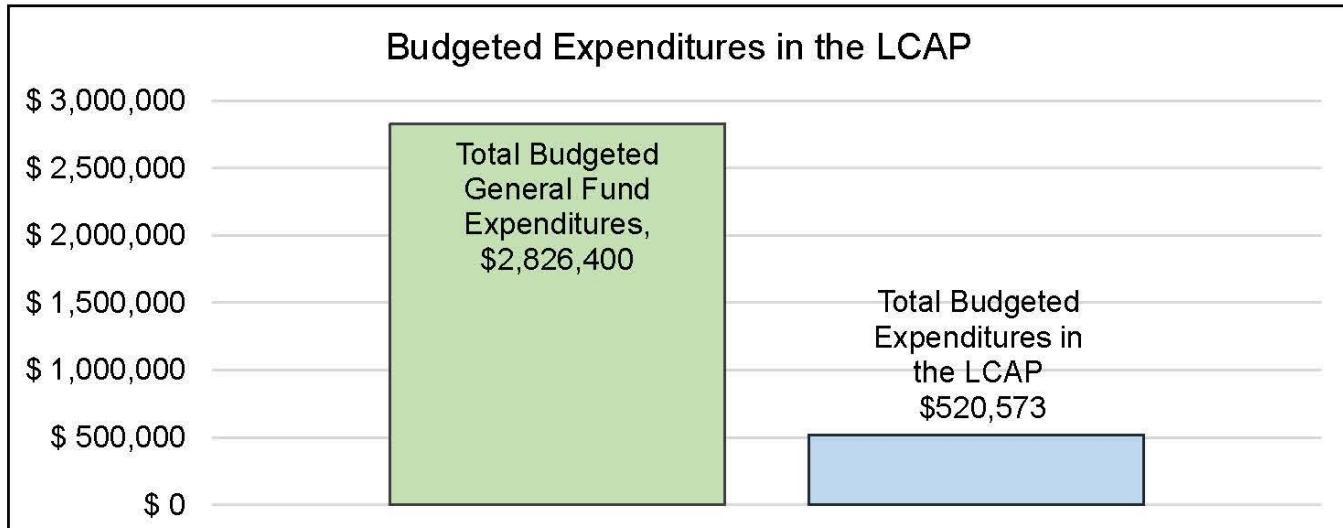


This chart shows the total general purpose revenue San Juan Choices Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Juan Choices Charter School is \$3,560,825.00, of which \$3,188,513.00 is Local Control Funding Formula (LCFF), \$362,312.00 is other state funds, \$10,000.00 is local funds, and \$0.00 is federal funds. Of the \$3,188,513.00 in LCFF Funds, \$295,441.00 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 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Juan Choices Charter School plans to spend \$2,826,400.00 for the 2023-24 school year. Of that amount, \$520,573.39 is tied to actions/services in the LCAP and \$2,305,826.61 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

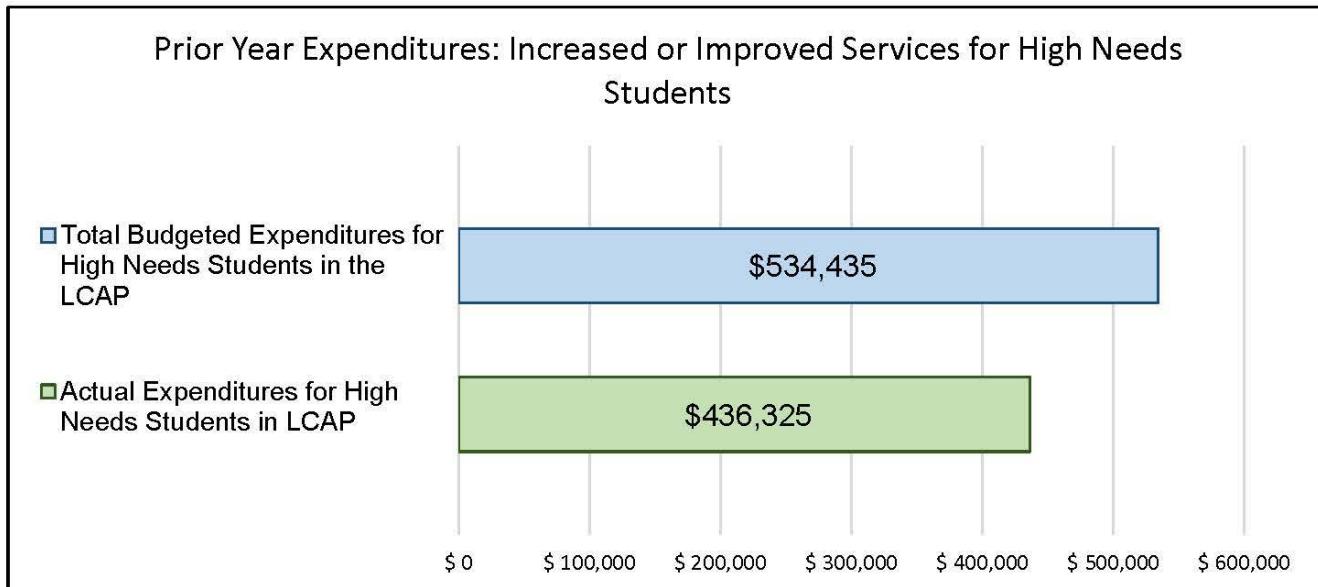
Unrestricted operational costs such as personnel, facility lease costs, utilities, property and liability insurance, contribution to SJUSD for central services, and technology purchased with restricted grant funds.

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

In 2023-24, San Juan Choices Charter School is projecting it will receive \$295,441.00 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 \$520,573.00 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 2022-23



This chart compares what San Juan Choices Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what 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.

The text description of the above chart is as follows: In 2022-23, San Juan Choices Charter School's LCAP budgeted \$534,435.00 for planned actions to increase or improve services for high needs students. San Juan Choices Charter School actually spent \$436,325.00 for actions to increase or improve services for high needs students in 2022-23. The difference between the budgeted and actual expenditures of \$98,110.00 had the following impact on San Juan Choices Charter School's ability to increase or improve services for high needs students:

In 2022-23, we had fewer expenditures than planned in the areas of college & career presentations, a career fair, on-campus speakers, virtual science labs, parent training, vertical teaming, and iReady administration were somewhat offset by greater expenditures than planned in tutoring, the College & Career Week, extracurricular activities, field trips, and school program analysis. Estimated actual expenditures were lower than planned expenditures but remained well above 2022-23 LCFF requirements.

2023-24 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	Brent Givens, Director	brent.givens@sanjuan.edu; 916-979-8378

Plan Summary 2022-23

General Information

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

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 dedicated 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. Class attendance is not generally required, however; attendance is based on the completion of assigned work. 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. A two-year extension on all charters was granted due to the COVID-19 pandemic; Choices’ charter will be eligible for renewal in 2026. CCS is accredited by the Western Association of Schools and Colleges (WASC).

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 challenges; 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 conditions and 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 assessment data to identify what students have learned and to re-teach to fill the identified gaps in knowledge. Teachers often 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 online and 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, dual

enrollment at community colleges, a Career Technical Education (“CTE”) Pathway in Business & Finance, and two World Language tracks that lead to biliteracy 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. 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 if and 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, field trips and extracurricular opportunities, a supportive staff, and individualized counseling, all designed to prepare students for post-secondary academic and/or professional pursuits. One hundred percent of 2022 graduates stated that they would recommend the program to other students. Thirty-four percent of the graduates stated that they would not have graduated from high school if they had not attended CCS. Fifty-seven 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.

Though 2023 data is not yet available, Choices Charter School is extremely proud of its students’ progress in academic achievement, college and career readiness, and emotional well-being, which is demonstrated by data from 2022 and previous recent years. Due to small sample sizes, to protect the privacy of individual students, data results for *English Learners* (6%) and *Foster Youth* (1%) are typically not reported publicly; most data highlighted here focuses on the successes of *All Students* and *Socioeconomically Disadvantaged Students* (46%).

Thanks to the staff’s dedication to continuous program improvement, combined with a seamless transition to COVID-19 Distance Learning, supported by standards-based online curriculum, online instruction, and augmented outreach to families, Choices has made notable recent progress in the following areas, in spite of unprecedented challenging circumstances:

- **Graduation Rate:** The Graduation Rates of *All Students* and *Socioeconomically Disadvantaged Students* grew in 2020, 2021, and 2022. The Graduation Rates of each group have remained nearly equal or equal (2022) to one another, demonstrating equity of the Choices

Charter program. Approximately one-third of 2022 graduates stated that they would not have graduated from high school had they not enrolled at Choices, and more than half of them planned to immediately enroll in colleges or trade schools.

- **CAASPP (ELA SBA, Math SBA, and Science CAST):** In 2021, disadvantaged student subgroups exceeded the proficiency of *All Students* in almost all categories. Rates of proficiency fell in all subjects, for all student groups, in 2022. Disadvantaged student subgroups lagged behind *All Students* in ELA and Math. However, “Ever-EL” *English Learners* lagged by very little in both subjects. In Science, *Socioeconomically Disadvantaged Students* outperformed *All Students*, while “Ever-EL” *English Learners* performed less well. SBA and CAST performance and achievement gaps between *All Students* and disadvantaged student subgroups have fluctuated over time. Due to small sample sizes, statistics often change significantly from year to year. Multiple years of data are studied to identify trends. Significant gains in proficiency by all student groups in 2021 seemed to suggest that the modified, shorter SBA exams given in 2021 were less challenging than the standard version that was administered in 2019. However, State of California data shows that students of all subgroups experienced declines in performance, on average, across the state in 2021. In fact, Choices students not only improved in 2021; they significantly outperformed the state proficiency rates in nearly all categories. Choices students may have fared better than most students in the state, due to consistency in curriculum and instruction and dedicated outreach to families throughout 2020 and 2021. Whereas traditional schools often struggled to adjust to distance learning conditions, Choices was able to transition nearly seamlessly. Most rates of proficiency dropped between 2021 and 2022 for both Choices and the State of California. However, in most cases, Choices students in all student groups have outperformed state averages in both years.
- **College Career Indicator:** The College Career Indicator (“CCI”) of Choices graduates has grown steadily in recent years. The CCI for both *All Students* and *Socioeconomically Disadvantaged Students* grew in 2020. Thanks to a growing focus on Choices’ college and career readiness opportunities, such as A-G courses, dual enrollment at community colleges, a Career Technical Education Pathway in Business & Finance, and two World Language tracks that lead to biliteracy, more Choices students are considered “Prepared” for college and career each year.
- **Student Anxiety Levels (School Satisfaction Survey):** While the percentage of new students reporting that “social/other anxiety” was a primary reason for enrolling at Choices grew significantly in 2021 and remained nearly equal to this elevated level in 2022, the percentage of students who reported feeling the same or less anxiety since enrolling at Choices remains very strong. Choices is often a refuge for students experiencing anxiety, and the vast majority of students stabilize or improve in CCS’s safe, caring, and flexible program.

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 Needs

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.

- **Chronic Absenteeism** grew significantly for *All Students* and *Socioeconomically Disadvantaged Students* between 2019 and 2021 (no data available in 2020). This was concerning to the CCS staff; however, less consistent completion of homework during distance learning likely contributed to absences that were initially recorded when homework was late but ultimately completed for academic credit. Because the rise in Chronic Absenteeism did not coincide with a drop in CAASPP scores, the concern about this metric was limited. Though Chronic Absenteeism at Choices remains elevated in 2022, this is also true for students throughout the state; 2022 Chronic Absenteeism metrics for *All Students*, *Socioeconomically Disadvantaged Students*, and *English Learners* at Choices began to drop in 2022 and were lower than the corresponding figures for the State of California. This metric remains a concern and will be tracked carefully for expected stabilization in 2023 and beyond.

Choices is very pleased with the growth and equity reflected in its Graduation Rate, CAASPP scores, College Career Indicator, and encouraging mental health data. However, data that lags behind corresponding state averages continues to point to areas of need. In 2022, the Graduation Rates of *All Students* and *Socioeconomically Disadvantaged Students* were lower than corresponding state averages, as were the percentage of *All Students*, *Socioeconomically Disadvantaged Students*, and “Ever-EL” *English Learners* who met or exceeded standard on the CAASPP SBA Math. “Ever-EL” *English Learners* at Choices scored at or above standard on the CAASPP Science CAST less frequently than “Ever-EL” *English Learners* across the state. The California State average College Career Indicator is also significantly higher for *All Students* and *Socioeconomically Disadvantaged Students* than it is at Choices. The recent changes in Chronic Absenteeism Rates, which have increased at Choices, have moved in tandem with those of the state but to a slightly less dramatic extent.

Building Choices’ students’ **Math proficiency** and **college and career readiness** are primary areas of focus at Choices, based on student data. LCAP funds will continue to target these areas of need where Choices expects to continue to experience incremental growth.

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 programs and resources that are funded by the LCFF and are explained in further detail in the LCAP Goals, Actions, and Services.

- Tutoring Services
- College & Career Planning Support
- School Community Features
- Technology Resources
- Support for Students with Anxiety
- Mental Health Support
- Miscellaneous Support Services

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.

Choices Charter School is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

Feedback from all school stakeholders contributed to the creation of the 2023-24 LCAP. The following schedule of communications outlines the process that took place:

Staff:

4/20/23 Meeting

- Presentation of data corresponding to LCAP Annual Measurable Outcomes and Actions from the 2021-24 LCAP. Staff collaborated in WASC Focus Groups and provided feedback from each group via an online survey.

Advisory Council:

4/26/23 Meeting

- Presentation of data corresponding to LCAP Annual Measurable Outcomes and Actions from the 2021-24 LCAP. Feedback collected via an online survey following the meeting.

Family Focus Group:

Email sent to families on 5/2/23

- Feedback provided individually, via an online survey.

Leadership Team:

5/11/23 Meeting

- Reviewed feedback from all educational partners. Provided additional emphasis on actions of particular urgency. Identified the most important areas of need via an online survey following the meeting.

Director and Self-Study Coordinator:

5/19/23 Meeting

- Reviewed summary of most frequently recommended actions and decided upon specific plans for inclusion of actions in the 2023-24 LCAP.

A summary of the feedback provided by specific educational partners.

Actions Recommended by Educational Partners:

- Tutoring Services (Staff, Leadership Team)
 - The development of a tutoring system that assigns tutoring for specific subjects to specific times and locations. Clear communication and advertisement of tutoring available to students. (Staff)
 - Peer tutoring. (tutors can earn Teacher Assistant credits) (Staff)
 - Tutor dedicated to assisting English Learners. (Staff)
 - Tutoring on Zoom for English Learners. (Leadership Team)
- College & Career Planning Support (Staff, Family Focus Group)
 - Resume college tours and incorporate visits to the Disabilities Services and Programs for Students (DSPS) and Financial Aid offices. (Staff)
 - Scholarship Workshops (Staff)
 - Special Education Department can apply on behalf of their students through the Department of Rehabilitation (DOR) for employment/independence assistance after high school (504, IEP, or suspected disability students are eligible, ages 16-21) (Staff)
 - Information about trade schools in the area and how to enroll into these programs (Family Focus Group)
- School Community Features (Staff, Advisory Council, Family Focus Group, Leadership Team)
 - Increase ELD class from one to two times per week: one class for speaking practice and the other for reading and writing. (Staff)
 - Cafe Nights on campus: students may come to campus on scheduled evenings to work on homework independently or to seek help from tutors. (Staff)
 - Students who score low on a Math diagnostic test at enrollment are enrolled in a Math remediation class. (Staff)
 - Enhance individualized interactions with the students and accessibility to adults who can assist them in navigating the services that are offered. (Advisory Council)
 - Continue with the positive reinforcement that Choices has always shared with their students. Positive reinforcement may not be something they receive outside of their school environment. (Advisory Council)
 - Allow each child to learn in their own space and time (Family Focus Group)
 - Widespread celebration of growth when students complete learning modules or are "caught" excelling at random points throughout the year. Prizes awarded. (Leadership Team)
 - In lieu of adding more class time for English Learners, dedicate staff time to the development of interactive assignments using H5P. (Leadership Team)

- Technology Resources (None)
 - No recommendations
- Support for Students with Anxiety (Staff)
 - Strategically schedule one-on-one meetings between teachers and students with anxiety when most students are not on campus. (Staff)
- Mental Health Support (Family Focus Group)
 - More courses to manage children with high anxiety or depression (Family Focus Group)
- Miscellaneous Support Services (Family Focus Group, Leadership Team)
 - Parent group counseling (Family Focus Group)
 - More effective marketing, sharing of information to the public so that more parents can know about the program and how it helps students to achieve and thrive. Need for families of elementary school students to know about the Choices option. (Family Focus Group)
 - Adopt a common language and approach when offering technology (PLP) support to parents. i.e. offer a Zoom meeting to walk through access to the Parent Portal. Include common language in Advisory Teacher letters to new families and to correspondence from Community Outreach Worker who aids in families' transition to Choices. (Leadership Team)

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

The following changes have been made to the 2023-24 LCAP with the guidance of specific input from educational partners:

Goal 1:

Discontinued/Removed:

- Prepare for an on-campus Career Fair in Fall 2022. +5 Community Liaison hours per week
- 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
- SJUSD Food Services to provide breakfast during standardized testing (*cost of meals*)

Modified:

- EL Coordinator oversees English Learner support and teaches an ELD course (pilot new curriculum in 2022-23). +10 Faculty hours per week + cost of curriculum [Change to *EL Coordinator oversees English Learner support and teaches two ELD courses (Learning Tree curriculum) - one for middle school and one for high school (5 Faculty hours per week + cost of curriculum)*]
- Continue +5 Assistant Director hours a week to implement a system of assigning students to specific tutoring locations and monitoring student activity. [Change to *Creation and maintenance of online tutoring schedule where students reserve one-on-one tutoring sessions in specific subject areas with specific faculty members. (10 Director hours per year + 2 Community Outreach Worker hours per week + 10 Faculty hours per week)*]
- Tutor prioritizing Students with Disabilities (providing on-site and online tutoring). +15 Tutor hours per week [Change to *Special Education Resource Specialist / Teacher provides hands-on tutoring to Students with Disabilities (15 Resource Specialist hours per week)*]
- Maintain a four-year approach-to-college timeline on the school website. +2 Counselor hours per year [Change to *Build and maintain a highly visible College/Career page with helpful information/links on the new school website (10 Counselor hours per year)*]
- Develop a second CTE Pathway in Public Services/ Public Safety +4 Faculty hours per week [Change to *Develop a second CTE Pathway in Public Services/ Public Safety or Arts, Media, & Entertainment. (4 Faculty 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 [Change to *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 Community Liaison hours per year)*]
- Provide at least four field trip experiences: 6th, 7th, 8th, and 9th grade (possibly 11th grade). +80 Faculty hours per year [Change to *Provide at least one grade-specific field trip each year in grades 6, 7, & 8. (30 Faculty hours per year)*]
- Annual College & Career Week involving college/career assignments, lunchtime presentations, celebratory event, prize raffle. +40

Counselor hours per year, +15 Faculty hours per year, +10 Administration hours per year, + cost of prizes, decorations, and food
[Change to Annual College & Career Week involving college/career assignments, lunchtime presentations, two college/scholarship information nights for families, celebratory event, prize raffle. (20 Self-Study Coordinator hours per year + 20 Counselor hours per year + 60 Faculty hours per year + 20 Administrative Assistant hours per year + cost of prizes, decorations, and food)]

- Provide annual training of staff and administration on SBA administration. +25 Faculty hours per year *[Change to Provide annual training of staff and administration on CAASPP administration (25 Faculty hours per year)]*
- Continue to provide intervention services for students who struggle academically and/or socially. Advisory Teachers implement a new official intervention process at the close of each log period. (+Full-time Community Liaison, + 18 Counselor hours per week, +9 Assistant Director hours per week, + 40 Faculty hours per week) *[Change to Continue to provide intervention services for students who struggle academically and/or socially. Advisory Teachers implement a new official intervention process at the close of each log period. (18 Community Liaison hours per week + 18 Counselor hours per week +9 Assistant Director hours per week + 40 Faculty hours per week)]*
- Formative Assessment with iReady in English and Math 3X per year +120 Faculty hours per year *[Change to Diagnostic and Formative Assessment with iReady in English and Math 2X per year (80 Faculty hours per year)]*
- A New Families Liaison will reach out to new families shortly after enrollment (and 2-3 times during the first month) on behalf of the administration and will facilitate a smooth transition to the independent study model. Advisory Teachers also send an introductory letter, introducing themselves as a main point of contact and welcoming questions. +20 Assistant Director hours per week.
[Change to A New Families Liaison will reach out to new families shortly after enrollment (and 2-3 times during the first month) on behalf of the administration and will facilitate a smooth transition to the independent study model. Advisory Teachers also send an introductory letter, introducing themselves as a main point of contact and welcoming questions. (20 Community Outreach Worker hours per week + 5 Faculty hours per week)]

Added:

- Clothes closet and hygiene supplies provided on campus *(1 Resource Specialist hour per week + cost of supplies purchased once a year)*
- Transition to College & Career Workshop for Students with Disabilities *(5 Counselor hours per year)*
- Provide at least ten off-campus graduation- and college/career-oriented field trips available to high school students each year. This includes, but is not limited to, Sacramento Speaker Series events, the SJUSD College Fair, CSU Sacramento College Fair, college visits (American River College, CSU Sacramento, UC Davis), and Grad Night. Field trips to colleges/universities include visits to the Disabilities Services and Programs for Students (DSPS) and Financial Aid offices when possible. *(60 Faculty hours per year + 60 Counselor hours per year)*
- Build an email message template and demonstration video that teachers and Community Outreach Worker can use to teach parents how to use PLP effectively. *(5 Director hours + 5 Assistant Director hours +5 Community Liaison hours per year)*
- Create and implement rewards systems to acknowledge students' academic progress, as well as to celebrate growth and strong character, throughout the school year *(1 Director hour per week + 1 Administrative Assistant hour per week + 3 Faculty hours per week)*

Goal 2:

Discontinued/Removed:

- None

Modified:

- Action 2 Title: Expanded Mental Health Support to Support Students' Return to In-Person Learning [Change to *Mental Health Support for Students*]
- 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. +20 Counselor hours per week [Change to *Vigilant outreach to students who are struggling academically or emotionally. Counselor to provide counseling, refer to tutoring services, and/or refer to counseling services through SJUSD or local community agencies. (20 Counselor hours per week)*]

Added:

- None

Goals and Actions

Goal 1

Goal #	Description
1	<p>Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.</p> <p>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).</p> <p>Focus 2: Provide school-based structures and services which supply early intervention for and prevention of learning difficulties.</p> <p>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.</p> <p>State Priorities:</p> <ol style="list-style-type: none"> 1. Basic (Conditions of Learning) 2. Implementation of State Standards (Conditions of Learning) 3. Parent Involvement (Engagement) 4. Student Achievement (Pupil Outcomes) 5. Student Engagement (Engagement) 6. School Climate (Engagement) 7. Course Access (Conditions of Learning) 8. Student Outcomes (Pupil Outcomes)

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. Students in disadvantaged student subgroups at Choices have often lagged behind the performance of *All Students* in the past; however, LCAP services have been and continue to be effective at meeting needs of students in a variety of situations, and data currently points to a highly equitable learning environment at CCS.

Metric	Baseline (2019 or 2020)	Year 1 Outcome (2021)	Year 2 Outcome (2022)	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate (Five-Year Cohort Graduation Rate on CDE Dataquest) of Socioeconomically Disadvantaged Students (Growth of at least 1% point per year)	75% in 2020	76%	78%		78%
Graduation Rate (Five-Year Cohort Graduation Rate on CDE Dataquest) of English Learners (No data/ Insufficient Sample Size. Goal is 76% or no achievement gap once sample size is large enough to track.)	No data available for this student subgroup in 2021 due to insignificant sample size.	No data available for this student subgroup in 2021 due to insignificant sample size.	No data available for this student subgroup in 2022 due to insignificant sample size.		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 in 2019 (6% points <i>below</i> performance of All Students) No data available in 2020.	+7% points (7% points <i>above</i> performance of All Students)	-9% points (9% points <i>below</i> performance of All Students)		-3% points (3% points <i>below</i> performance of All Students, or better)

Metric	Baseline (2019 or 2020)	Year 1 Outcome (2021)	Year 2 Outcome (2022)	Year 3 Outcome	Desired Outcome for 2023–24
SBA ELA- Achievement Gap between <i>English Learners</i> and <i>All Students</i> in Percentage that Met or Exceeded Standard Data type redefined as “Ever-EL” in 2022, in order to have a large enough sample size to track progress on public reports.	-2% points in 2019 (2% points <i>below</i> performance of All Students) No data available in 2020.	+19% points (19% points <i>above</i> performance of All Students)	-1% points (1% point <i>below</i> performance of All Students)		0% points (no achievement gap from All Students, or better)
SBA Math- Achievement Gap between <i>Socioeconomically Disadvantaged Students</i> and <i>All Students</i> in Percentage that Met or Exceeded Standard (Reduction in gap by at least 1% point per year)	-8% points in 2019 (8% points <i>below</i> performance of All Students) No data available in 2020.	+11% points (11% points <i>above</i> performance of All Students)	-9% points (9% points <i>below</i> performance of All Students)		-5% points (5% points <i>below</i> performance of All Students, or better)

Metric	Baseline (2019 or 2020)	Year 1 Outcome (2021)	Year 2 Outcome (2022)	Year 3 Outcome	Desired Outcome for 2023–24
SBA Math-Achievement Gap between English Learners and All Students in Percentage that Met or Exceeded Standard Data type redefined as “Ever-EL” in 2022, in order to have a large enough sample size to track progress on public reports.	+3% points in 2019 (3% points <i>above</i> performance of All Students) No data available in 2020.	+9% points (9% points <i>above</i> performance of All Students)	-3% points (3% points <i>below</i> performance of All Students)		0% points (no achievement gap from All Students, or better)
College Career Indicator Achievement Gap between Socioeconomically Disadvantaged Students and All Students in Percentage that are College/Career Ready on the California School Dashboard/ Dashboard Additional Report (Reduction in gap by at least 1% point per year)	-5% points in 2020 (5% points <i>below</i> performance of All Students)	No data published for this metric in 2021.	No data published for this metric in 2022.		-2% points (2% points <i>below</i> performance of All Students, or better)

Metric	Baseline (2019 or 2020)	Year 1 Outcome (2021)	Year 2 Outcome (2022)	Year 3 Outcome	Desired Outcome for 2023–24
College Career Indicator Achievement Gap between <i>English Learners</i> in Percentage that are College/Career Ready on the California School Dashboard/ Dashboard Additional Report (No data/ Insufficient Sample Size. Goal is no achievement gap once sample size is large enough to track.)	No data available for this student subgroup in 2019 or 2020 due to insignificant sample size.	No data published for this metric in 2021.	No data published for this metric in 2022.		0% points (no achievement gap from All Students, or better)
Chronic Absenteeism- Achievement Gap between <i>Socioeconomically Disadvantaged Students</i> and <i>All Students</i> in Percentage of Chronic Absenteeism in grades 6-8 per CDE DataQuest (For this metric, trending <i>above</i> All Students is an undesirable direction.) (Reduction in gap by at least 1% point per year)	+4% points in 2019 (4% points <i>above</i> performance of All Students.) No data published in 2020.	+7% points (7% points <i>above</i> performance for All Students.)	+6% points (6% points <i>above</i> performance for All Students.)		-2% points (2% points <i>below</i> performance of All Students, or better)

Metric	Baseline (2019 or 2020)	Year 1 Outcome (2021)	Year 2 Outcome (2022)	Year 3 Outcome	Desired Outcome for 2023–24
<p>Chronic Absenteeism-Achievement Gap between English Learners and All Students in Percentage of Chronic Absenteeism in grades 6-8 per CDE Dataquest</p> <p>(For this metric, trending <i>above</i> All Students is an undesirable direction.)</p> <p>(No data/Insufficient Sample Size. Goal is no achievement gap once sample size is large enough to track.)</p>	<p>No data available for this student subgroup in 2019 due to insignificant sample size.</p> <p>No data published in 2020.</p>	<p>No data available for this student subgroup in 2021 due to insignificant sample size.</p>	<p>No data available for this student subgroup in 2022 due to insignificant sample size.</p>		<p>0% points (no achievement gap from All Students, or better)</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Tutoring	<ul style="list-style-type: none"> ● Continue existing tutoring services. Include a Zoom tutoring option. Focus on skill-building. (<i>25 Tutor hours per week</i>) ● Continue providing additional Math tutoring in Middle School, based on need, site capacity, and tutor availability. (<i>4 Faculty hours per week</i>) ● Creation and maintenance of online tutoring schedule where students reserve one-on-one tutoring sessions in specific subject areas with specific faculty members (<i>10 Director hours per year + 2 Community Outreach Worker hours per week + 10 Faculty hours per week</i>) ● Special Education Resource Specialist / Teacher provides hands-on tutoring to Students with Disabilities. (<i>15 Resource Specialist hours per week</i>) 	\$107,353.70	Y

2	College & Career Planning Support	<ul style="list-style-type: none"> ● Build and maintain a highly visible College/Career page with helpful information/links on the new school website. (<i>10 Counselor hours per year</i>) ● Advertise and provide counseling support by appointment for help with college research and applications. (<i>20 Counselor hours per year</i>) ● Develop a second CTE Pathway in Public Services/ Public Safety or Arts, Media, & Entertainment. (<i>4 Faculty hours per week</i>) ● Develop and begin implementation of a seven-year program to promote college/career readiness at each high school grade level. (<i>40 Counselor hours per year</i>) ● 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. (<i>40 Community Liaison hours per year</i>) ● Annual College & Career Week involving college/career assignments, lunchtime presentations, two college/scholarship information nights for families, celebratory event, prize raffle. (<i>20 Self-Study Coordinator hours per year + 20 Counselor hours per year + 60 Faculty hours per year + 20 Administrative Assistant hours per year, + cost of prizes, decorations, and food</i>) ● Provide at least ten off-campus graduation- and college/career-oriented field trips available to high school students each year. This includes, but is not limited to, Sacramento Speaker Series events, the SJUSD College Fair, CSU Sacramento College Fair, college visits (American River College, CSU Sacramento, UC Davis), and Grad Night. Field trips to colleges/universities include visits to the Disabilities Services and Programs for Students (DSPS) and Financial Aid offices when possible. (<i>60 Faculty hours per year + 60 Counselor hours per year</i>) ● Transition to College & Career Workshop for Students with Disabilities (<i>5 Counselor hours per year</i>) 	\$22,549.55	Y

Action #	Title	Description	Total Funds	Contributing
3	Community Enhancements	<ul style="list-style-type: none"> ● Continue to encourage <i>English Learners</i> to enroll in on-campus electives and to participate in extracurricular activities. ● Addition of at least one new elective course each year. In 2023-24: expansion of Middle School electives to include French 1, Spanish 1, and Culinary Arts. New high school electives if resources allow: Coding, 3D Art (Sculpture) (<i>10 Faculty hours per week</i>) ● Continue to add at least one extra-curricular activity each year. In 2023-24: Yearbook Club (<i>2 Faculty hours per week</i>) ● Provide at least one grade-specific field trip each year in grades 6, 7 & 8. (<i>30 Faculty hours per year</i>) ● EL Coordinator oversees <i>English Learner</i> support and teaches two ELD courses (Learning Tree curriculum) - one for middle school and one for high school. (<i>5 Faculty hours per week + cost of curriculum</i>) ● Virtual Reality Science (Biology, Chemistry, Physics) Labs (<i>2 Faculty hours per week + cost of curriculum</i>) ● Clothes closet and hygiene supplies provided on campus. (<i>1 Resource Specialist hour per week + cost of supplies purchased once a year</i>) ● Create and implement rewards systems to acknowledge students' academic progress, as well as to celebrate growth and strong character, throughout the school year (<i>1 Director hour per week + 1 Administrative Assistant hour per week + 3 Faculty hours per week</i>) 	\$53,941.80	Y

Action #	Title	Description	Total Funds	Contributing
4	Technology Resources	<ul style="list-style-type: none"> ● Continue to upgrade technology as needed. (<i>cost of new technology</i>) ● 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. ● Staff/Families tech/curriculum support. (<i>10 Assistant Director hours per week + 10 Community Liaison hours per week</i>) 	\$56,902.00	Y

5	Miscellaneous Support	<ul style="list-style-type: none"> ● Continue to track student data that supports program modifications to target student needs. (<i>40 Self-Study Coordinator hours per year</i>) ● Provide annual training of staff and administration on CAASPP administration. (<i>25 Faculty hours per year</i>) ● Continue to provide intervention services for students who struggle academically and/or socially. Advisory Teachers implement a new official intervention process at the close of each log period. (<i>18 Community Liaison hours per week + 18 Counselor hours per week +9 Assistant Director hours per week + 40 Faculty hours per week</i>) ● Develop and provide additional parent training on online curriculum systems during the student registration process. (<i>5 Assistant Director hours per week</i>) ● Provide four in-person, evening training sessions for parents: use of School Pathways, PLP, and best practices for supporting an independent study student. (<i>40 Director hours per year</i>) ● Vertical Teaming in Departments (Professional Development) once per month. (<i>25 Faculty hours per month</i>) ● Diagnostic and Formative Assessment with iReady in English and Math 2X per year (<i>80 Faculty hours per year</i>) ● A New Families Liaison will reach out to new families shortly after enrollment (and 2-3 times during the first month) on behalf of the administration and will facilitate a smooth transition to the independent study model. Advisory Teachers also send an introductory letter, introducing themselves as a main point of contact and welcoming questions. (<i>20 Community Outreach Worker hours per week + 5 Faculty hours per week</i>) ● Build an email message template and demonstration video that teachers and Community Outreach Worker can use to teach parents how to use PLP effectively. (<i>5 Director hours</i>) 	\$231,718.25	Y

Action #	Title	Description	Total Funds	Contributing
		+ 5 Assistant Director hours + 5 Community Liaison hours per year)		

Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Actions/Services Not Implemented as Planned:

Due to evolving resources and perspectives, the following planned LCAP services were offered in a different format or paused in 2022-23:

Tutoring:

- Tutor prioritizing Students with Disabilities (providing on-site and online tutoring). +15 Tutor hours per week
 - Instead of hiring a tutor to work with Students with Disabilities, one part-time Resource Specialist / Teacher expanded to full time, and a second full-time Resource Specialist / Teacher was hired. Each individual spent many hours each week providing individualized instruction and support to Students with Disabilities.

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
 - One College & Career Family Night was offered in the fall, during the new College & Career Week. The presentation covered university, community college, and trade school paths. This presentation will be expanded to two presentations during the College & Career Week in 2023 and will include extensive information about scholarships. In 2022-23, a College & Career presentation tailored to students with IEPs was offered to Students with Disabilities, and this will be repeated in 2023-24, as well.
- Prepare for an on-campus Career Fair in Fall 2022. +5 Community Liaison hours per week
 - Due to resource restrictions and the belief that there are more efficient ways to provide college/career-oriented experiences to students, the Career Fair has been suspended. In 2022-23, the College & Career Week was expanded to include guest speakers, and the Counselor organized trips to the SJUSD College Fair and the CSUS College Fair.
- 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

- Speakers did not come to campus throughout the year, but two speakers did present to students during College & Career Week. More speakers will be invited to speak to students throughout the school year in 2023-24.

Community Enhancements:

- Continue to add at least one extra-curricular activity each year. +2 Staff hours per week
 - In 2022-23, several new activities have taken place. With the return of Intramurals, students meet together weekly to play games and sports. A Podcasting Club meets weekly and produces Choices Chatter. Each organization involves occasional trips off campus.
- Provide at least four field trip experiences: 6th, 7th, 8th, and 9th grade (possibly 11th grade). +80 Faculty hours per year
 - Many field trips were offered to students in 2022-23, but they were not necessarily specific to grade levels. One field trip for 6th graders (to the CSUS Planetarium) was offered, while other field trips, such as the SJUSD College Fair, the CSUS College Fair, the Sacramento Speaker Series, and Grad Night were made available to all high school students. In 2023-24, more field trips will be made available to both middle and high school students.
- Virtual Reality Science (Biology, Chemistry, Physics) Labs (+2 Faculty hours per week + cost of curriculum)
 - Virtual Reality Science Labs were paused for one year but will be made available to students in 2023-24.

Miscellaneous Support:

- 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
 - Parent training sessions were paused for one year but will be made available again in 2023-24.
- Vertical Teaming in Departments (Professional Development) once per month. +25 Faculty hours per month
 - Due to an upcoming WASC accreditation visit, most professional development time in 2022-23 has been used to analyze data, re-evaluate the Choices program, and document findings in WASC Focus Groups. A return to working more in departments will occur in 2023-24.
- Continue to provide intervention services for students who struggle academically and/or socially. Advisory Teachers implement a new official intervention process at the close of each log period. (+Full-time Community Liaison, + 18 Counselor hours per week, +9 Assistant Director hours per week, + 40 Faculty hours per week)
 - Intervention services were offered, but a formal process occurring at the close of each log period was not implemented by Advisory Teachers. This will remain in the plan to be implemented in 2023-24.
- Formative Assessment with iReady in English and Math 3X per year +120 Faculty hours per year
 - iReady diagnostic and formative assessments were administered twice in 2022-23 and will be administered twice in 2023-24, as well.

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

In 2022-23, funds assigned to actions/services that were not ultimately implemented as planned were diverted to the new implementations of the actions/services or to other activities that addressed the needs of disadvantaged student subgroups. Fewer expenditures than planned in the areas of college & career presentations, a career fair, on-campus speakers, virtual science labs, parent training, vertical teaming, and iReady administration were somewhat offset by greater expenditures than planned in tutoring, the College & Career Week, extracurricular activities, field trips, and school program analysis. Estimated actual expenditures were lower than planned expenditures but remained well above 2022-23 LCFF requirements.

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

No data is yet available for the 2022-23 school year. However, given that most of the actions/services that Choices provided in 2022-23 are the same or very similar to those provided in recent previous years, data from 2019-2022 provides some direction in evaluating the effectiveness of CCS's efforts to provide student services in an equitable manner. Some data types have been unavailable in recent years, and data for *English Learners* and *Foster Youth* are often not published due to insufficient sample sizes. However, the data that is available is largely positive:

Graduation Rate: The Graduation Rates of *All Students* and *Socioeconomically Disadvantaged Students* grew in 2020, 2021, and 2022. The Graduation Rates of each group have remained nearly equal or equal (2022) to one another, demonstrating equity of the Choices Charter program. Approximately one-third of 2022 graduates stated that they would not have graduated from high school had they not enrolled at Choices, and more than half of them planned to immediately enroll in colleges or trade schools.

CAASPP (ELA SBA, Math SBA, and Science CAST): In 2021, disadvantaged student subgroups exceeded the proficiency of *All Students* in almost all categories. Rates of proficiency fell in all subjects, for all student groups, in 2022. Disadvantaged student subgroups lagged behind *All Students* in ELA and Math. However, "Ever-EL" *English Learners* lagged by very little in both subjects. In Science, *Socioeconomically Disadvantaged Students* outperformed *All Students*, while "Ever-EL" *English Learners* performed less well. SBA and CAST performance and achievement gaps between *All Students* and disadvantaged student subgroups have fluctuated over time. Due to small sample sizes, statistics often change significantly from year to year. Multiple years of data are studied to identify trends. Significant gains in proficiency by all student groups in 2021 seemed to suggest that the modified, shorter SBA exams given in 2021 were less challenging than the standard version that was administered in 2019. However, State of California data shows that students of all subgroups experienced declines in performance, on average, across the state in 2021. In fact, Choices students not only improved in 2021; they significantly outperformed the state proficiency rates in nearly all categories. Choices students may have fared better than most students in the state, due to consistency in curriculum and instruction and dedicated outreach to families throughout 2020 and 2021. Whereas traditional schools often struggled to adjust to distance learning conditions, Choices was able to transition nearly seamlessly. Most rates of proficiency dropped between 2021 and 2022 for both Choices and the State of California. However, in most cases, Choices students in all student groups have outperformed state averages in both years.

College Career Indicator: The College Career Indicator (“CCI”) of Choices graduates has grown steadily in recent years. The CCI for both *All Students* and *Socioeconomically Disadvantaged Students* grew in 2020. Thanks to a growing focus on Choices’ college and career readiness opportunities, such as A-G courses, co-enrollment at community colleges, a Career Technical Education Pathway in Business & Finance, and two World Language tracks that lead to biliteracy, more Choices students are considered “Prepared” for college and career each year.

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.

In addition to the changes made to the LCAP for 2023-24 that were based on input from all educational partners, the following changes to Goal 1 have been made based specifically on reflection of prior practice:

- The Career Fair has been suspended and has been replaced with field trips to the SJUSD College Fair and the CSUS College Fair.
- College & Career presentations for families will take place during College & Career Week instead of being offered throughout the school year.
- The cost of providing breakfast and lunch to students during standardized testing will be eliminated from the LCAP, as all breakfast and lunch for all students throughout the school year is now free.
- A College/Career page will be more prominently featured on the new school website to debut in 2023-24.
- Field trips will be grade-specific in grades 6-8, but high school field trips will be available to all high school students, and most will be focused on college and career exploration.
- iReady will be administered only twice per year (Diagnostic Assessment at the beginning of Fall Semester and Formative Assessment at the beginning of the Spring Semester). The third assessment will be Summative with the spring CAASPP exams.
- The Counselor debuted a College & Career Workshop for Students with Disabilities in 2022-23, which was successful and will be repeated in 2023-24.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal 2

Goal #	Description
2	<p>Foster a respectful, collaborative, and reflective school culture that ensures academic success and social/emotional well-being of each student.</p> <p>Focus 1: Expand health and social/emotional support services and interventions to students and their families.</p> <p>Focus 2: Increase the voice of parents and students to ensure feedback loops on key initiatives and issues.</p> <p>Focus 3: Improve the collaborative culture throughout the school among staff, students, families, and community.</p> <p>State Priorities:</p> <ul style="list-style-type: none"> 5. Student Engagement (Engagement) 6. School Climate (Engagement)

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. In 2022, 34% of new students reported that "social/other anxiety" was a primary reason for enrolling at Choices. School surveys show that roughly half of both *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 (2020)	Year 1 Outcome (2021)	Year 2 Outcome (2022)	Year 3 Outcome	Desired Outcome for 2023–24
Students with Disabilities Attitude Survey Percentage of <i>Students with Disabilities</i> 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%	Survey not administered in 2021.	43%		67% (or more)
Student School Satisfaction Survey Percentage of <i>All Students</i> returning in fall, each year, who reported that they felt less anxiety since enrolling at Choices (Growth of at least 1% point per year)	58%	43%	53%		61% (or more)

Metric	Baseline (2020)	Year 1 Outcome (2021)	Year 2 Outcome (2022)	Year 3 Outcome	Desired Outcome for 2023–24
Student School Satisfaction Survey Percentage of <i>All Students</i> returning in fall, each year, who reported that they felt safe on campus the previous year (Maintain figure at 90% or higher)	96%	100%	100%		90% (or more)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Identify, Support, and Track Progress of Students with Anxiety	<ul style="list-style-type: none"> Identify, support, and track academic progress of <i>Students with Disabilities</i> who struggle with anxiety. (<i>5 Self-Study Coordinator hours per year + 5 Resource Specialist hours per year</i>) Identify, support, and track academic progress of <i>All Students</i> who struggle with anxiety. (<i>8 Self-Study Coordinator hours per year</i>) 	\$1,173.59	Y
2	Mental Health Support for Students	<ul style="list-style-type: none"> Vigilant outreach to students who are struggling academically or emotionally. Counselor to provide counseling, refer to tutoring services, and/or refer to counseling services through SJUSD or local community agencies. (<i>20 Counselor hours per week</i>) 	\$46,935.00	Y

Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Actions/Services Not Implemented:

All planned actions/services were implemented for Goal 2 in 2022-23.

Actions/Services Added to the LCAP & Implemented:

No new actions/services were added to this goal in 2022-23.

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

There were no material differences between planned and actual services for Goal 2 in 2022-23.

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

Student Anxiety Levels (School Satisfaction Survey): While the percentage of new students reporting that “social/other anxiety” was a primary reason for enrolling at Choices grew significantly in 2021 (to 37%) and remained nearly equal to this elevated level in 2022 (34%), the percentage of students who reported feeling the same or less anxiety since enrolling at Choices remained strong (88% in 2022). Choices is often a refuge for students experiencing anxiety, and the vast majority of students stabilize or improve in CCS’s safe, caring, and flexible program.

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.

Because students have been permitted to attend on-campus classes and activities for two school years, following the COVID-19 campus closure in 2020-21, the Goal 2, Action 2 title has been modified from *Expanded Mental Health Support to Support Students’ Return to In-Person Learning to Mental Health Support for Students*. Because the Community Liaison does not provide counseling support and most often is not the individual to refer students to tutoring services or to counseling services through SJUSD or local community colleges, the Community Liaison has been removed from the Goal 2, Action 2 Description.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$295,441	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.27%	0%	\$0.00	9.27%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

2023-24 Actions/ Services:

Tutoring: Tutoring is available for all students but targets, in particular, 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. 2023-24 tutoring services will 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. Math tutoring will be prioritized in Middle School to address existing deficiencies in skills and to prevent deficiencies from developing. Tutoring hours will be communicated to the entire school community online; students will be able to sign up to meet tutors or teachers for assistance at specific times, for specific subjects, as needed. This includes the availability of tutoring to meet the needs of English Learners who are enrolled in an English Learner Development course. Students with IEPs receive regular homework assistance from Resource Specialists on campus or via Zoom.

College & Career Planning Support: Choices' college and career planning support is available to all students but serves perhaps most importantly the students whose parents are not equipped with the resources or experience to effectively guide their students in the approach to their post-secondary college and career pursuits. These services are also especially important for Students with Disabilities who face additional obstacles in pursuing post-secondary educational opportunities and need specialized information and assistance. All services are offered to students with these needs in mind. College & Career presentations will be offered to students and their families in the evenings during College & Career Week, in an effort to reach all families, including those who work during school hours. Presentations will include information about applying for scholarships so that no student will feel that college is financially inaccessible. College & Career information on the CCS website brings resources into the family home. An on-campus Counselor supports students and families on an individual basis with college research and assistance with applications at no additional charge. 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. All other classroom-based courses offer students at least one college/career-oriented assignment per year that requires students to consider post-secondary pursuits that align with the given subject matter of the course. On-campus speakers, field trips, and the Sacramento Speaker Series will introduce students to various professions that may be new to them, sparking interests and engaging them in their education. Students will attend the SJUSD College Fair and the CSUS College Fair. College visits will include American River College, CSU Sacramento, and UC Davis. While on college campuses, when possible, students will visit the Disabilities Services and Programs for Students (DSPS) and Financial Aid offices. An annual College & Career Week brings long-term planning into focus with college & career-oriented campus decorations, celebrations, presentations, and prize giveaways. A College & Career Workshop for Students with Disabilities provides information tailored to students who need special services in their post-secondary educational pursuits. Choices offers several academic pathways to college and career readiness. A Career Technical Education (CTE) Pathway in Business & Finance debuted in Fall 2018. A second CTE Pathway in Public Services/ Public Safety or Arts, Media, & Entertainment will debut in coming years. A-G, Advanced Placement, and World Language courses support students in becoming college and career ready. The Choices Charter School Graduation Outcomes center on the process of setting goals, adjusting goals as needed, persevering through challenges, and ultimately, accomplishing objectives.

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 classroom-based elective courses and participate in extracurricular activities, as a means of improving their English Language skills through peer interaction. An EL Coordinator guides formal intervention for English Learners and teaches an ELD course. In order to further engage students, in 2023-24, CCS will continue to offer field trips that are designed to expose students, particularly those who are disadvantaged, to new experiences. New Virtual Reality labs will also provide a new dimension for exploring information and ideas. All electives, extracurricular events, and field trips are offered, free of charge, and are designed to reach students where they are through direct experience. Choices seeks to engage students in their education in a safe learning environment where they are supported with basic needs and guidance. On campus, students in need are supported through a clothes closet and free hygiene supplies, and all students may enjoy breakfast and lunch at school at no cost.. Because positive reinforcement is a powerful motivator, Choices seeks to expand its set of rewards systems that regularly and frequently acknowledge academic progress, growth, and character in 2023-24.

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 2023-24, CCS will continue to refer families in need to a provider that offers discounted internet service rates to qualifying families. 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. Technical support will be available to both students and staff, both on campus and at home. Every effort will be made to ensure that technology and support 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. SJUSD Food Services provides students with free breakfast and lunch throughout the school year. Student intervention services assist students who struggle academically and/or socially. In 2023-24, 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. Advisory Teachers check in with new families shortly after students begin school, introducing themselves as a main contact for the family. A New Families Liaison also connects with families throughout their first month of enrollment to facilitate a smooth transition to the independent study model. Faculty members will meet in departments each month to optimize consistency within subject areas and to ensure that standards are adequately addressed at each grade level. Diagnostic and Formative Assessment with iReady will allow teachers of English and Math to determine individual students' strengths and areas of need and to gauge academic growth throughout the year, reteaching concepts when deemed necessary.

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.

Mental Health Support for Students: The CCS Staff is committed to conducting vigilant outreach to students who are struggling academically or emotionally. The Counselor assists 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.

Percentage of Students in Targeted Subgroups (2022):

Socioeconomically Disadvantaged Students: 46%

English Learners: 6%

Foster Youth: 1%

At Choices, students in disadvantaged student subgroups comprise roughly 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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

NA: Choices Charter School does not qualify for additional concentration grant add-on funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:54	NA
Staff-to-student ratio of certificated staff providing direct services to students	1:15.57	NA

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel	
Totals	\$ 451,859	\$ 55,538	\$ 521	\$ 1	\$ 520,574	\$ 520,574	\$ 0	
Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Tutoring	1. All Students 2. Socioeconomically Disadvantaged Students 3. English Learners 4. Foster Youth	\$ 93,183	\$ 1,406	\$ 107	\$ 0	\$ 107,354
1	2	College & Career Planning Support	1. All Students 2. Socioeconomically Disadvantaged Students 3. English Learners 4. Foster Youth	\$ 19,573	\$ 2,954	\$ 23	\$ 0	\$ 22,550
1	3	Community Enhancements	1. All Students 2. Socioeconomically Disadvantaged Students 3. English Learners 4. Foster Youth	\$ 46,822	\$ 7,066	\$ 54	\$ 1	\$ 53,942
1	4	Technology Resources	1. All Students 2. Socioeconomically Disadvantaged Students 3. English Learners 4. Foster Youth	\$ 49,391	\$ 7,454	\$ 67	\$ 0	\$ 56,902
1	5	Miscellaneous Support	1. All Students 2. Socioeconomically Disadvantaged Students 3. English Learners 4. Foster Youth	\$ 201,131	\$ 30,355	\$ 232	\$ 0	\$ 231,718
2	1	Identify, Support, and Track Progress of Students with Anxiety	1. All Students 2. Socioeconomically Disadvantaged Students 3. English Learners 4. Foster Youth	\$ 1,019	\$ 154	\$ 1	\$ 0	\$ 1,174
2	2	Mental Health Support for Students	1. All Students 2. Socioeconomically Disadvantaged Students 3. English Learners 4. Foster Youth	\$ 40,740	\$ 6,148	\$ 47	\$ 0	\$ 46,935

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 3,188,513	\$ 295,441	9.27%	0.00%	9.27%	\$ 451,859	0.00%	14.17%	Total:	\$ 451,859
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 451,859

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Tutoring	Yes	Schoolwide	All	Choices Charter School Campus & Some Services Provided Virtually	\$ 93,183	0.00%
1	2	College & Career Planning Support	Yes	Schoolwide	All	Choices Charter School Campus & Some Services Provided Virtually	\$ 19,573	0.00%
1	3	Community Enhancements	Yes	Schoolwide	All	Choices Charter School Campus & Some Services Provided Virtually	\$ 46,822	0.00%
1	4	Technology Resources	Yes	Schoolwide	All	Choices Charter School Campus & Some Services Provided Virtually	\$ 49,391	0.00%
1	5	Miscellaneous Support	Yes	Schoolwide	All	Choices Charter School Campus & Some Services Provided Virtually	\$ 201,131	0.00%
2	1	Identify, Support, and Track Progress of Students with Anxiety	Yes	Schoolwide	All	Choices Charter School Campus & Some Services Provided Virtually	\$ 1,019	0.00%
2	2	Mental Health Support for Students	Yes	Schoolwide	All	Choices Charter School Campus & Some Services Provided Virtually	\$ 40,740	0.00%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 534,434.73	\$ 436,324.96

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Tutoring	Yes	\$ 106,879	\$ 117,767
1	2	College & Career Planning Support	Yes	\$ 26,904	\$ 19,232
1	3	Community Enhancements	Yes	\$ 72,383	\$ 67,383
1	4	Technology Resources	Yes	\$ 32,234	\$ 32,234
1	5	Miscellaneous Support	Yes	\$ 262,598	\$ 166,272
2	1	Identify, Support, and Track Progress of Students with Anxiety	Yes	\$ 821	\$ 821
2	2	Expanded Mental Health Support to Support Students' Return to In-Person Learning	Yes	\$ 32,616	\$ 32,616

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 295,441	\$ 534,435	\$ 436,325	\$ 98,110	0.00%	0.00%	0.00% - No Difference
<hr/>						
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services
1	1	Tutoring	Yes	\$ 106,879	\$ 117,767	0.00% 0.00%
1	2	College & Career Planning Support	Yes	\$ 26,904	\$ 19,232	0.00% 0.00%
1	3	Community Enhancements	Yes	\$ 72,383	\$ 67,383	0.00% 0.00%
1	4	Technology Resources	Yes	\$ 32,234	\$ 32,234	0.00% 0.00%
1	5	Miscellaneous Support	Yes	\$ 262,598	\$ 166,272	0.00% 0.00%
2	1	Identify, Support, and Track Progress of Students with Anxiety	Yes	\$ 821	\$ 821	0.00% 0.00%
2	2	Mental Health Support for Students	Yes	\$ 32,616	\$ 32,616	0.00% 0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 3,188,513	\$ 295,441	0.00%	9.27%	\$ 436,325	0.00%	13.68%	\$ 0.00 - No Carryover	0.00% - No Carryover

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (*California Education Code [EC] Section 52064[e][1]*). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC Section 52064[e][1]*). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC Section 52064[b][4-6]*).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lcl/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lcl/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action **is not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

**SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

AGENDA ITEM: I-3

MEETING DATE: 06/13/2023

SUBJECT: Public Hearing, Presentation and Adoption of 2023-24 Budget

CHECK ONE:

- | | |
|-------------------|-------------------------------------|
| For Discussion: | <input checked="" type="checkbox"/> |
| For Action: | <input type="checkbox"/> |
| Report: | <input type="checkbox"/> |
| Workshop: | <input type="checkbox"/> |
| Recognition: | <input type="checkbox"/> |
| Emergency Action: | <input type="checkbox"/> |

DEPARTMENT: Fiscal Services

ACTION REQUESTED:

The superintendent is recommending that the board hold a public hearing and discuss the proposed 2023-2024 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 27, 2023: Approval of 2022-2023 budget revisions, adoption of 2023-2024 budget, approval of 2023-2024 EPA expenditure plan, and approval of 2023-2024 excess reserves.

RATIONALE/BACKGROUND:

In accordance with Education Code 42127, the administration will present and adopt the 2023-24 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: 2023-24 Budget Book with 2022-23 Estimated Actuals
B: Executive Summary PowerPoint Presentation

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 06/05/2023

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:

Kristi Blandford, Director, Fiscal Services
Jennifer Stahlheber, Chief Financial Officer

**APPROVED BY:**

Melissa Bassanelli, Superintendent of Schools



San Juan Unified School District

2023-24 BUDGET with 2022-23 Estimated Actuals and Multi-year Projections

**Presented to the Board of Education
June 13, 2023**



**3738 Walnut Avenue
Carmichael, CA 95608
www.sanjuan.edu**

SAN JUAN UNIFIED SCHOOL DISTRICT
2023-24 ADOPTED BUDGET
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GOVERNANCE BOARD



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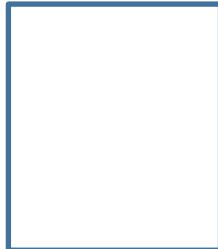
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Superintendent's Message

San Juan Unified's mission to empower all in our inclusive learning community to contribute and thrive in a radically evolving world must be guided by careful fiscal management that allows us to make strategic investments in our programs and services.

Over the past several years, one-time funds have allowed us to make crucial investments in supporting our students' academic and social-emotional growth. We recognize that as this one-time funding will soon be coming to an end, we will need to make tough decisions on where to continue investments. Our team will spend this year working towards targeting our investments in areas that have been identified as having the most impact on our students and their success.



As I enter into my first full school year as superintendent of San Juan Unified, we will begin a strategic planning process to create an updated vision and direction for our district. We will be engaging with our community throughout this process, and I look forward to working collaboratively with our staff members, families, students and community members.

I am truly grateful for the San Juan Unified community's continued support of our students and schools.

In community,

A handwritten signature in blue ink that reads "Melissa Bassanelli".

Melissa Bassanelli
Superintendent of Schools

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 2021-22, estimated actuals for 2022-23, adopted budget for 2023-24 and multi-year projections for 2024-25 and 2025-26.

DISTRICT MISSION

We empower all in our inclusive learning community to contribute and thrive in a radically evolving world.

SHARED VALUES

We value:

- **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.

CORE COMMITMENTS

- Prioritize resources to close opportunity 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 2023-24 budget on May 12, 2023. It reflects a shortfall of \$31.5 billion, up from the \$22.5 billion in the Governor's Budget released in January 2023.
- The proposal includes a 8.22% COLA to the Local Control Funding Formula (LCFF) and is applied to categorical programs such as special education and school nutrition.
- The Governor's proposal also includes the use of approximately \$2.7 billion one-time funds to support the overall LCFF costs in 2023-24.
- The May Revision extends the expenditure deadline for Expanded Learning Opportunity Program (ELOP) for funds received in 2021-22 and 2022-23 from June 30, 2023, to June 30, 2024
- The May Revision continues to fully fund the first and second years of expanded eligibility for Transitional Kindergarten (TK) and allows the continuation of waiving family fees from July 1, 2023, through September 20, 2023, for the California State Preschool Program, using funds from the 2022 Budget Act.
- The district will be eligible for concentration grant funds in 2023-24.
- 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.

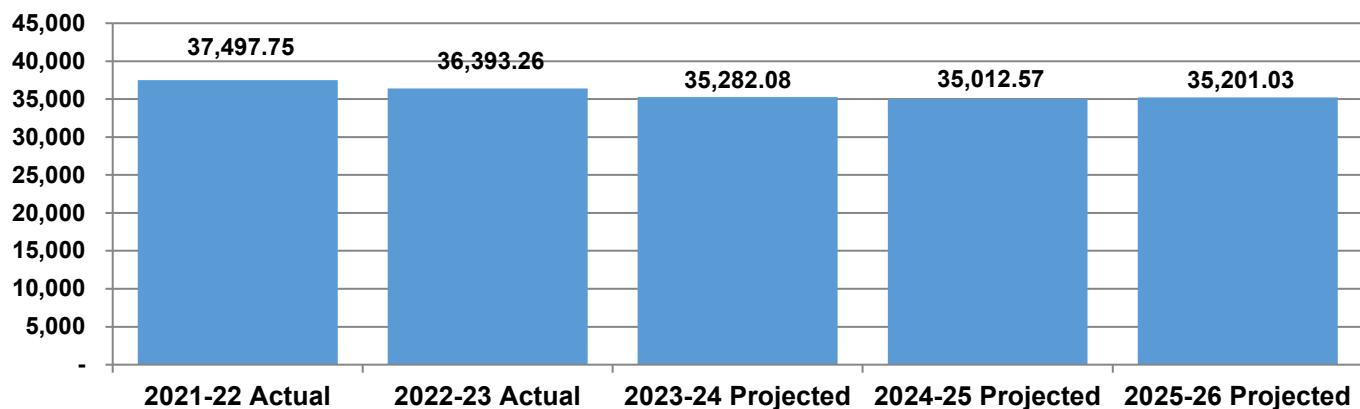
PROPOSITION 55 AND THE EDUCATION PROTECTION ACT (EPA)

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 (through 2030), the sales tax increase expired at the end of 2016.

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



2023-24 LCFF Funding Factors

Students are funded based on grade spans. Students in grades K-3 receive an adjustment for smaller class sizes as well as TK students commencing in 2022/23. Students in grades 9-12 receive an adjustment for Career Technical Education (CTE).

Grade Span	2022-23 Base Grant Per ADA	Grade Span Adjustment	2022-23 Total Base Grant Per ADA
K-3	\$9,919	\$1,032	\$10,951
4-6	\$10,069		\$9,037
7-8	\$10,367		\$9,304
9-12	\$12,015	\$312	\$11,327
TK Add-on	\$9,919	\$3,044	\$12,963

2022-23 ESTIMATED ACTUALS

ALL FUNDS

FUND	Beginning Balance	Revenues	Expenses	Other Financing	Surplus/(Deficit)	Ending Balance
Supplemental/Concentrn	8,566,057	40,854,287	38,784,772	(7,276)	2,062,239	10,628,296
Base / Other	87,072,586	392,794,963	320,209,161	(58,020,869)	14,564,933	101,637,519
Total Unrestricted	95,638,643	433,649,250	358,993,933	(58,028,145)	16,627,172	112,265,815
Total Restricted	53,679,871	238,265,763	257,838,007	50,055,701	30,483,457	84,163,328
GENERAL FUND	149,318,514	671,915,013	616,831,940	(7,972,444)	47,110,629	196,429,143
ASB	2,044,845	1,851,171	1,851,171	0	0	2,044,845
Charter Schools	727,754	3,164,477	2,965,335	(255,937)	(56,795)	670,959
SPED (SELPA)	0	6,087,890	6,087,890	0	0	0
Adult Education	2,136,463	4,243,496	4,409,838	(42,292)	(208,634)	1,927,829
Child Development	3,606,212	29,852,399	32,214,842	4,269,949	1,907,506	5,513,718
Cafeteria	7,020,462	26,802,147	22,892,358	(3,455)	3,906,334	10,926,796
Deferred Maintenance	2,675,243	61,994	2,577,983	2,000,000	(515,989)	2,159,254
SPECIAL REVENUE	18,210,979	72,063,574	72,999,417	5,968,265	5,032,422	23,243,401
Building	227,178,852	3,114,162	159,154,282	20,116,461	(135,923,659)	91,255,193
Capital Facilities	7,694,581	1,879,288	30,000	(5,000,000)	(3,150,712)	4,543,869
County School Facilities	(0)	14,680,377	0	(14,680,377)	0	(0)
Bond Interest Redemption	101,181,055	80,557,900	88,234,983	0	(7,677,083)	93,503,972
CAPITAL PROJECTS	336,054,489	100,231,727	247,419,265	436,084	(146,751,454)	189,303,035
SELF INSURANCE	44,779,637	25,607,300	27,021,674	1,587,094	172,720	44,952,357
TOTAL	548,363,619	869,817,614	964,272,296	18,999	(94,435,683)	453,927,936

UNRESTRICTED GENERAL FUND

	Adopted Budget	Budget Act	1st Interim	2nd Interim	Estimated Actuals	Unaudited Actuals
Revenues	418,933,524	433,423,220	439,215,587	442,081,819	433,649,250	
Expenses						
Salaries/Benefits	311,030,537	311,030,537	326,928,451	325,827,985	324,616,509	
Other Expenditures	29,410,466	31,750,719	32,368,072	34,462,343	34,377,424	
Total Expenses	340,441,003	342,781,256	359,296,523	360,290,328	358,993,933	-
Other Financing	(57,912,741)	(57,912,741)	(61,265,003)	(59,955,475)	(58,028,145)	
Surplus/(Deficit)	20,579,780	32,729,223	18,654,061	21,836,016	16,627,172	-
Beginning Balance	86,976,380	86,976,380	95,638,643	95,638,643	95,638,643	
Ending Balance	107,556,160	119,705,603	114,292,704	117,474,659	112,265,815	-
Non-Spendable	242,146	242,146	242,146	242,146	307,373	
Commitments	28,958,784	28,958,784	40,596,587	41,106,057	41,240,172	
Assigned	1,500,000	1,500,000	897,676	9,537,360	2,212,751	
Reserve for Economic Uncertainty	11,948,030	11,994,816	12,538,639	12,556,783	12,496,108	
Unassigned	64,907,200	77,309,857	60,017,656	54,032,313	56,009,411	

SIGNIFICANT BUDGET PLANNING FACTORS

	2023-24	2024-25	2025-26
COLA	8.22%	3.94%	3.29%
STRS Employer Rate	19.10%	19.10%	19.10%
PERS Employer Rate	26.68%	27.70%	28.30%
Lottery – Unrestricted per ADA	\$170	\$170	\$170
Lottery – Restricted per ADA	\$67	\$67	\$67
Mandate Block Grant - K-8 per ADA	\$37.81	\$39.30	\$40.59
Mandate Block Grant - 9-12 per ADA	\$72.84	\$75.71	\$78.20
CA Consumer Price Index (CPI)	3.54%	3.02%	2.64%

*Funds not included in current budget (Approximately \$50M)

2023-24 BUDGET ADOPTION

ALL FUNDS

FUND	Beginning Balance	Revenues	Expenses	Other Financing	Surplus/(Deficit)	Ending Balance
Supplemental/Concentrn	10,628,296	51,253,947	49,452,828	(7,276)	1,793,843	12,422,139
Base / Other	101,637,519	413,309,427	350,625,311	(62,952,375)	(268,259)	101,369,260
Total Unrestricted	112,265,815	464,563,374	400,078,139	(62,959,651)	1,525,584	113,791,399
Total Restricted	84,163,328	198,064,735	254,336,739	59,084,551	2,812,547	86,975,875
GENERAL FUND	196,429,143	662,628,109	654,414,878	(3,875,100)	4,338,131	200,767,273
ASB	2,044,845	1,851,171	1,851,171	0	0	2,044,845
Charter Schools	670,959	3,560,825	2,826,400	(281,530)	452,895	1,123,854
SPED (SELPA)	0	6,354,244	6,354,244	0	0	0
Adult Education	1,927,829	4,206,463	4,241,229	(164,415)	(199,181)	1,728,648
Child Development	5,513,718	26,402,857	27,404,371	0	(1,001,514)	4,512,204
Cafeteria	10,926,796	26,763,822	25,354,847	0	1,408,975	12,335,771
Deferred Maintenance	2,159,254	20,000	0	2,000,000	2,020,000	4,179,254
SPECIAL REVENUE	23,243,401	69,159,382	68,032,262	1,554,055	2,681,175	25,924,576
Building	91,255,193	1,989,946	10,463,015	150,967,458	142,494,389	233,749,582
Capital Facilities	4,543,869	1,330,000	20,000	0	1,310,000	5,853,869
County School Facilities	(0)	0	0	0	0	(0)
Bond Interest Redemption	93,503,972	0	0	0	0	93,503,972
CAPITAL PROJECTS	189,303,035	3,319,946	10,483,015	150,967,458	143,804,389	333,107,423
SELF INSURANCE	44,952,357	26,286,023	28,478,631	0	(2,192,608)	42,759,749
TOTAL	453,927,936	761,393,460	761,408,786	148,646,413	148,631,087	602,559,021

UNRESTRICTED GENERAL FUND

	Adopted Budget	Budget Act	1st Interim	2nd Interim	Estimated Actuals	Unaudited Actuals
Revenues	464,563,374					
Expenses						
Salaries/Benefits	360,155,236					
Other Expenditures	39,922,903					
Total Expenses	400,078,139					
Other Financing	(62,959,651)					
Surplus/(Deficit)	1,525,584					
Beginning Balance	112,265,815					
Ending Balance	113,791,399					
Non-Spendable	289,931					
Commitments	35,075,476					
Assigned	6,280,528					
Reserve for Economic Uncertainty	13,165,609					
Unassigned	58,989,683					

2024-2026 MULTI-YEAR PROJECTIONS

The district used estimates from the Department of Finance (DOF) to project LCFF revenue growth in 2024-25 and 2025-26. 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

	2024-25 Projected Budget	2025-26 Projected Budget
Revenues	487,457,776	505,501,588
Expenses		
Salaries/Benefits	363,587,347	368,142,708
Other Expenditures	39,306,974	40,517,577
Total Expenses	402,894,320	408,660,285
Other Financing	(69,630,702)	(67,648,154)
Surplus/(Deficit)	14,932,754	29,193,149
Beginning Balance	113,801,227	128,733,981
Ending Balance	128,733,981	157,927,130
Non-Spendable	242,146	242,146
Commitments	25,599,808	19,653,441
Assigned	17,485,045	28,683,022
Reserve for Economic Uncertainty	12,147,450	12,114,811
Unassigned	73,259,532	97,233,710

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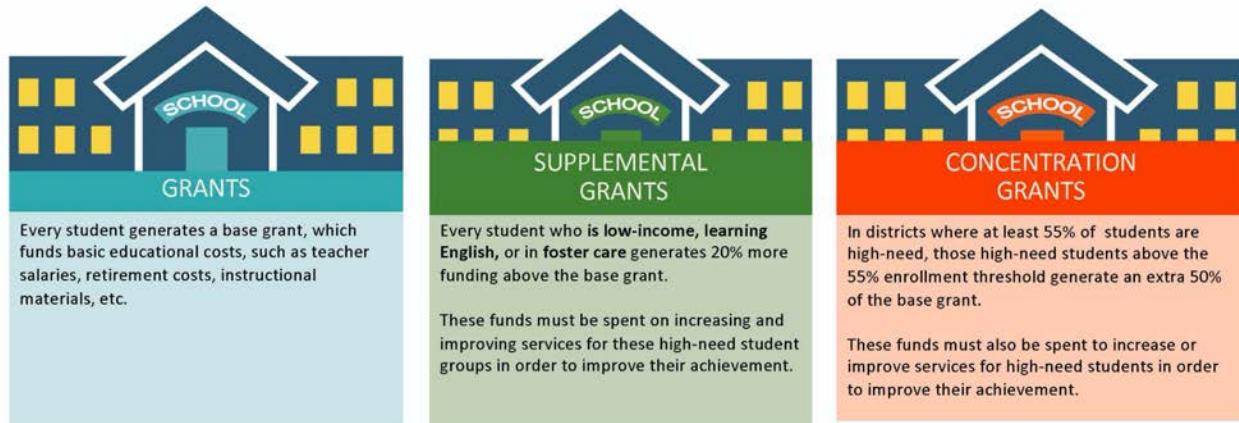


Local Control Accountability Plan (LCAP)

2023-24 Budget Book Summary

What is the Local Control Funding Formula (LCFF)?

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: English learner, socioeconomically disadvantaged, and foster youth.



Eight Areas of State Priority

The Local Control Funding Formula (LCFF) also lists eight state priority areas that every district must address in their Local Control Accountability Plan (LCAP) to ensure a high-quality educational program for students focused on conditions for learning, engagement, and pupil outcomes.

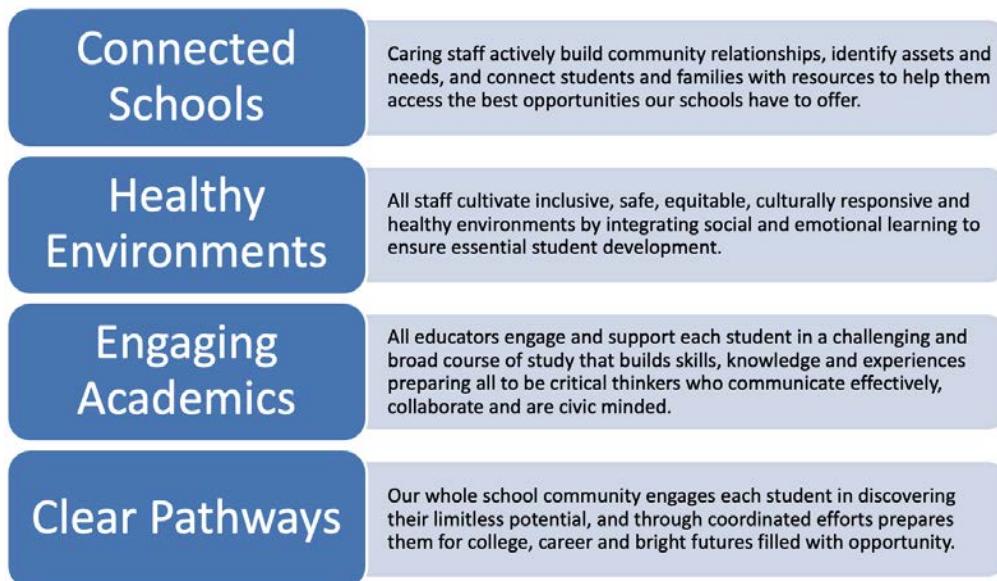


What is the Local Control and Accountability Plan (LCAP)?

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 English learner, socioeconomically disadvantaged, and foster youth students.

LCAP Focus Areas and Goals

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 a new 3-year LCAP that resulted in the development of four focus areas and goals. These focus areas are aligned to the Eight State Priorities, drive our continuous improvement work across the district, and serve as San Juan's LCAP plan goals.



California School Dashboard

California has adopted state and local indicators to measure school district and individual school site performance in each of the state priorities. Performance data on state and local indicators is publicly reported on the California School Dashboard to provide parents and educators with information on school and district progress as well as assist in identifying strengths, challenges, and areas in need of improvement. State Indicators apply to all districts, schools, and student groups and are based on data that is collected consistently across the state whereas Local Indicators apply to districts and charters and are collected at the district level.



BUDGET CALENDAR

Key dates in the development of the San Juan Unified School District Budget include:

2022

- September 13 Board Meeting: 2021-22 Unaudited Actuals / 2022-23 Revised Budget /Financial Status Report approval
- September 15 2021-22 Unaudited Actuals / 2022-23 revised Budget submitted to SCOE
Upload EPA spending plan on District website upon Board of Education approval
- December 13 Board Meeting: 2022-23 First Interim and Budget/Financial Status Report approval
Board Meeting: 2021-22 Audit Report approval

2023

- January 18 Governor presents 2023-24 State Budget
- February 14 Board Meeting: LCAP (Local Control Accountability Plan) Mid-Year Report
Board Meeting: Recommendation for Reductions of Particular Kinds of Service (PKS)
Certificated and Notice of Intent to Reduce Classified Positions – Discussion
- February 28 Board Meeting: Recommendation for Reductions of Particular Kinds of Service (PKS)
Certificated and Notice of Intent to Reduce Classified Positions – Adoption
- March 14 Board Meeting: 2022-23 Second Interim and Budget/Financial Status Report
- April Prioritize final LCAP recommendations
- May 19 Governor presents May Revise
- June 13 Board Meeting: Public Hearings and Presentations of the 2023-24 LCAP and Budget
- June 15 Constitutional deadline for Legislature to send a budget to the Governor
- June 27 Board Meeting: Adoptions of the 2023-24 LCAP and Budget, including Education Protection Account (EPA) spending plan
- July 1 Adopted Budget submitted to Sacramento County Office of Education (SCOE)
Approved LCAP submitted to SCOE and State Board of Education (SBE)
- September 12 Board Meeting: 2022-23 Unaudited Actuals and Approve 2023-24 Revised Budget
- September 15 2022-23 Unaudited Actuals/2023-24 Revised Budget submitted to SCOE
Upload EPA spending plan on District website upon Board of Education approval
- December 12 Board Meeting: 2023-24 First Interim and Budget/Financial Status Report approval
Board Meeting: 2022-23 Audit Report

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SELF INSURANCE FUND

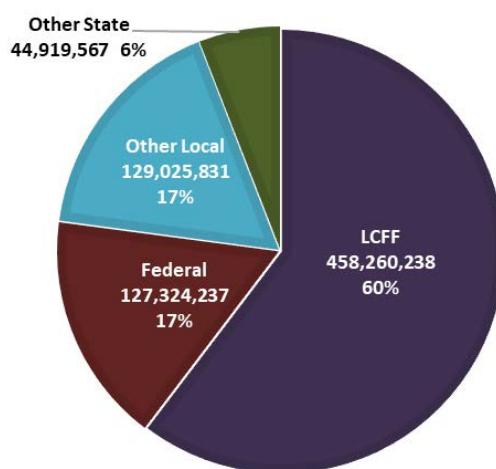
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2023-24 ALL FUNDS

Revenues by Object

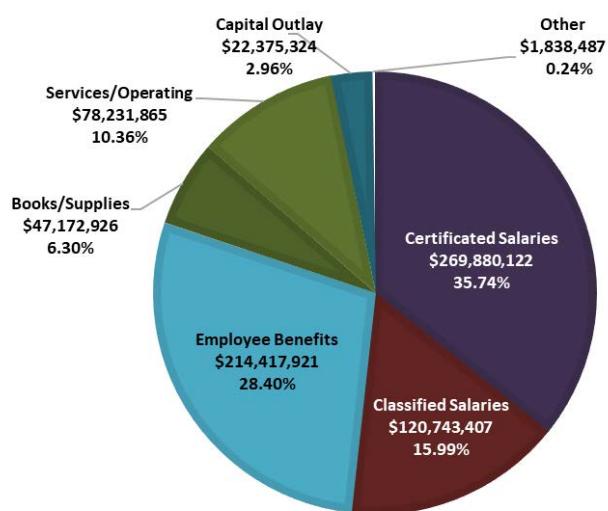
FUND	LCFF	Federal	Other State	Other Local	Total
Supplemental/Concentrn	51,253,947				51,253,947
Base / Other	401,437,423		11,481,221	390,783	413,309,427
Total Unrestricted	452,691,370	0	11,481,221	390,783	464,563,374
Total Restricted	2,380,355	97,249,921	92,790,544	5,643,915	198,064,735
GENERAL FUND	455,071,725	97,249,921	104,271,765	6,034,698	662,628,109
ASB	0	0	0	1,851,171	0
Charter Schools	3,188,513	0	362,312	10,000	3,560,825
SPED (SELPA)	0	0	6,354,244	0	6,354,244
Adult Education	0	480,081	3,598,829	127,553	4,206,463
Child Development	0	14,174,203	4,750,878	5,614,189	24,539,270
Cafeteria	0	15,420,032	9,687,803	1,655,987	26,763,822
Deferred Maintenance	0	0	0	20,000	20,000
SPECIAL REVENUE	3,188,513	30,074,316	24,754,066	9,278,900	65,444,624
Building	0	0	0	1,989,946	1,989,946
Capital Facilities	0	0	0	1,330,000	1,330,000
County School Facilities	0	0	0	0	0
Bond Interest Redemption	0	0	0	0	0
CAPITAL PROJECTS	0	0	0	3,319,946	3,319,946
SELF INSURANCE	0	0	0	26,286,023	26,286,023
TOTAL	458,260,238	127,324,237	129,025,831	44,919,567	757,678,702



2023-24 ALL FUNDS

Expenditures by Object

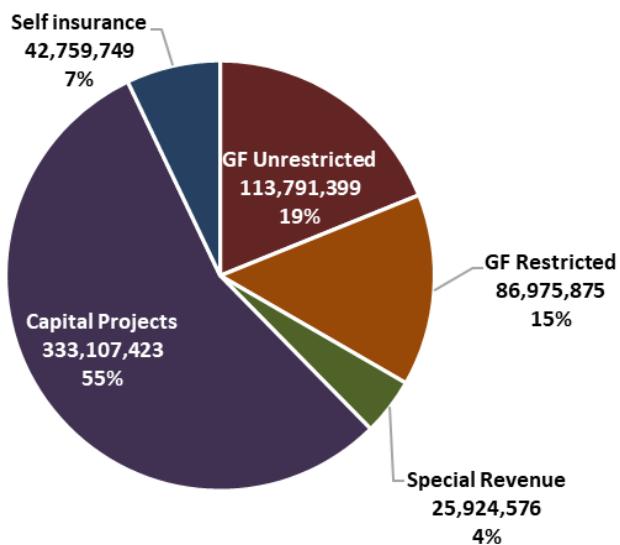
FUND	Cert. Salaries	Class. Salaries	Employee Benefits	Books/Supplies	Services/Operating	Capital Outlay	Other Expenses	TOTAL
Supplemental/Concentrn	20,310,349	6,934,876	12,942,049	3,312,150	4,023,955	0	1,929,449	49,452,828
Base / Other	172,863,644	47,315,121	99,789,197	7,655,938	26,241,561	5,852,476	(9,092,626)	350,625,311
Total Unrestricted	193,173,993	54,249,997	112,731,246	10,968,088	30,265,516	5,852,476	(7,163,177)	400,078,139
Total Restricted	64,466,807	51,904,349	85,141,938	21,629,884	13,053,358	10,756,255	7,384,148	254,336,739
GENERAL FUND	257,640,800	106,154,346	197,873,184	32,597,972	43,318,874	16,608,731	220,971	654,414,878
ASB	0	0	0	394,490	1,456,681	0	0	1,851,171
Charter Schools	1,399,879	233,718	898,645	35,500	258,574	0	84	2,826,400
SPED (SELPA)	0	0	0	0	0	0	0	0
Adult Education	1,186,596	581,603	894,674	210,073	1,297,203	0	71,080	4,241,229
Child Development	9,652,847	5,558,922	9,350,707	1,657,304	183,068	0	1,001,523	27,404,371
Cafeteria	0	6,644,004	4,531,202	12,650,113	984,699	0	544,829	25,354,847
Deferred Maintenance	0	0	0	0	0	0	0	0
SPECIAL REVENUE	12,239,322	13,018,247	15,675,228	14,947,480	4,180,225	0	1,617,516	61,678,018
Building	0	1,150,894	614,149	11,964	2,919,415	5,766,593	0	10,463,015
Capital Facilities	0	0	0	0	20,000	0	0	20,000
County School Facilities	0	0	0	0	0	0	0	0
Bond Interest Redemption	0	0	0	0	0	0	0	0
CAPITAL PROJECTS	0	1,150,894	614,149	11,964	2,939,415	5,766,593	0	10,483,015
SELF INSURANCE	0	419,920	255,360	10,000	27,793,351	0	0	28,478,631
TOTAL	269,880,122	120,743,407	214,417,921	47,567,416	78,231,865	22,375,324	1,838,487	755,054,542



2023-24 ALL FUNDS

Summary - Reserves

FUND	Beginning Balance	Revenues	Expenses	Other Financing	Surplus/(Deficit)	Ending Balance
Supplemental/Concentrn	10,628,296	51,253,947	49,452,828	(7,276)	1,793,843	12,422,139
Base / Other	101,637,519	413,309,427	350,625,311	(62,952,375)	(268,259)	101,369,260
Total Unrestricted	112,265,815	464,563,374	400,078,139	(62,959,651)	1,525,584	113,791,399
Total Restricted	84,163,328	198,064,735	254,336,739	59,084,551	2,812,547	86,975,875
GENERAL FUND	196,429,143	662,628,109	654,414,878	(3,875,100)	4,338,131	200,767,273
ASB	2,044,845	1,851,171	1,851,171	0	0	2,044,845
Charter Schools	670,959	3,560,825	2,826,400	(281,530)	452,895	1,123,854
SPED (SELPA)	0	6,354,244	6,354,244	0	0	0
Adult Education	1,927,829	4,206,463	4,241,229	(164,415)	(199,181)	1,728,648
Child Development	5,513,718	26,402,857	27,404,371	0	(1,001,514)	4,512,204
Cafeteria	10,926,796	26,763,822	25,354,847	0	1,408,975	12,335,771
Deferred Maintenance	2,159,254	20,000	0	2,000,000	2,020,000	4,179,254
SPECIAL REVENUE	23,243,401	69,159,382	68,032,262	1,554,055	2,681,175	25,924,576
Building	91,255,193	1,989,946	10,463,015	150,967,458	142,494,389	233,749,582
Capital Facilities	4,543,869	1,330,000	20,000	0	1,310,000	5,853,869
County School Facilities	(0)	0	0	0	0	(0)
Bond Interest Redemption	93,503,972	0	0	0	0	93,503,972
CAPITAL PROJECTS	189,303,035	3,319,946	10,483,015	150,967,458	143,804,389	333,107,423
SELF INSURANCE	44,952,357	26,286,023	28,478,631	0	(2,192,608)	42,759,749
TOTAL	453,927,936	761,393,460	761,408,786	148,646,413	148,631,087	602,559,021



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.

	2021-22 Actual	2022-23 Estimated	2023-24 Adopted	2024-25 Projected	2025-26 Projected
REVENUES					
LCFF Base	348,079,046	384,736,015	403,817,778	417,853,731	434,315,590
LCFF Supp./Conc.	36,302,182	40,845,093	51,253,947	59,162,603	60,864,054
Federal	92,492,983	93,276,138	97,249,921	36,126,816	32,969,982
Other State	104,693,944	142,461,930	104,271,765	103,301,886	103,664,717
Other Local	10,228,182	10,595,837	6,034,698	7,844,012	7,870,588
TOTAL REVENUES	591,796,336	671,915,013	662,628,109	624,289,048	639,684,931
EXPENSES					
Certificated Salaries	239,615,210	242,112,627	257,640,800	248,895,526	249,675,753
Classified Salaries	86,501,999	94,531,795	106,154,346	93,363,561	93,230,719
Employee Benefits	163,371,659	178,190,311	197,873,184	185,535,818	187,311,178
Books and Supplies	23,968,998	41,695,587	32,597,972	31,524,763	27,437,335
Services and Operating	36,006,881	56,278,059	43,318,874	40,440,162	40,814,234
Capital Outlay	1,601,312	3,529,232	16,608,731	3,638,318	3,246,906
Other	52,222	494,329	220,971	107,232	155,969
TOTAL EXPENSES	551,118,280	616,831,940	654,414,878	603,505,380	601,872,094
OTHER FINANCING¹	(4,051,628)	(7,972,444)	(3,875,100)	(3,867,110)	(3,868,434)
INCREASE/(DECREASE)	36,626,428	47,110,629	4,338,131	16,916,558	33,944,403
BEGINNING BALANCE	112,692,086	149,318,514	196,429,143	200,767,274	217,683,832
ENDING BALANCE	149,318,514	196,429,143	200,767,274	217,683,832	251,628,234

¹Other 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.

	2021-22 Actual	2022-23 Estimated	2023-24 Adopted	2024-25 Projected	2025-26 Projected
REVENUES					
LCFF Base	345,916,657	382,355,660	401,437,423	415,473,376	431,935,235
LCFF Supp./Conc.	36,302,182	40,845,093	51,253,947	59,162,603	60,864,054
Federal	0	0	0	0	0
Other State	7,725,877	7,997,396	11,481,221	10,979,362	10,861,364
Other Local	3,792,829	2,451,101	390,783	1,842,435	1,840,935
TOTAL REVENUES	393,737,545	433,649,250	464,563,374	487,457,776	505,501,588
EXPENSES					
Certificated Salaries	163,139,089	177,238,571	193,173,993	194,558,628	196,407,745
Classified Salaries	39,537,943	47,155,931	54,249,997	54,954,886	55,708,725
Employee Benefits	89,147,875	100,222,007	112,731,246	114,073,833	116,026,239
Books and Supplies	9,049,854	8,701,685	10,968,088	11,194,144	11,414,197
Services and Operating	17,935,778	28,571,842	30,265,516	31,071,847	32,320,892
Capital Outlay	1,247,567	2,364,104	5,852,476	2,894,063	2,582,951
Other	(6,437,895)	(5,260,207)	(7,163,177)	(5,853,080)	(5,800,463)
TOTAL EXPENSES	313,620,211	358,993,933	400,078,139	402,894,320	408,660,285
OTHER FINANCING¹	(54,514,272)	(58,028,145)	(62,959,651)	(69,630,702)	(67,648,154)
INCREASE/(DECREASE)	25,603,062	16,627,172	1,525,584	14,932,754	29,193,149
BEGINNING BALANCE	70,035,581	95,638,643	112,265,815	113,791,399	128,724,153
ENDING BALANCE	95,638,643	112,265,815	113,791,399	128,724,153	157,917,302

¹Other 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.

	2021-22 Actual	2022-23 Estimated	2023-24 Adopted	2024-25 Projected	2025-26 Projected
REVENUES					
LCFF Base	345,916,657	382,355,660	401,437,423	415,473,376	431,935,235
LCFF Supp./Conc.	0	0	0	0	0
Federal	0	0	0	0	0
Other State	7,725,877	7,997,396	11,481,221	10,979,362	10,861,364
Other Local	3,792,829	2,441,907	390,783	1,842,435	1,840,935
TOTAL REVENUES	357,435,363	392,794,963	413,309,427	428,295,173	444,637,534
EXPENSES					
Certificated Salaries	147,755,922	159,434,274	172,863,644	174,210,519	175,876,601
Classified Salaries	35,783,035	42,157,507	47,315,121	47,957,596	48,648,459
Employee Benefits	80,873,858	90,224,224	99,789,197	100,950,344	102,636,433
Books and Supplies	7,756,368	6,876,605	7,655,938	7,868,745	8,075,496
Services and Operating	16,337,756	25,663,495	26,241,561	27,031,796	28,264,681
Capital Outlay	1,247,567	2,320,710	5,852,476	2,894,063	2,582,951
Other	(7,572,943)	(6,467,654)	(9,092,626)	(7,795,154)	(7,764,534)
TOTAL EXPENSES	282,181,564	320,209,161	350,625,311	353,117,908	358,320,087
OTHER FINANCING¹	(54,505,917)	(58,020,869)	(62,952,375)	(69,622,347)	(67,639,799)
INCREASE/(DECREASE)	20,747,882	14,564,933	(268,259)	5,554,918	18,677,648
BEGINNING BALANCE	66,324,704	87,072,586	101,637,519	101,369,260	106,924,178
ENDING BALANCE	87,072,586	101,637,519	101,369,260	106,924,178	125,601,826

¹Other 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.

	2021-22	2022-23	2023-24	2024-25	2025-26
	Actual	Estimated	Adopted	Projected	Projected
REVENUES					
LCFF Base					
LCFF Supplemental	36,302,182	40,845,093	51,253,947	59,162,603	60,864,054
Federal					
Other State					
Other Local		9,194			
TOTAL REVENUES	36,302,182	40,854,287	51,253,947	59,162,603	60,864,054
EXPENSES					
Certificated Salaries	15,383,167	17,804,297	20,310,349	20,348,109	20,531,143
Classified Salaries	3,754,909	4,998,424	6,934,876	6,997,290	7,060,265
Employee Benefits	8,274,016	9,997,783	12,942,049	13,123,489	13,389,806
Books and Supplies	1,293,486	1,825,080	3,312,150	3,325,399	3,338,701
Services and Operating	1,598,022	2,908,347	4,023,955	4,040,051	4,056,211
Capital Outlay	0	43,394	0	0	0
Other	1,135,047	1,207,447	1,929,449	1,942,074	1,964,071
TOTAL EXPENSES	31,438,647	38,784,772	49,452,828	49,776,412	50,340,198
OTHER FINANCING¹	(8,355)	(7,276)	(7,276)	(8,355)	(8,355)
INCREASE/(DECREASE)	4,855,180	2,062,239	1,793,843	9,377,836	10,515,501
BEGINNING BALANCE	3,710,877	8,566,057	10,628,296	12,422,139	21,799,975
ENDING BALANCE	8,566,057	10,628,296	12,422,139	21,799,975	32,315,476

¹Other 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.

	2021-22 Actual	2022-23 Estimated	2023-24 Adopted	2024-25 Projected	2025-26 Projected
REVENUES					
LCFF Base	2,162,389	2,380,355	2,380,355	2,380,355	2,380,355
LCFF Supplemental	0	0	0	0	0
Federal	92,492,983	93,276,138	97,249,921	36,126,816	32,969,982
Other State	96,968,067	134,464,534	92,790,544	92,322,524	92,803,353
Other Local	6,435,352	8,144,736	5,643,915	6,001,577	6,029,653
TOTAL REVENUES	198,058,791	238,265,763	198,064,735	136,831,272	134,183,343
EXPENSES					
Certificated Salaries	76,476,121	64,874,056	64,466,807	54,336,898	53,268,008
Classified Salaries	46,964,055	47,375,864	51,904,349	38,408,675	37,521,994
Employee Benefits	74,223,784	77,968,304	85,141,938	71,461,985	71,284,940
Books and Supplies	14,919,144	32,993,902	21,629,884	20,330,620	16,023,138
Services and Operating	18,071,103	27,706,217	13,053,358	9,368,315	8,493,342
Capital Outlay	353,746	1,165,128	10,756,255	744,255	663,955
Other	6,490,117	5,754,536	7,384,148	5,960,312	5,956,432
TOTAL EXPENSES	237,498,070	257,838,007	254,336,739	200,611,060	193,211,809
OTHER FINANCING¹	50,462,644	50,055,701	59,084,551	65,763,592	67,209,720
INCREASE/(DECREASE)	11,023,366	30,483,457	2,812,547	1,983,804	8,181,254
BEGINNING BALANCE	42,656,505	53,679,871	84,163,328	86,975,875	88,959,679
ENDING BALANCE	53,679,871	84,163,328	86,975,875	88,959,679	97,140,932

¹Other 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 consists of seven independent sub-funds. Each has restricted revenue is self-balancing according to GAAP and has the goal of being self-sustaining.

	2021-22 Actual	2022-23 Estimated	2023-24 Adopted	2024-25 Projected	2025-26 Projected
REVENUES					
LCFF Base	2,190,038	2,497,915	3,188,513	3,321,034	3,420,772
LCFF Supplemental	0	0	0	0	0
Federal	33,950,348	34,152,358	30,074,316	30,074,316	30,074,316
Other State	14,020,922	25,880,822	24,754,066	25,135,723	25,470,750
Other Local	8,507,977	7,681,308	7,407,729	8,050,054	8,202,436
Transfers In	2,000,000	6,332,004	3,863,587	3,810,400	3,810,400
TOTAL REVENUES	60,669,285	76,544,407	69,288,211	70,391,527	70,978,674
EXPENSES					
Certificated Salaries	11,126,333	12,300,531	12,239,322	12,137,796	12,247,036
Classified Salaries	9,943,085	11,785,063	13,018,247	13,012,864	13,124,509
Employee Benefits	12,029,440	13,987,205	15,675,228	15,826,153	16,156,666
Books and Supplies	11,836,717	18,955,467	14,552,990	14,862,051	15,014,786
Services and Operating	4,070,259	3,875,230	2,723,544	2,763,234	2,762,299
Capital Outlay	927,924	2,829,934	0	2,250,000	2,250,000
Other Expenses	1,185,289	1,326,926	1,617,516	1,628,902	1,642,637
Transfers Out	5,769,958	6,451,629	6,800,189	7,083,144	7,339,738
TOTAL EXPENSES	56,889,005	71,511,985	66,627,036	69,564,144	70,537,670
INCREASE/(DECREASE)	3,780,280	5,032,422	2,661,175	827,383	441,004
BEGINNING BALANCE	14,430,698	18,210,979	23,243,401	25,904,576	26,731,959
ENDING BALANCE	18,210,979	23,243,401	25,904,576	26,731,959	27,172,963

¹Other 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

ASSOCIATED STUDENT BODY

San Juan Unified School District has Associated Student Body (ASB) accounts at many of our sites. The district has fiduciary responsibility for ASBs, their budget and accounting records are included within district documents (budget and audit, etc.)

	2021-22 Actual	2022-23 Estimated	2023-24 Adopted	2024-25 Projected	2025-26 Projected
REVENUES					
LCFF Base					
LCFF Supplemental					
Federal					
Other State					
Other Local	2,074,583	1,851,171	1,851,171	1,851,171	1,851,171
Transfers In					
TOTAL REVENUES	2,074,583	1,851,171	1,851,171	1,851,171	1,851,171
EXPENSES					
Certificated Salaries					
Classified Salaries					
Employee Benefits					
Books and Supplies	394,489	394,490	394,490	394,490	394,490
Services and Operating	1,555,487	1,456,681	1,456,681	1,456,681	1,456,681
Capital Outlay					
Other Expenses					
Transfers Out					
TOTAL EXPENSES	1,949,976	1,851,171	1,851,171	1,851,171	1,851,171
INCREASE/(DECREASE)	124,607	0	0	0	0
BEGINNING BALANCE	1,920,238	2,044,845	2,044,845	2,044,845	2,044,845
ENDING BALANCE	2,044,845	2,044,845	2,044,845	2,044,845	2,044,845

¹Other 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 a dependent schools; Choices.

The district has fiduciary responsibility for dependent charter schools, their budget and accounting records are included within district documents (budget and audit, etc.)

	2021-22 Actual	2022-23 Estimated	2023-24 Adopted	2024-25 Projected	2025-26 Projected
REVENUES					
LCFF Base	2,190,038	2,497,915	3,188,513	3,321,034	3,420,772
LCFF Supplemental					
Federal					
Other State	314,826	652,560	362,312	367,886	372,823
Other Local	13,324	14,002	10,000	10,000	10,000
Transfers In					
TOTAL REVENUES	2,518,188	3,164,477	3,560,825	3,698,920	3,803,595
EXPENSES					
Certificated Salaries	1,605,480	1,437,094	1,399,879	1,435,437	1,448,356
Classified Salaries	172,298	228,116	233,718	235,821	237,944
Employee Benefits	844,200	911,620	898,645	868,356	875,539
Books and Supplies	32,118	37,479	35,500	44,437	44,437
Services and Operating	393,289	350,414	258,574	300,000	325,000
Capital Outlay	0		0		
Other Expenses	4,812	612	84	0	0
Transfers Out	234,410	255,937	281,530	309,683	340,651
TOTAL EXPENSES	3,286,607	3,221,272	3,107,930	3,193,734	3,271,926
INCREASE/(DECREASE)	(768,419)	(56,795)	452,895	505,186	531,669
BEGINNING BALANCE	1,496,173	727,754	670,959	1,123,854	1,629,040
ENDING BALANCE	727,754	670,959	1,123,854	1,629,040	2,160,709

¹Other 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.

	2021-22 Actual	2022-23 Estimated	2023-24 Adopted	2024-25 Projected	2025-26 Projected
REVENUES					
LCFF Base					
LCFF Supplemental					
Federal					
Other State	5,434,089	6,087,890	6,354,244	6,604,114	6,824,660
Other Local					
Transfers In					
TOTAL REVENUES	5,434,089	6,087,890	6,354,244	6,604,114	6,824,660
EXPENSES					
Certificated Salaries					
Classified Salaries					
Employee Benefits					
Books and Supplies					
Services and Operating					
Capital Outlay					
Other Expenses					
Transfers Out	5,434,089	6,087,890	6,354,244	6,604,114	6,824,660
TOTAL EXPENSES	5,434,089	6,087,890	6,354,244	6,604,114	6,824,660
INCREASE/(DECREASE)	0	0	0	0	0
BEGINNING BALANCE	0	0	0	0	0
ENDING BALANCE	0	0	0	0	0

¹Other 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.

	2021-22 Actual	2022-23 Estimated	2023-24 Adopted	2024-25 Projected	2025-26 Projected
REVENUES					
LCFF Base	0	0	0	0	0
LCFF Supplemental	0	0	0	0	0
Federal	440,319	484,435	480,081	480,081	480,081
Other State	2,731,152	3,628,422	3,598,829	3,598,829	3,598,829
Other Local	43,900	130,639	127,553	127,553	127,553
Transfers In		57,055			
TOTAL REVENUES	3,215,371	4,300,551	4,206,463	4,206,463	4,206,463
EXPENSES					
Certificated Salaries	1,045,710	1,275,411	1,186,596	1,197,276	1,208,051
Classified Salaries	303,203	439,356	581,603	586,837	592,118
Employee Benefits	581,595	825,320	894,674	927,756	944,250
Books and Supplies	105,470	264,933	210,073	195,449	183,886
Services and Operating	1,173,034	1,544,122	1,297,203	1,268,176	1,250,696
Capital Outlay					
Other Expenses	64,906	60,696	71,080	70,887	70,689
Transfers Out	93,476	99,347	164,415	169,347	174,427
TOTAL EXPENSES	3,367,395	4,509,185	4,405,644	4,415,728	4,424,117
INCREASE/(DECREASE)	(152,024)	(208,634)	(199,181)	(209,265)	(217,654)
BEGINNING BALANCE	2,288,487	2,136,463	1,927,829	1,728,648	1,519,383
ENDING BALANCE	2,136,463	1,927,829	1,728,648	1,519,383	1,301,729

¹Other 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.

	2021-22 Actual	2022-23 Estimated	2023-24 Adopted	2024-25 Projected	2025-26 Projected
REVENUES					
LCFF Base					
Federal	14,258,878	17,751,695	14,174,203	14,174,203	14,174,203
Other State	4,454,850	6,323,018	4,750,878	4,750,878	4,750,878
Other Local	5,056,571	5,777,686	5,614,189	6,165,660	6,277,700
Transfers In	0	4,269,949	1,863,587	1,810,400	1,810,400
TOTAL REVENUES	23,770,299	34,122,348	26,402,857	26,901,141	27,013,181
EXPENSES					
Certificated Salaries	8,475,143	9,588,026	9,652,847	9,505,083	9,590,629
Classified Salaries	4,510,816	5,179,151	5,558,922	5,490,334	5,538,205
Employee Benefits	7,468,198	8,707,512	9,350,707	9,358,418	9,546,868
Books and Supplies	2,915,259	7,051,034	1,657,304	1,633,343	1,455,699
Services and Operating	322,562	811,904	183,068	206,677	194,507
Capital Outlay					
Other Expenses	757,336	877,215	1,001,523	1,003,596	1,008,958
Transfers Out	0	0	0	0	0
TOTAL EXPENSES	24,449,314	32,214,842	27,404,371	27,197,451	27,334,866
INCREASE/(DECREASE)	(679,015)	1,907,506	(1,001,514)	(296,310)	(321,685)
BEGINNING BALANCE	4,285,227	3,606,212	5,513,718	4,512,204	4,215,894
ENDING BALANCE	3,606,212	5,513,718	4,512,204	4,215,894	3,894,209

¹Other 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

The district serves approximately 15,000 meals each school day. This fund is used to account separately for federal, state, and local resources to operate the child nutrition program. Principle revenues in this fund are federal and state child nutrition programs and local sales.

	2021-22 Actual	2022-23 Estimated	2023-24 Adopted	2024-25 Projected	2025-26 Projected
REVENUES					
LCFF Base					
LCFF Supplemental					
Federal	19,251,151	15,916,228	15,420,032	15,420,032	15,420,032
Other State	1,086,005	9,188,932	9,687,803	9,814,016	9,923,560
Other Local	1,302,953	1,696,987	1,655,987	1,726,841	1,767,183
Transfers In	0	5,000	0		
TOTAL REVENUES	21,640,109	26,807,147	26,763,822	26,960,889	27,110,775
EXPENSES					
Certificated Salaries					
Classified Salaries	4,956,594	5,903,061	6,644,004	6,699,872	6,756,242
Employee Benefits	3,135,421	3,537,693	4,531,202	4,671,623	4,790,009
Books and Supplies	8,373,347	11,552,013	12,650,113	12,988,822	13,330,764
Services and Operating	597,160	1,045,031	984,699	988,381	992,096
Capital Outlay	0	466,157	0	0	0
Other Expenses	358,235	388,403	544,829	554,419	562,990
Transfers Out	7,983	8,455	0	0	0
TOTAL EXPENSES	17,428,740	22,900,813	25,354,847	25,903,117	26,432,101
INCREASE/(DECREASE)	4,211,369	3,906,334	1,408,975	1,057,772	678,674
BEGINNING BALANCE	2,809,092	7,020,462	10,926,796	12,335,771	13,393,543
ENDING BALANCE	7,020,462	10,926,796	12,335,771	13,393,543	14,072,217

¹Other 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.

	2021-22 Actual	2022-23 Estimated	2023-24 Adopted	2024-25 Projected	2025-26 Projected
REVENUES					
LCFF Base					
LCFF Supplemental					
Federal					
Other State					
Other Local	16,646	61,994	20,000	20,000	20,000
Transfers In	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000
TOTAL REVENUES	2,016,646	2,061,994	2,020,000	2,020,000	2,020,000
EXPENSES					
Certificated Salaries					
Classified Salaries	174	35,379	0	0	0
Employee Benefits	26	5,060	0	0	0
Books and Supplies	16,032	50,008	0	0	0
Services and Operating	28,728	123,759	0	0	0
Capital Outlay	927,924	2,363,777	0	2,250,000	2,250,000
Other Expenses					
Transfers Out					
TOTAL EXPENSES	972,884	2,577,983	0	2,250,000	2,250,000
INCREASE/(DECREASE)	1,043,762	(515,989)	2,020,000	(230,000)	(230,000)
BEGINNING BALANCE	1,631,481	2,675,243	2,159,254	4,179,254	3,949,254
ENDING BALANCE	2,675,243	2,159,254	4,179,254	3,949,254	3,719,254

¹Other 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 includes four separate sub-funds, each accounting for the activities, expenditures, and financing of district capital improvement projects.

	2021-22 Actual	2022-23 Estimated	2023-24 Adopted	2024-25 Projected	2025-26 Projected
REVENUES					
LCFF Base	0	0	0	0	0
LCFF Supplemental	0	0	0	0	0
Federal	0	0	0	0	0
Other State	757,022	19,259,463	0	0	0
Other Local	110,781,203	80,972,264	3,319,946	3,234,174	3,090,959
Transfers In	174,955,147	20,116,461	150,967,458	4,471,182	485,317
TOTAL REVENUES	286,493,372	120,348,188	154,287,404	7,705,356	3,576,276
EXPENSES					
Certificated Salaries	0	0	0	0	0
Classified Salaries	1,103,342	1,849,127	1,150,894	1,173,114	1,183,673
Employee Benefits	523,265	709,260	614,149	641,400	660,906
Books and Supplies	1,005,131	1,037,746	11,964	100,000	105,000
Services and Operating	4,484,811	3,328,127	2,939,415	2,295,424	2,253,862
Capital Outlay	92,935,363	152,260,022	5,766,593	4,913,000	4,913,000
Other Expenses	91,915,715	88,234,983	0	0	0
Transfers Out	15,343,941	19,680,377	0	4,000,000	0
TOTAL EXPENSES	207,311,568	267,099,642	10,483,015	13,122,938	9,116,441
INCREASE/(DECREASE)	79,181,804	(146,751,454)	143,804,389	(5,417,582)	(5,540,165)
BEGINNING BALANCE	256,872,685	336,054,488	189,303,034	333,107,423	327,689,841
ENDING BALANCE	336,054,488	189,303,034	333,107,423	327,689,841	322,149,676

¹Other 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 separately for proceeds from the sale of bonds authorized by Measures S (1998), J (2002), and N (2012). It may not be used for any other purpose.

	2021-22 Actual	2022-23 Estimated	2023-24 Adopted	2024-25 Projected	2025-26 Projected
REVENUES					
LCFF Base					
LCFF Supplemental					
Federal					
Other State	20,787	0	0	0	0
Other Local	2,324,460	3,114,162	1,989,946	2,034,174	2,090,959
Transfers In	165,690,749	20,116,461	150,967,458	4,471,182	485,317
TOTAL REVENUES	168,035,996	23,230,623	152,957,404	6,505,356	2,576,276
EXPENSES					
Certificated Salaries					
Classified Salaries	1,103,342	1,849,127	1,150,894	1,173,114	1,183,673
Employee Benefits	523,265	709,260	614,149	641,400	660,906
Books and Supplies	1,005,131	1,037,746	11,964	100,000	105,000
Services and Operating	4,428,015	3,298,127	2,919,415	2,195,424	2,233,862
Capital Outlay	92,935,363	152,260,022	5,766,593	4,913,000	4,913,000
Other Expenses	0	0	0	0	0
Transfers Out					
TOTAL EXPENSES	99,995,116	159,154,282	10,463,015	9,022,938	9,096,441
INCREASE/(DECREASE)	68,040,880	(135,923,659)	142,494,389	(2,517,582)	(6,520,165)
BEGINNING BALANCE	159,137,972	227,178,852	91,255,193	233,749,582	231,232,000
ENDING BALANCE	227,178,852	91,255,193	233,749,582	231,232,000	224,711,835

¹Other 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.

	2021-22 Actual	2022-23 Estimated	2023-24 Adopted	2024-25 Projected	2025-26 Projected
REVENUES					
LCFF Base					
LCFF Supplemental					
Federal					
Other State					
Other Local	3,158,714	1,879,288	1,330,000	1,200,000	1,000,000
Transfers In					
TOTAL REVENUES	3,158,714	1,879,288	1,330,000	1,200,000	1,000,000
EXPENSES					
Certificated Salaries					
Classified Salaries	0	0	0	0	0
Employee Benefits	0	0	0	0	0
Books and Supplies		0	0	0	0
Services and Operating	56,796	30,000	20,000	100,000	20,000
Capital Outlay	0	0	0	0	0
Other Expenses	0	0	0	0	0
Transfers Out	0	5,000,000	0	4,000,000	
TOTAL EXPENSES	56,796	5,030,000	20,000	4,100,000	20,000
INCREASE/(DECREASE)	3,101,918	(3,150,712)	1,310,000	(2,900,000)	980,000
BEGINNING BALANCE	4,592,663	7,694,581	4,543,869	5,853,869	2,953,869
ENDING BALANCE	7,694,581	4,543,869	5,853,869	2,953,869	3,933,869

¹Other 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 - County School Facilities

The County Schools Facilities fund represents funds transferred from the State to the County for modernization projects under the School Facilities Program.

	2021-22 Actual	2022-23 Estimated	2023-24 Adopted	2024-25 Projected	2025-26 Projected
REVENUES					
LCFF Base					
LCFF Supplemental					
Federal					
Other State	0	14,680,377	0		
Other Local	14,781,588	0	0		
Transfers In					
TOTAL REVENUES	14,781,588	14,680,377	0	0	0
EXPENSES					
Certificated Salaries					
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 Expenses					
Transfers Out	14,783,941	14,680,377			
TOTAL EXPENSES	14,783,941	14,680,377	0	0	0
INCREASE/(DECREASE)	(2,353)	0	0	0	0
BEGINNING BALANCE	2,353		(0)	(0)	(0)
ENDING BALANCE		(0)	(0)	(0)	(0)

¹Other 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

BOND INTEREST AND REDEMPTION

This fund is used to account for the repayment of bonds issued by the district. The principle and interest on the bonds is paid by the county treasurer, from taxes levied by the county auditor-control. The county auditor maintains control of this fund.

	2021-22 Actual	2022-23 Estimated	2023-24 Adopted	2024-25 Projected	2025-26 Projected
REVENUES					
LCFF Base					
LCFF Supplemental					
Federal					
Other State	736,235	4,579,086			
Other Local	90,516,440	75,978,814			
Transfers In	9,264,398				
TOTAL REVENUES	100,517,074	80,557,900	0	0	0
EXPENSES					
Certificated Salaries					
Classified Salaries					
Employee Benefits					
Books and Supplies					
Services and Operating					
Capital Outlay					
Other Expenses	91,915,715	88,234,983			
Transfers Out	560,000	0	0	0	0
TOTAL EXPENSES	92,475,715	88,234,983	0	0	0
INCREASE/(DECREASE)	8,041,359	(7,677,083)	0	0	0
BEGINNING BALANCE	93,139,696	101,181,055	93,503,972	93,503,972	93,503,972
ENDING BALANCE	101,181,055	93,503,972	93,503,972	93,503,972	93,503,972

¹Other 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).

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.

	2021-22 Actual	2022-23 Estimated	2023-24 Adopted	2024-25 Projected	2025-26 Projected
REVENUES					
LCFF Base					
LCFF Supplemental					
Federal					
Other State	0	0	0	0	0
Other Local	23,661,081	25,607,300	26,286,023	26,238,491	26,349,309
Transfers In	2,000,000	1,587,094	0		
TOTAL REVENUES	25,661,081	27,194,394	26,286,023	26,238,491	26,349,309
EXPENSES					
Certificated Salaries	0	0	0	0	0
Classified Salaries	387,847	440,103	419,920	442,766	446,751
Employee Benefits	238,951	273,891	255,360	269,252	294,732
Books and Supplies	1,573	3,000	10,000	11,000	12,000
Services and Operating	28,260,244	26,304,680	27,793,351	28,572,111	26,280,543
Capital Outlay	0	0	0	0	0
Other Expenses	0	0	0	0	0
Transfers Out	0	0	0	0	0
TOTAL EXPENSES	28,888,615	27,021,674	28,478,631	29,295,129	27,034,026
OTHER FINANCING¹	0	0			0
INCREASE/(DECREASE)	(3,227,535)	172,720	(2,192,608)	(3,056,638)	(684,717)
BEGINNING BALANCE	48,007,172	44,779,637	44,952,357	42,759,749	39,703,111
ENDING BALANCE	44,779,637	44,952,357	42,759,749	39,703,111	39,018,395

¹Other 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).

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 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)	
A. REVENUES									
1) LCFF Sources	8010-8099		423,200,753.00	2,380,355.00	425,581,108.00	452,691,370.00	2,380,355.00	455,071,725.00	6.9%
2) Federal Revenue	8100-8299		0.00	93,276,138.00	93,276,138.00	0.00	97,249,921.00	97,249,921.00	4.3%
3) Other State Revenue	8300-8599		7,997,396.00	134,464,534.00	142,461,930.00	11,481,221.00	92,790,544.00	104,271,765.00	-26.8%
4) Other Local Revenue	8600-8799		2,451,101.00	8,144,736.00	10,595,837.00	390,783.00	5,643,915.00	6,034,698.00	-43.0%
5) TOTAL, REVENUES			433,649,250.00	238,265,763.00	671,915,013.00	464,563,374.00	198,064,735.00	662,628,109.00	-1.4%
B. EXPENDITURES									
1) Certificated Salaries	1000-1999		177,238,571.00	64,874,056.00	242,112,627.00	193,173,993.00	64,466,807.00	257,640,800.00	6.4%
2) Classified Salaries	2000-2999		47,155,931.00	47,375,864.00	94,531,795.00	54,249,997.00	51,904,349.00	106,154,346.00	12.3%
3) Employee Benefits	3000-3999		100,222,007.00	77,968,304.00	178,190,311.00	112,731,246.00	85,141,938.00	197,873,184.00	11.0%
4) Books and Supplies	4000-4999		8,701,685.00	32,993,902.00	41,695,587.00	10,968,088.00	21,629,884.00	32,597,972.00	-21.8%
5) Services and Other Operating Expenditures	5000-5999		28,571,842.00	27,706,217.00	56,278,059.00	30,265,516.00	13,053,358.00	43,318,874.00	-23.0%
6) Capital Outlay	6000-6999		2,364,104.00	1,165,128.00	3,529,232.00	5,852,476.00	10,756,255.00	16,608,731.00	370.6%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299								
	7400-7499		1,713,851.00	107,404.00	1,821,255.00	1,731,083.00	107,404.00	1,838,487.00	0.9%
8) Other Outgo - Transfers of Indirect Costs	7300-7399		(6,974,058.00)	5,647,132.00	(1,326,926.00)	(8,894,260.00)	7,276,744.00	(1,617,516.00)	21.9%
9) TOTAL, EXPENDITURES			358,993,933.00	257,838,007.00	616,831,940.00	400,078,139.00	254,336,739.00	654,414,878.00	6.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			74,655,317.00	(19,572,244.00)	55,083,073.00	64,485,235.00	(56,272,004.00)	8,213,231.00	-85.1%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In	8900-8929		1,000.00	0.00	1,000.00	0.00	0.00	0.00	-100.0%
b) Transfers Out	7600-7629		1,642,203.00	6,331,241.00	7,973,444.00	60,463.00	3,814,637.00	3,875,100.00	-51.4%
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		(56,386,942.00)	56,386,942.00	0.00	(62,899,188.00)	62,899,188.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(58,028,145.00)	50,055,701.00	(7,972,444.00)	(62,959,651.00)	59,084,551.00	(3,875,100.00)	-51.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			16,627,172.00	30,483,457.00	47,110,629.00	1,525,584.00	2,812,547.00	4,338,131.00	-90.8%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited	9791		116,240,896.18	53,679,870.71	169,920,766.89	112,265,815.18	84,163,327.71	196,429,142.89	15.6%
b) Audit Adjustments	9793		0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 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)	
c) As of July 1 - Audited (F1a + F1b)			116,240,896.18	53,679,870.71	169,920,766.89	112,265,815.18	84,163,327.71	196,429,142.89	15.6%
d) Other Restatements		9795	(20,602,253.00)	0.00	(20,602,253.00)	0.00	0.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			95,638,643.18	53,679,870.71	149,318,513.89	112,265,815.18	84,163,327.71	196,429,142.89	31.6%
2) Ending Balance, June 30 (E + F1e)			112,265,815.18	84,163,327.71	196,429,142.89	113,791,399.18	86,975,874.71	200,767,273.89	2.2%
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	84,285.22	0.00	84,285.22	84,931.18	0.00	84,931.18	0.8%
Prepaid Items		9713	17,441.33	1,047,251.17	1,064,692.50	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	83,116,076.82	83,116,076.82	0.00	86,975,874.99	86,975,874.99	4.6%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	41,240,172.00	0.00	41,240,172.00	35,075,476.20	0.00	35,075,476.20	-14.9%
Bus Replacement Plan	0000	9760	13,524,000.00		13,524,000.00				0.00
Technology Device Refresh and Enhancements	0000	9760	9,150,115.00		9,150,115.00				0.00
Carryover of unspent Supplemental Grants	0000	9760	8,566,057.00		8,566,057.00				0.00
Textbook Adoptions	0000	9760	10,000,000.00		10,000,000.00	0.00			0.00
Bus Replacement Plan	0000	9760			0.00	9,783,750.00		9,783,750.00	
Technology Device Refresh and Enhancements	0000	9760			0.00	9,150,115.00		9,150,115.00	
Carryover of Unspent Supplemental Grants	0000	9760			0.00	6,141,611.20		6,141,611.20	
Textbook Adoptions	0000	9760			0.00	10,000,000.00		10,000,000.00	
d) Assigned									
Other Assignments		9780	2,212,751.35	0.00	2,212,751.35	6,280,528.15	0.00	6,280,528.15	183.8%
ERP Implementation	0000	9780	150,512.00		150,512.00				0.00
Additional Unspent Supplemental Grants	0000	9780	2,042,124.20		2,042,124.20				0.00
Carryover of Concentration Grant	0000	9780	20,115.15		20,115.15				0.00
Carryover of Concentration Grant	0000	9780			0.00	6,280,528.15		6,280,528.15	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	12,496,108.00	0.00	12,496,108.00	13,165,799.56	0.00	13,165,799.56	5.4%
Unassigned/Unappropriated Amount		9790	56,010,057.28	(.28)	56,010,057.00	58,979,664.09	(.28)	58,979,663.81	5.3%
G. ASSETS									
1) Cash									

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 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)	
a) in County Treasury	9110		182,693,432.66	55,344,083.26	238,037,515.92				
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	0.00	0.00				
2) Investments	9150		12,533,780.03	0.00	12,533,780.03				
3) Accounts Receivable	9200		976,736.75	6,608,945.83	7,585,682.58				
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		84,285.22	0.00	84,285.22				
7) Prepaid Expenditures	9330		17,441.33	1,047,251.17	1,064,692.50				
8) Other Current Assets	9340		0.00	0.00	0.00				
9) Lease Receivable	9380		0.00	0.00	0.00				
10) TOTAL, ASSETS			196,510,675.99	63,000,280.26	259,510,956.25				
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		25,911,345.36	4,852.26	25,916,197.62				
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	2,083,782.55	2,083,782.55				
6) TOTAL, LIABILITIES			25,911,345.36	2,088,634.81	27,999,980.17				
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 (G10 + H2) - (I6 + J2)			170,599,330.63	60,911,645.45	231,510,976.08				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year	8011		209,636,289.00	0.00	209,636,289.00	235,026,605.00	0.00	235,026,605.00	12.1%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 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)	
Education Protection Account State Aid - Current Year	8012		107,846,648.00	0.00	107,846,648.00	113,115,877.00	0.00	113,115,877.00	4.9%
State Aid - Prior Years	8019		332,625.00	0.00	332,625.00	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions	8021		815,739.00	0.00	815,739.00	815,739.00	0.00	815,739.00	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		109,027,532.00	0.00	109,027,532.00	109,027,532.00	0.00	109,027,532.00	0.0%
Unsecured Roll Taxes	8042		3,629,664.00	0.00	3,629,664.00	3,629,664.00	0.00	3,629,664.00	0.0%
Prior Years' Taxes	8043		1,107,051.00	0.00	1,107,051.00	1,107,051.00	0.00	1,107,051.00	0.0%
Supplemental Taxes	8044		4,428,716.00	0.00	4,428,716.00	4,428,716.00	0.00	4,428,716.00	0.0%
Education Revenue Augmentation Fund (ERAF)	8045		17,240,222.00	0.00	17,240,222.00	17,240,222.00	0.00	17,240,222.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)	8047		200,853.00	0.00	200,853.00	200,853.00	0.00	200,853.00	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		23,000.00	0.00	23,000.00	23,000.00	0.00	23,000.00	0.0%
Less: Non-LCFF (50%) Adjustment	8089		(11,500.00)	0.00	(11,500.00)	(11,500.00)	0.00	(11,500.00)	0.0%
Subtotal, LCFF Sources			454,276,839.00	0.00	454,276,839.00	484,603,759.00	0.00	484,603,759.00	6.7%
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		(31,076,086.00)	0.00	(31,076,086.00)	(31,912,389.00)	0.00	(31,912,389.00)	2.7%
Property Taxes Transfers	8097		0.00	2,380,355.00	2,380,355.00	0.00	2,380,355.00	2,380,355.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years	8099		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			423,200,753.00	2,380,355.00	425,581,108.00	452,691,370.00	2,380,355.00	455,071,725.00	6.9%
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	13,085,122.00	13,085,122.00	0.00	12,688,038.00	12,688,038.00	-3.0%
Special Education Discretionary Grants	8182		0.00	3,325,714.00	3,325,714.00	0.00	1,259,861.00	1,259,861.00	-62.1%
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%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 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)	
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		16,322,634.00	16,322,634.00		18,950,478.00	18,950,478.00	16.1%
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		1,921,673.00	1,921,673.00		2,051,923.00	2,051,923.00	6.8%
Title III, Part A, Immigrant Student Program	4201	8290		80,126.00	80,126.00		0.00	0.00	-100.0%
Title III, Part A, English Learner Program	4203	8290		833,097.00	833,097.00		880,716.00	880,716.00	5.7%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		2,551,984.00	2,551,984.00		2,429,765.00	2,429,765.00	-4.8%
Career and Technical Education	3500-3599	8290		476,673.00	476,673.00		557,321.00	557,321.00	16.9%
All Other Federal Revenue	All Other	8290	0.00	54,651,615.00	54,651,615.00	0.00	58,431,819.00	58,431,819.00	6.9%
TOTAL, FEDERAL REVENUE			0.00	93,276,138.00	93,276,138.00	0.00	97,249,921.00	97,249,921.00	4.3%
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		33,225,499.00	33,225,499.00		33,340,837.00	33,340,837.00	0.3%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	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	1,544,284.00	0.00	1,544,284.00	1,696,091.00	0.00	1,696,091.00	9.8%
Lottery - Unrestricted and Instructional Materials		8560	6,167,987.00	2,430,912.00	8,598,899.00	6,171,000.00	2,432,100.00	8,603,100.00	0.0%
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									

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 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)	
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		5,304,975.00	5,304,975.00		4,549,209.00	4,549,209.00	-14.2%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		372,201.00	372,201.00		305,229.00	305,229.00	-18.0%
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		1,687,532.00	1,687,532.00		1,878,218.00	1,878,218.00	11.3%
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%
All Other State Revenue	All Other	8590	285,125.00	91,443,415.00	91,728,540.00	3,614,130.00	50,284,951.00	53,899,081.00	-41.2%
TOTAL, OTHER STATE REVENUE			7,997,396.00	134,464,534.00	142,461,930.00	11,481,221.00	92,790,544.00	104,271,765.00	-26.8%
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	0.00	0.00	0.00	-100.0%
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									

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 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)	
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	117,884.00	155,822.00	0.00	117,884.00	117,884.00	-24.3%
Mitigation/Developer Fees	8681		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts	8689		20,000.00	981,706.00	1,001,706.00	0.00	1,109,901.00	1,109,901.00	10.8%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment	8691		11,500.00	0.00	11,500.00	0.00	0.00	0.00	-100.0%
Pass-Through Revenue from Local Sources	8697		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue	8699		1,881,663.00	6,713,116.00	8,594,779.00	390,783.00	4,059,519.00	4,450,302.00	-48.2%
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		356,611.00	356,611.00	7.4%
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	0.0%
From County Offices	All Other	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	All Other	8793		0.00	0.00		0.00	0.00	0.0%
All Other Transfers In from All Others	8799								
TOTAL, OTHER LOCAL REVENUE			2,451,101.00	8,144,736.00	10,595,837.00	390,783.00	5,643,915.00	6,034,698.00	-43.0%
TOTAL, REVENUES			433,649,250.00	238,265,763.00	671,915,013.00	464,563,374.00	198,064,735.00	662,628,109.00	-1.4%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries	1100		144,583,506.00	46,486,579.00	191,070,085.00	157,314,732.00	46,568,809.00	203,883,541.00	6.7%
Certificated Pupil Support Salaries	1200		9,389,977.00	7,564,003.00	16,953,980.00	11,238,068.00	7,652,831.00	18,890,899.00	11.4%
Certificated Supervisors' and Administrators' Salaries	1300		19,285,379.00	3,961,300.00	23,246,679.00	20,107,252.00	3,998,095.00	24,105,347.00	3.7%
Other Certificated Salaries	1900		3,979,709.00	6,862,174.00	10,841,883.00	4,513,941.00	6,247,072.00	10,761,013.00	-0.7%
TOTAL, CERTIFICATED SALARIES			177,238,571.00	64,874,056.00	242,112,627.00	193,173,993.00	64,466,807.00	257,640,800.00	6.4%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 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)	
CLASSIFIED SALARIES									
Classified Instructional Salaries	2100		1,854,046.00	20,363,781.00	22,217,827.00	2,811,734.00	24,737,041.00	27,548,775.00	24.0%
Classified Support Salaries	2200		20,225,119.00	13,823,428.00	34,048,547.00	22,989,276.00	14,750,609.00	37,739,885.00	10.8%
Classified Supervisors' and Administrators' Salaries	2300		6,022,286.00	4,933,006.00	10,955,292.00	6,552,719.00	4,989,282.00	11,542,001.00	5.4%
Clerical, Technical and Office Salaries	2400		17,735,333.00	2,211,601.00	19,946,934.00	19,631,787.00	2,308,419.00	21,940,206.00	10.0%
Other Classified Salaries	2900		1,319,147.00	6,044,048.00	7,363,195.00	2,264,481.00	5,118,998.00	7,383,479.00	0.3%
TOTAL, CLASSIFIED SALARIES			47,155,931.00	47,375,864.00	94,531,795.00	54,249,997.00	51,904,349.00	106,154,346.00	12.3%
EMPLOYEE BENEFITS									
STRS	3101-3102		33,122,271.00	32,588,199.00	65,710,470.00	36,107,024.00	32,763,861.00	68,870,885.00	4.8%
PERS	3201-3202		11,807,206.00	12,243,393.00	24,050,599.00	14,867,979.00	14,380,050.00	29,248,029.00	21.6%
OASDI/Medicare/Alternative	3301-3302		6,272,746.00	4,673,369.00	10,946,115.00	6,916,980.00	4,932,344.00	11,849,324.00	8.3%
Health and Welfare Benefits	3401-3402		36,326,979.00	21,300,599.00	57,627,578.00	42,028,843.00	26,280,352.00	68,309,195.00	18.5%
Unemployment Insurance	3501-3502		1,146,698.00	583,490.00	1,730,188.00	120,944.00	56,486.00	177,430.00	-89.7%
Workers' Compensation	3601-3602		3,980,400.00	1,968,803.00	5,949,203.00	4,434,666.00	2,087,183.00	6,521,849.00	9.6%
OPEB, Allocated	3701-3702		4,494,977.00	2,762,482.00	7,257,459.00	4,912,892.00	2,932,851.00	7,845,743.00	8.1%
OPEB, Active Employees	3751-3752		23.00	31.00	54.00	0.00	0.00	0.00	-100.0%
Other Employee Benefits	3901-3902		3,070,707.00	1,847,938.00	4,918,645.00	3,341,918.00	1,708,811.00	5,050,729.00	2.7%
TOTAL, EMPLOYEE BENEFITS			100,222,007.00	77,968,304.00	178,190,311.00	112,731,246.00	85,141,938.00	197,873,184.00	11.0%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials	4100		0.00	8,092,895.00	8,092,895.00	0.00	715,536.00	715,536.00	-91.2%
Books and Other Reference Materials	4200		384,161.00	1,221,155.00	1,605,316.00	308,005.00	689,839.00	997,844.00	-37.8%
Materials and Supplies	4300		7,417,280.00	15,128,974.00	22,546,254.00	9,181,068.00	17,093,032.00	26,274,100.00	16.5%
Noncapitalized Equipment	4400		900,092.00	7,348,499.00	8,248,591.00	1,479,015.00	1,938,149.00	3,417,164.00	-58.6%
Food	4700		152.00	1,202,379.00	1,202,531.00	0.00	1,193,328.00	1,193,328.00	-0.8%
TOTAL, BOOKS AND SUPPLIES			8,701,685.00	32,993,902.00	41,695,587.00	10,968,088.00	21,629,884.00	32,597,972.00	-21.8%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services	5100		279,057.00	18,596,431.00	18,875,488.00	62,422.00	12,017,718.00	12,080,140.00	-36.0%
Travel and Conferences	5200		856,181.00	1,203,544.00	2,059,725.00	706,390.00	394,102.00	1,100,492.00	-46.6%
Dues and Memberships	5300		257,424.00	86,200.00	343,624.00	236,049.00	6,943.00	242,992.00	-29.3%
Insurance	5400 - 5450		3,898,463.00	175.00	3,898,638.00	3,860,108.00	0.00	3,860,108.00	-1.0%
Operations and Housekeeping Services	5500		9,835,366.00	425,000.00	10,260,366.00	10,369,441.00	0.00	10,369,441.00	1.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements	5600		1,318,069.00	511,387.00	1,829,456.00	1,050,643.00	333,029.00	1,383,672.00	-24.4%
Transfers of Direct Costs	5710		553,158.00	(553,158.00)	0.00	880,235.00	(880,235.00)	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 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)	
Transfers of Direct Costs - Interfund	5750		(1,873,223.00)	(5,801,186.00)	(7,674,409.00)	(1,261,540.00)	(5,828,589.00)	(7,090,129.00)	-7.6%
Professional/Consulting Services and Operating Expenditures	5800		12,013,360.00	12,897,583.00	24,910,943.00	12,717,150.00	6,796,154.00	19,513,304.00	-21.7%
Communications	5900		1,433,987.00	340,241.00	1,774,228.00	1,644,618.00	214,236.00	1,858,854.00	4.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			28,571,842.00	27,706,217.00	56,278,059.00	30,265,516.00	13,053,358.00	43,318,874.00	-23.0%
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	10,000,000.00	10,000,000.00	New
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		2,308,395.00	1,165,128.00	3,473,523.00	5,852,476.00	610,255.00	6,462,731.00	86.1%
Equipment Replacement	6500		55,709.00	0.00	55,709.00	0.00	146,000.00	146,000.00	162.1%
Lease Assets	6600		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets	6700		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			2,364,104.00	1,165,128.00	3,529,232.00	5,852,476.00	10,756,255.00	16,608,731.00	370.6%
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	107,404.00	107,404.00	0.00	107,404.00	107,404.00	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		1,413,423.00	0.00	1,413,423.00	1,581,065.00	0.00	1,581,065.00	11.9%
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									

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 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)	
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%
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		10,284.00	0.00	10,284.00	2,013.00	0.00	2,013.00	-80.4%
Other Debt Service - Principal	7439		290,144.00	0.00	290,144.00	148,005.00	0.00	148,005.00	-49.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,713,851.00	107,404.00	1,821,255.00	1,731,083.00	107,404.00	1,838,487.00	0.9%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs	7310		(5,647,132.00)	5,647,132.00	0.00	(7,276,744.00)	7,276,744.00	0.00	0.0%
Transfers of Indirect Costs - Interfund	7350		(1,326,926.00)	0.00	(1,326,926.00)	(1,617,516.00)	0.00	(1,617,516.00)	21.9%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(6,974,058.00)	5,647,132.00	(1,326,926.00)	(8,894,260.00)	7,276,744.00	(1,617,516.00)	21.9%
TOTAL, EXPENDITURES			358,993,933.00	257,838,007.00	616,831,940.00	400,078,139.00	254,336,739.00	654,414,878.00	6.1%
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		1,000.00	0.00	1,000.00	0.00	0.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			1,000.00	0.00	1,000.00	0.00	0.00	0.00	-100.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund	7611		0.00	2,724,599.00	2,724,599.00	53,187.00	0.00	53,187.00	-98.0%
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	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out	7619		1,642,203.00	3,606,642.00	5,248,845.00	7,276.00	3,814,637.00	3,821,913.00	-27.2%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,642,203.00	6,331,241.00	7,973,444.00	60,463.00	3,814,637.00	3,875,100.00	-51.4%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments	8931		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 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)	
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%
Proceeds from SBITAs	8974		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%
(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		(56,386,942.00)	56,386,942.00	0.00	(63,542,941.00)	63,542,941.00	0.00	0.0%
Contributions from Restricted Revenues	8990		0.00	0.00	0.00	643,753.00	(643,753.00)	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(56,386,942.00)	56,386,942.00	0.00	(62,899,188.00)	62,899,188.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(58,028,145.00)	50,055,701.00	(7,972,444.00)	(62,959,651.00)	59,084,551.00	(3,875,100.00)	-51.4%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals			2023-24 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)	
A. REVENUES									
1) LCFF Sources	8010-8099		423,200,753.00	2,380,355.00	425,581,108.00	452,691,370.00	2,380,355.00	455,071,725.00	6.9%
2) Federal Revenue	8100-8299		0.00	93,276,138.00	93,276,138.00	0.00	97,249,921.00	97,249,921.00	4.3%
3) Other State Revenue	8300-8599		7,997,396.00	134,464,534.00	142,461,930.00	11,481,221.00	92,790,544.00	104,271,765.00	-26.8%
4) Other Local Revenue	8600-8799		2,451,101.00	8,144,736.00	10,595,837.00	390,783.00	5,643,915.00	6,034,698.00	-43.0%
5) TOTAL, REVENUES			433,649,250.00	238,265,763.00	671,915,013.00	464,563,374.00	198,064,735.00	662,628,109.00	-1.4%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		211,251,069.00	159,898,087.00	371,149,156.00	232,557,201.00	154,712,271.00	387,269,472.00	4.3%
2) Instruction - Related Services	2000-2999		56,416,120.00	46,966,163.00	103,382,283.00	60,687,581.00	38,943,471.00	99,631,052.00	-3.6%
3) Pupil Services	3000-3999		29,533,728.00	22,531,748.00	52,065,476.00	40,129,704.00	21,531,217.00	61,660,921.00	18.4%
4) Ancillary Services	4000-4999		3,251,762.00	2,457,313.00	5,709,075.00	4,625,228.00	1,774,947.00	6,400,175.00	12.1%
5) Community Services	5000-5999		0.00	48,852.00	48,852.00	0.00	31,079.00	31,079.00	-36.4%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		23,745,820.00	8,239,167.00	31,984,987.00	24,465,072.00	10,540,921.00	35,005,993.00	9.4%
8) Plant Services	8000-8999		33,081,583.00	17,589,273.00	50,670,856.00	35,882,270.00	26,695,429.00	62,577,699.00	23.5%
9) Other Outgo	9000-9999	Except 7600-7699	1,713,851.00	107,404.00	1,821,255.00	1,731,083.00	107,404.00	1,838,487.00	0.9%
10) TOTAL, EXPENDITURES			358,993,933.00	257,838,007.00	616,831,940.00	400,078,139.00	254,336,739.00	654,414,878.00	6.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			74,655,317.00	(19,572,244.00)	55,083,073.00	64,485,235.00	(56,272,004.00)	8,213,231.00	-85.1%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In	8900-8929		1,000.00	0.00	1,000.00	0.00	0.00	0.00	-100.0%
b) Transfers Out	7600-7629		1,642,203.00	6,331,241.00	7,973,444.00	60,463.00	3,814,637.00	3,875,100.00	-51.4%
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		(56,386,942.00)	56,386,942.00	0.00	(62,899,188.00)	62,899,188.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(58,028,145.00)	50,055,701.00	(7,972,444.00)	(62,959,651.00)	59,084,551.00	(3,875,100.00)	-51.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			16,627,172.00	30,483,457.00	47,110,629.00	1,525,584.00	2,812,547.00	4,338,131.00	-90.8%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited	9791		116,240,896.18	53,679,870.71	169,920,766.89	112,265,815.18	84,163,327.71	196,429,142.89	15.6%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals			2023-24 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)	
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)			116,240,896.18	53,679,870.71	169,920,766.89	112,265,815.18	84,163,327.71	196,429,142.89	15.6%
d) Other Restatements	9795		(20,602,253.00)	0.00	(20,602,253.00)	0.00	0.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			95,638,643.18	53,679,870.71	149,318,513.89	112,265,815.18	84,163,327.71	196,429,142.89	31.6%
2) Ending Balance, June 30 (E + F1e)			112,265,815.18	84,163,327.71	196,429,142.89	113,791,399.18	86,975,874.71	200,767,273.89	2.2%
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		84,285.22	0.00	84,285.22	84,931.18	0.00	84,931.18	0.8%
Prepaid Items	9713		17,441.33	1,047,251.17	1,064,692.50	0.00	0.00	0.00	-100.0%
All Others	9719		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted	9740		0.00	83,116,076.82	83,116,076.82	0.00	86,975,874.99	86,975,874.99	4.6%
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		41,240,172.00	0.00	41,240,172.00	35,075,476.20	0.00	35,075,476.20	-14.9%
Bus Replacement Plan	0000	9760	13,524,000.00		13,524,000.00			0.00	
Technology Device Refresh and Enhancements	0000	9760	9,150,115.00		9,150,115.00			0.00	
Carryover of unspent Supplemental Grants	0000	9760	8,566,057.00		8,566,057.00			0.00	
Textbook Adoptions	0000	9760	10,000,000.00		10,000,000.00			0.00	
Bus Replacement Plan	0000	9760			0.00	9,783,750.00		9,783,750.00	
Technology Device Refresh and Enhancements	0000	9760			0.00	9,150,115.00		9,150,115.00	
Carryover of Unspent Supplemental Grants	0000	9760			0.00	6,141,611.20		6,141,611.20	
Textbook Adoptions	0000	9760			0.00	10,000,000.00		10,000,000.00	
d) Assigned									
Other Assignments (by Resource/Object)	9780		2,212,751.35	0.00	2,212,751.35	6,280,528.15	0.00	6,280,528.15	183.8%
ERP Implementation	0000	9780	150,512.00		150,512.00			0.00	
Additional Unspent Supplemental Grants	0000	9780	2,042,124.20		2,042,124.20			0.00	
Carryover of Concentration Grant	0000	9780	20,115.15		20,115.15			0.00	
Carryover of Concentration Grant	0000	9780			0.00	6,280,528.15		6,280,528.15	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties	9789		12,496,108.00	0.00	12,496,108.00	13,165,799.56	0.00	13,165,799.56	5.4%
Unassigned/Unappropriated Amount	9790		56,010,057.28	(.28)	56,010,057.00	58,979,664.09	(.28)	58,979,663.81	5.3%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
2600	Expanded Learning Opportunities Program	15,122,964.26	24,299,892.26
6266	Educator Effectiveness, FY 2021-22	7,405,545.29	4,879,440.29
6300	Lottery: Instructional Materials	.95	1,716,564.95
6537	Special Ed: Learning Recovery Support	.81	.81
6546	Mental Health-Related Services	301,837.00	42,200.00
6547	Special Education Early Intervention Preschool Grant	2,079,493.00	1,865,869.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	11,314,185.00	11,314,185.00
7029	Child Nutrition: Food Service Staff Training Funds	43,484.22	43,484.22
7311	Classified School Employee Professional Development Block Grant	196,232.00	196,232.00
7412	A-G Access/Success Grant	579,054.00	357,465.00
7413	A-G Learning Loss Mitigation Grant	234,602.00	21,779.00
7435	Learning Recovery Emergency Block Grant	29,591,646.00	29,591,646.00
7810	Other Restricted State	294,080.00	277,118.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	6,302,924.11	5,669,343.11
9010	Other Restricted Local	9,650,028.18	6,700,655.35
Total, Restricted Balance		83,116,076.82	86,975,874.99

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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		1,851,171.00	1,851,171.00	0.0%
5) TOTAL, REVENUES			1,851,171.00	1,851,171.00	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		394,490.00	394,490.00	0.0%
5) Services and Other Operating Expenditures	5000-5999		1,456,681.00	1,456,681.00	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			1,851,171.00	1,851,171.00	0.0%
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%
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		2,044,845.11	2,044,845.11	0.0%
b) Audit Adjustments	9793		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,044,845.11	2,044,845.11	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
d) Other Restatements	9795		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,044,845.11	2,044,845.11	0.0%
2) Ending Balance, June 30 (E + F1e)			2,044,845.11	2,044,845.11	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash	9711		2,000.00	0.00	-100.0%
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		2,042,845.11	2,044,845.11	0.1%
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%
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		2,042,845.11		
c) in Revolving Cash Account	9130		2,000.00		
d) with Fiscal Agent/Trustee	9135		0.00		
e) Collections Awaiting Deposit	9140		0.00		
2) Investments	9150		0.00		
3) Accounts Receivable	9200		0.00		
4) Due from Grantor Government	9290		0.00		
5) Due from Other Funds	9310		0.00		
6) Stores	9320		0.00		
7) Prepaid Expenditures	9330		0.00		
8) Other Current Assets	9340		0.00		
9) Lease Receivable	9380		0.00		
10) TOTAL, ASSETS			2,044,845.11		
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		0.00		
5) Unearned Revenues	9650		0.00		
6) TOTAL, LIABILITIES			0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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 (G10 + H2) - (I6 + J2)			2,044,845.11		
REVENUES					
Sale of Equipment and Supplies	8631		0.00	0.00	0.0%
All Other Sales	8639		1,049,745.00	1,049,745.00	0.0%
Interest	8660		704.00	704.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments	8662		0.00	0.00	0.0%
All Other Fees and Contracts	8689		0.00	0.00	0.0%
All Other Local Revenue	8699		800,722.00	800,722.00	0.0%
TOTAL, REVENUES			1,851,171.00	1,851,171.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries	1100		0.00	0.00	0.0%
Certificated Pupil Support Salaries	1200		0.00	0.00	0.0%
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 Instructional Salaries	2100		0.00	0.00	0.0%
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/Alternativ e	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 Employ ees	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					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Materials and Supplies	4300		359,620.00	359,620.00	0.0%
Noncapitalized Equipment			34,870.00	34,870.00	0.0%
TOTAL, BOOKS AND SUPPLIES			394,490.00	394,490.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services	5100		0.00	0.00	0.0%
Dues and Memberships	5300		48,123.00	48,123.00	0.0%
Insurance	5400-5450		200.00	200.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements	5600		200.00	200.00	0.0%
Transfers of Direct Costs - Interfund	5750		0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures	5800		1,408,158.00	1,408,158.00	0.0%
Communications	5900		0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,456,681.00	1,456,681.00	0.0%
CAPITAL OUTLAY					
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%
Subscription Assets	6700		0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund	7350		0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,851,171.00	1,851,171.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In	8919		0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out	7619		0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds from Disposal of Capital Assets	8953		0.00	0.00	0.0%
Transfers from Funds of					
Lapsed/Reorganized LEAs			0.00	0.00	0.0%
Proceeds from Leases			0.00	0.00	0.0%
Proceeds from SBITAs			0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from	7651				
Lapsed/Reorganized LEAs			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			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
(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	2022-23 Estimated Actuals	2023-24 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		1,851,171.00	1,851,171.00	0.0%
5) TOTAL, REVENUES			1,851,171.00	1,851,171.00	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		1,851,171.00	1,851,171.00	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			1,851,171.00	1,851,171.00	0.0%
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%
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		2,044,845.11	2,044,845.11	0.0%
b) Audit Adjustments	9793		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,044,845.11	2,044,845.11	0.0%
d) Other Restatements	9795		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,044,845.11	2,044,845.11	0.0%
2) Ending Balance, June 30 (E + F1e)			2,044,845.11	2,044,845.11	0.0%
Components of Ending Fund Balance					

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
a) Nonspendable					
Revolving Cash	9711		2,000.00	0.00	-100.0%
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		2,042,845.11	2,044,845.11	0.1%
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	2022-23 Estimated Actuals	2023-24 Budget
8210	Student Activity Funds	2,042,845.11	2,044,845.11
Total, Restricted Balance		2,042,845.11	2,044,845.11

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources	8010-8099		2,497,915.00	3,188,513.00	27.6%
2) Federal Revenue	8100-8299		0.00	0.00	0.0%
3) Other State Revenue	8300-8599		652,560.00	362,312.00	-44.5%
4) Other Local Revenue	8600-8799		14,002.00	10,000.00	-28.6%
5) TOTAL, REVENUES			3,164,477.00	3,560,825.00	12.5%
B. EXPENDITURES					
1) Certificated Salaries	1000-1999		1,437,094.00	1,399,879.00	-2.6%
2) Classified Salaries	2000-2999		228,116.00	233,718.00	2.5%
3) Employee Benefits	3000-3999		911,620.00	898,645.00	-1.4%
4) Books and Supplies	4000-4999		37,479.00	35,500.00	-5.3%
5) Services and Other Operating Expenditures	5000-5999		350,414.00	258,574.00	-26.2%
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		612.00	84.00	-86.3%
9) TOTAL, EXPENDITURES			2,965,335.00	2,826,400.00	-4.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 + B9)			199,142.00	734,425.00	268.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In	8900-8929		0.00	0.00	0.0%
b) Transfers Out	7600-7629		255,937.00	281,530.00	10.0%
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			(255,937.00)	(281,530.00)	10.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(56,795.00)	452,895.00	-897.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited	9791		727,753.77	670,958.77	-7.8%
b) Audit Adjustments	9793		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			727,753.77	670,958.77	-7.8%
d) Other Restatements	9795		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			727,753.77	670,958.77	-7.8%
2) Ending Balance, June 30 (E + F1e)			670,958.77	1,123,853.77	67.5%
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		528,341.31	535,272.31	1.3%
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%
	0000	9780			
	0000	9780			
e) Unassigned/Unappropriated Reserve for Economic Uncertainties	9789		21,392.61	88,287.21	312.7%
Unassigned/Unappropriated Amount	9790		121,224.85	500,294.25	312.7%
G. ASSETS					
1) Cash					
a) in County Treasury	9110		537,072.73		
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		

**Budget, July 1
Charter Schools Special Revenue Fund
Expenditures by Object**

34 67447 0000000
Form 09
E8B4MYAAYY(2023-24)

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
3) Accounts Receivable	9200		5,633.10		
4) Due from Grantor Government	9290		0.00		
5) Due from Other Funds	9310		0.00		
6) Stores	9320		0.00		
7) Prepaid Expenditures	9330		0.00		
8) Other Current Assets	9340		0.00		
9) Lease Receivable	9380		0.00		
10) TOTAL, ASSETS			542,705.83		
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		233,878.00		
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			233,878.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources	9690		0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			308,827.83		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year	8011		1,185,697.00	1,566,150.00	32.1%
Education Protection Account State Aid - Current Year	8012		711,069.00	897,516.00	26.2%
State Aid - Prior Years	8019		(6,006.00)	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		607,155.00	724,847.00	19.4%
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			2,497,915.00	3,188,513.00	27.6%
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	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	154,145.00	144,758.00	-6.1%
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%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Child Nutrition Programs	8520		0.00	0.00	0.0%
Mandated Costs Reimbursements	8550		8,716.00	11,213.00	28.6%
Lottery - Unrestricted and Instructional Materials	8560		28,156.00	58,065.00	106.2%
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	461,543.00	148,276.00	-67.9%
TOTAL, OTHER STATE REVENUE			652,560.00	362,312.00	-44.5%
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		13,252.00	10,000.00	-24.5%
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		750.00	0.00	-100.0%
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			14,002.00	10,000.00	-28.6%
TOTAL, REVENUES			3,164,477.00	3,560,825.00	12.5%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries	1100		1,047,515.00	1,057,185.00	0.9%
Certificated Pupil Support Salaries	1200		75,433.00	78,451.00	4.0%
Certificated Supervisors' and Administrators' Salaries	1300		270,579.00	264,243.00	-2.3%
Other Certificated Salaries	1900		43,567.00	0.00	-100.0%
TOTAL, CERTIFICATED SALARIES			1,437,094.00	1,399,879.00	-2.6%
CLASSIFIED SALARIES					
Classified Instructional Salaries	2100		1,868.00	0.00	-100.0%
Classified Support Salaries	2200		121,056.00	127,689.00	5.5%
Classified Supervisors' and Administrators' Salaries	2300		0.00	0.00	0.0%
Clerical, Technical and Office Salaries	2400		105,192.00	106,029.00	0.8%
Other Classified Salaries	2900		0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			228,116.00	233,718.00	2.5%
EMPLOYEE BENEFITS					
STRS	3101-3102		373,859.00	381,354.00	2.0%
PERS	3201-3202		121,177.00	108,478.00	-10.5%
OASDI/Medicare/Alternative	3301-3302		53,478.00	46,905.00	-12.3%
Health and Welfare Benefits	3401-3402		281,065.00	292,427.00	4.0%
Unemployment Insurance	3501-3502		8,327.00	794.00	-90.5%
Workers' Compensation	3601-3602		28,258.00	29,317.00	3.7%
OPEB, Allocated	3701-3702		10,167.00	6,313.00	-37.9%

**Budget, July 1
Charter Schools Special Revenue Fund
Expenditures by Object**

34 67447 0000000
Form 09
E8B4MYAAYY(2023-24)

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
OPEB, Active Employees	3751-3752		0.00	0.00	0.0%
Other Employee Benefits	3901-3902		35,289.00	33,057.00	-6.3%
TOTAL, EMPLOYEE BENEFITS			911,620.00	898,645.00	-1.4%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials	4100		5,768.00	0.00	-100.0%
Books and Other Reference Materials	4200		1,900.00	0.00	-100.0%
Materials and Supplies	4300		29,811.00	35,500.00	19.1%
Noncapitalized Equipment	4400		0.00	0.00	0.0%
Food	4700		0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			37,479.00	35,500.00	-5.3%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services	5100		0.00	0.00	0.0%
Travel and Conferences	5200		1,588.00	1,424.00	-10.3%
Dues and Memberships	5300		16,759.00	9,000.00	-46.3%
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		2,036.00	850.00	-58.3%
Transfers of Direct Costs	5710		0.00	0.00	0.0%
Transfers of Direct Costs - Interfund	5750		150,720.00	156,000.00	3.5%
Professional/Consulting Services and Operating Expenditures	5800		178,877.00	91,300.00	-49.0%
Communications	5900		434.00	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			350,414.00	258,574.00	-26.2%
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%
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%
Subscription Assets	6700		0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements	7110		0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools	7141		0.00	0.00	0.0%
Payments to County Offices	7142		0.00	0.00	0.0%
Payments to JPAs	7143		0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers	7281-7283		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		612.00	84.00	-86.3%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			612.00	84.00	-86.3%
TOTAL, EXPENDITURES			2,965,335.00	2,826,400.00	-4.7%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In	8919		0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out	7619		255,937.00	281,530.00	10.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			255,937.00	281,530.00	10.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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%
Proceeds from SBITAs	8974		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)			(255,937.00)	(281,530.00)	10.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources	8010-8099		2,497,915.00	3,188,513.00	27.6%
2) Federal Revenue	8100-8299		0.00	0.00	0.0%
3) Other State Revenue	8300-8599		652,560.00	362,312.00	-44.5%
4) Other Local Revenue	8600-8799		14,002.00	10,000.00	-28.6%
5) TOTAL, REVENUES			3,164,477.00	3,560,825.00	12.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		1,791,118.00	1,732,491.00	-3.3%
2) Instruction - Related Services	2000-2999		903,527.00	815,826.00	-9.7%
3) Pupil Services	3000-3999		118,488.00	121,999.00	3.0%
4) Ancillary Services	4000-4999		1,500.00	0.00	-100.0%
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		150,612.00	156,084.00	3.6%
8) Plant Services	8000-8999		90.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,965,335.00	2,826,400.00	-4.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			199,142.00	734,425.00	268.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In	8900-8929		0.00	0.00	0.0%
b) Transfers Out	7600-7629		255,937.00	281,530.00	10.0%
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			(255,937.00)	(281,530.00)	10.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(56,795.00)	452,895.00	-897.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited	9791		727,753.77	670,958.77	-7.8%
b) Audit Adjustments	9793		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			727,753.77	670,958.77	-7.8%
d) Other Restatements	9795		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			727,753.77	670,958.77	-7.8%
2) Ending Balance, June 30 (E + F1e)			670,958.77	1,123,853.77	67.5%
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		528,341.31	535,272.31	1.3%
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%
	0000	9780			
	0000	9780			
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789		21,392.61	88,287.21	312.7%
Unassigned/Unappropriated Amount	9790		121,224.85	500,294.25	312.7%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
6266	Educator Effectiveness, FY 2021-22	46,394.00	46,394.00
6300	Lottery: Instructional Materials	39,335.31	48,950.31
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	83,638.00	83,638.00
7412	A-G Access/Success Grant	18,303.00	15,619.00
7413	A-G Learning Loss Mitigation Grant	7,853.00	7,853.00
7435	Learning Recovery Emergency Block Grant	214,200.00	214,200.00
7810	Other Restricted State	3,681.00	3,681.00
9010	Other Restricted Local	114,937.00	114,937.00
Total, Restricted Balance		528,341.31	535,272.31

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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		6,087,890.00	6,354,244.00	4.4%
4) Other Local Revenue	8600-8799		0.00	0.00	0.0%
5) TOTAL, REVENUES			6,087,890.00	6,354,244.00	4.4%
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		6,087,890.00	6,354,244.00	4.4%
8) Other Outgo - Transfers of Indirect Costs	7300-7399		0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			6,087,890.00	6,354,244.00	4.4%
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%
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%
G. ASSETS					
1) Cash					
a) in County Treasury	9110		(511,139.30)		
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		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds	9310		0.00		
6) Stores	9320		0.00		
7) Prepaid Expenditures	9330		0.00		
8) Other Current Assets	9340		0.00		
9) Lease Receivable	9380		0.00		
10) TOTAL, ASSETS			(511,139.30)		
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					
(G10 + H2) - (I6 + J2)			(511,139.30)		
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	5,679,323.00	5,914,212.00	4.1%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year		All Other	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		All Other	0.00	0.00	0.0%
Pass-Through Revenues from State Sources	8587		408,567.00	440,032.00	7.7%
TOTAL, OTHER STATE REVENUE			6,087,890.00	6,354,244.00	4.4%
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			6,087,890.00	6,354,244.00	4.4%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools	7211		408,567.00	440,032.00	7.7%
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	5,679,323.00	5,914,212.00	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	0.0%
All Other Transfers		7281-7283		0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			6,087,890.00	6,354,244.00	4.4%
TOTAL, EXPENDITURES			6,087,890.00	6,354,244.00	4.4%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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		6,087,890.00	6,354,244.00	4.4%
4) Other Local Revenue	8600-8799		0.00	0.00	0.0%
5) TOTAL, REVENUES			6,087,890.00	6,354,244.00	4.4%
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	6,087,890.00	6,354,244.00	4.4%
10) TOTAL, EXPENDITURES			6,087,890.00	6,354,244.00	4.4%
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%
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%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			6,087,890.00	6,354,244.00	4.4%
TOTAL, EXPENDITURES			6,087,890.00	6,354,244.00	4.4%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources	8010-8099		0.00	0.00	0.0%
2) Federal Revenue	8100-8299		484,435.00	480,081.00	-0.9%
3) Other State Revenue	8300-8599		3,628,422.00	3,598,829.00	-0.8%
4) Other Local Revenue	8600-8799		130,639.00	127,553.00	-2.4%
5) TOTAL, REVENUES			4,243,496.00	4,206,463.00	-0.9%
B. EXPENDITURES					
1) Certificated Salaries	1000-1999		1,275,411.00	1,186,596.00	-7.0%
2) Classified Salaries	2000-2999		439,356.00	581,603.00	32.4%
3) Employee Benefits	3000-3999		825,320.00	894,674.00	8.4%
4) Books and Supplies	4000-4999		264,933.00	210,073.00	-20.7%
5) Services and Other Operating Expenditures	5000-5999		1,544,122.00	1,297,203.00	-16.0%
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		60,696.00	71,080.00	17.1%
9) TOTAL, EXPENDITURES			4,409,838.00	4,241,229.00	-3.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(166,342.00)	(34,766.00)	-79.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In	8900-8929		57,055.00	0.00	-100.0%
b) Transfers Out	7600-7629		99,347.00	164,415.00	65.5%
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			(42,292.00)	(164,415.00)	288.8%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(208,634.00)	(199,181.00)	-4.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited	9791		2,136,462.90	1,927,828.90	-9.8%
b) Audit Adjustments	9793		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,136,462.90	1,927,828.90	-9.8%
d) Other Restatements	9795		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,136,462.90	1,927,828.90	-9.8%
2) Ending Balance, June 30 (E + F1e)			1,927,828.90	1,728,647.90	-10.3%
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		1,306,839.92	1,080,105.92	-17.3%
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		620,988.98	648,541.98	4.4%
Other Assignments	0000	9780	620,988.98		
Other Assignments	0000	9780		648,541.98	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties	9789		0.00	0.00	0.0%
Unassigned/Unappropriated Amount	9790		0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury	9110		1,082,245.58		
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		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
3) Accounts Receivable	9200		117,887.85		
4) Due from Grantor Government	9290		0.00		
5) Due from Other Funds	9310		0.00		
6) Stores	9320		0.00		
7) Prepaid Expenditures	9330		0.00		
8) Other Current Assets	9340		0.00		
9) Lease Receivable	9380		0.00		
10) TOTAL, ASSETS			1,200,133.43		
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					
(G10 + H2) - (I6 + J2)			1,200,133.43		
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	12,075.00	7,721.00	-36.1%
All Other Federal Revenue	All Other	8290	472,360.00	472,360.00	0.0%
TOTAL, FEDERAL REVENUE			484,435.00	480,081.00	-0.9%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year	8311		1,129,218.00	1,129,218.00	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	2,015,818.00	1,986,225.00	-1.5%
All Other State Revenue	All Other	8590	483,386.00	483,386.00	0.0%
TOTAL, OTHER STATE REVENUE			3,628,422.00	3,598,829.00	-0.8%
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		27,553.00	27,553.00	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		103,086.00	100,000.00	-3.0%
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			130,639.00	127,553.00	-2.4%
TOTAL, REVENUES			4,243,496.00	4,206,463.00	-0.9%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries	1100		907,280.00	777,169.00	-14.3%
Certificated Pupil Support Salaries	1200		24,542.00	25,467.00	3.8%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Certified Supervisors' and Administrators' Salaries	1300		279,060.00	294,960.00	5.7%
Other Certificated Salaries	1900		64,529.00	89,000.00	37.9%
TOTAL, CERTIFICATED SALARIES			1,275,411.00	1,186,596.00	-7.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries	2100		145,509.00	210,038.00	44.3%
Classified Support Salaries	2200		48,122.00	61,988.00	28.8%
Classified Supervisors' and Administrators' Salaries	2300		0.00	0.00	0.0%
Clerical, Technical and Office Salaries	2400		245,725.00	309,577.00	26.0%
Other Classified Salaries	2900		0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			439,356.00	581,603.00	32.4%
EMPLOYEE BENEFITS					
STRS	3101-3102		338,155.00	325,578.00	-3.7%
PERS	3201-3202		104,617.00	152,273.00	45.6%
OASDI/Medicare/Alternative	3301-3302		53,052.00	61,138.00	15.2%
Health and Welfare Benefits	3401-3402		221,658.00	261,433.00	17.9%
Unemployment Insurance	3501-3502		8,564.00	873.00	-89.8%
Workers' Compensation	3601-3602		30,234.00	31,655.00	4.7%
OPEB, Allocated	3701-3702		36,005.00	39,914.00	10.9%
OPEB, Active Employees	3751-3752		0.00	0.00	0.0%
Other Employee Benefits	3901-3902		33,035.00	21,810.00	-34.0%
TOTAL, EMPLOYEE BENEFITS			825,320.00	894,674.00	8.4%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials	4100		0.00	0.00	0.0%
Books and Other Reference Materials	4200		34,210.00	40,302.00	17.8%
Materials and Supplies	4300		126,856.00	103,189.00	-18.7%
Noncapitalized Equipment	4400		103,867.00	66,582.00	-35.9%
TOTAL, BOOKS AND SUPPLIES			264,933.00	210,073.00	-20.7%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services	5100		10,000.00	10,000.00	0.0%
Travel and Conferences	5200		22,407.00	20,500.00	-8.5%
Dues and Memberships	5300		2,215.00	2,215.00	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		6,849.00	7,000.00	2.2%
Transfers of Direct Costs	5710		0.00	0.00	0.0%
Transfers of Direct Costs - Interfund	5750		199,518.00	65,796.00	-67.0%
Professional/Consulting Services and Operating Expenditures	5800		1,303,114.00	1,191,592.00	-8.6%
Communications	5900		19.00	100.00	426.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,544,122.00	1,297,203.00	-16.0%
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%
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%
Subscription Assets	6700		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%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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		60,696.00	71,080.00	17.1%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			60,696.00	71,080.00	17.1%
TOTAL, EXPENDITURES			4,409,838.00	4,241,229.00	-3.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In	8919		57,055.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			57,055.00	0.00	-100.0%
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		99,347.00	164,415.00	65.5%
(b) TOTAL, INTERFUND TRANSFERS OUT			99,347.00	164,415.00	65.5%
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%
Proceeds from SBITAs	8974		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)			(42,292.00)	(164,415.00)	288.8%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources	8010-8099		0.00	0.00	0.0%
2) Federal Revenue	8100-8299		484,435.00	480,081.00	-0.9%
3) Other State Revenue	8300-8599		3,628,422.00	3,598,829.00	-0.8%
4) Other Local Revenue	8600-8799		130,639.00	127,553.00	-2.4%
5) TOTAL, REVENUES			4,243,496.00	4,206,463.00	-0.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		2,976,873.00	2,774,322.00	-6.8%
2) Instruction - Related Services	2000-2999		1,188,455.00	1,296,991.00	9.1%
3) Pupil Services	3000-3999		73,640.00	98,836.00	34.2%
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		60,696.00	71,080.00	17.1%
8) Plant Services	8000-8999		110,174.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			4,409,838.00	4,241,229.00	-3.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(166,342.00)	(34,766.00)	-79.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In	8900-8929		57,055.00	0.00	-100.0%
b) Transfers Out	7600-7629		99,347.00	164,415.00	65.5%
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			(42,292.00)	(164,415.00)	288.8%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(208,634.00)	(199,181.00)	-4.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited	9791		2,136,462.90	1,927,828.90	-9.8%
b) Audit Adjustments	9793		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,136,462.90	1,927,828.90	-9.8%
d) Other Restatements	9795		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,136,462.90	1,927,828.90	-9.8%
2) Ending Balance, June 30 (E + F1e)			1,927,828.90	1,728,647.90	-10.3%
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		1,306,839.92	1,080,105.92	-17.3%
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		620,988.98	648,541.98	4.4%
Other Assignments	0000	9780	620,988.98		
Other Assignments	0000	9780		648,541.98	
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	2022-23 Estimated Actuals	2023-24 Budget
6371	CalWORKs for ROCP or Adult Education	916,897.00	690,163.00
6391	Adult Education Program	117,411.63	117,411.63
9010	Other Restricted Local	272,531.29	272,531.29
Total, Restricted Balance		1,306,839.92	1,080,105.92

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources	8010-8099		0.00	0.00	0.0%
2) Federal Revenue	8100-8299		17,751,695.00	14,174,203.00	-20.2%
3) Other State Revenue	8300-8599		6,323,018.00	4,750,878.00	-24.9%
4) Other Local Revenue	8600-8799		5,777,686.00	5,614,189.00	-2.8%
5) TOTAL, REVENUES			29,852,399.00	24,539,270.00	-17.8%
B. EXPENDITURES					
1) Certificated Salaries	1000-1999		9,588,026.00	9,652,847.00	0.7%
2) Classified Salaries	2000-2999		5,179,151.00	5,558,922.00	7.3%
3) Employee Benefits	3000-3999		8,707,512.00	9,350,707.00	7.4%
4) Books and Supplies	4000-4999		7,051,034.00	1,657,304.00	-76.5%
5) Services and Other Operating Expenditures	5000-5999		811,904.00	183,068.00	-77.5%
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		877,215.00	1,001,523.00	14.2%
9) TOTAL, EXPENDITURES			32,214,842.00	27,404,371.00	-14.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(2,362,443.00)	(2,865,101.00)	21.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In	8900-8929		4,269,949.00	1,863,587.00	-56.4%
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			4,269,949.00	1,863,587.00	-56.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,907,506.00	(1,001,514.00)	-152.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited	9791		3,606,212.24	5,513,718.24	52.9%
b) Audit Adjustments	9793		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,606,212.24	5,513,718.24	52.9%
d) Other Restatements	9795		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,606,212.24	5,513,718.24	52.9%
2) Ending Balance, June 30 (E + F1e)			5,513,718.24	4,512,204.24	-18.2%
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		2,749,550.87	2,138,713.87	-22.2%
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		2,764,167.37	2,373,490.37	-14.1%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties	9789		0.00	0.00	0.0%
Unassigned/Unappropriated Amount	9790		0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury	9110		1,206,977.04		
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		20,038.10		
4) Due from Grantor Government	9290		0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds	9310		0.00		
6) Stores	9320		0.00		
7) Prepaid Expenditures	9330		0.00		
8) Other Current Assets	9340		0.00		
9) Lease Receivable	9380		0.00		
10) TOTAL, ASSETS			1,227,015.14		
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					
(G10 + H2) - (I6 + J2)			1,227,015.14		
FEDERAL REVENUE					
Child Nutrition Programs	8220		586,330.00	666,233.00	13.6%
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	17,165,365.00	13,507,970.00	-21.3%
TOTAL, FEDERAL REVENUE			17,751,695.00	14,174,203.00	-20.2%
OTHER STATE REVENUE					
Child Nutrition Programs	8520		35,880.00	40,796.00	13.7%
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	5,432,081.00	3,855,025.00	-29.0%
All Other State Revenue	All Other	8590	855,057.00	855,057.00	0.0%
TOTAL, OTHER STATE REVENUE			6,323,018.00	4,750,878.00	-24.9%
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		19,975.00	10,000.00	-49.9%
Net Increase (Decrease) in the Fair Value of Investments	8662		0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees	8673		4,969,328.00	5,153,240.00	3.7%
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		788,383.00	450,949.00	-42.8%
All Other Transfers In from All Others	8799		0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5,777,686.00	5,614,189.00	-2.8%
TOTAL, REVENUES			29,852,399.00	24,539,270.00	-17.8%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries	1100		7,407,022.00	7,387,802.00	-0.3%
Certificated Pupil Support Salaries	1200		470,049.00	416,776.00	-11.3%
Certificated Supervisors' and Administrators' Salaries	1300		429,060.00	555,288.00	29.4%
Other Certificated Salaries	1900		1,281,895.00	1,292,981.00	0.9%
TOTAL, CERTIFICATED SALARIES			9,588,026.00	9,652,847.00	0.7%
CLASSIFIED SALARIES					
Classified Instructional Salaries	2100		2,181,154.00	2,394,788.00	9.8%
Classified Support Salaries	2200		1,791,597.00	1,852,069.00	3.4%
Classified Supervisors' and Administrators' Salaries	2300		0.00	0.00	0.0%
Clerical, Technical and Office Salaries	2400		1,206,400.00	1,312,065.00	8.8%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Other Classified Salaries	2900		0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			5,179,151.00	5,558,922.00	7.3%
EMPLOYEE BENEFITS					
STRS	3101-3102		2,405,023.00	2,330,547.00	-3.1%
PERS	3201-3202		1,732,631.00	1,798,287.00	3.8%
OASDI/Medicare/Alternativ e	3301-3302		649,404.00	659,212.00	1.5%
Health and Welfare Benefits	3401-3402		2,992,529.00	3,704,033.00	23.8%
Unemployment Insurance	3501-3502		76,146.00	7,395.00	-90.3%
Workers' Compensation	3601-3602		265,041.00	272,802.00	2.9%
OPEB, Allocated	3701-3702		344,156.00	355,492.00	3.3%
OPEB, Active Employees	3751-3752		0.00	0.00	0.0%
Other Employee Benefits	3901-3902		242,582.00	222,939.00	-8.1%
TOTAL, EMPLOYEE BENEFITS			8,707,512.00	9,350,707.00	7.4%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials	4100		0.00	0.00	0.0%
Books and Other Reference Materials	4200		136,089.00	9,188.00	-93.2%
Materials and Supplies	4300		5,294,746.00	899,287.00	-83.0%
Noncapitalized Equipment	4400		977,374.00	41,000.00	-95.8%
Food	4700		642,825.00	707,829.00	10.1%
TOTAL, BOOKS AND SUPPLIES			7,051,034.00	1,657,304.00	-76.5%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services	5100		0.00	0.00	0.0%
Travel and Conferences	5200		94,893.00	51,050.00	-46.2%
Dues and Memberships	5300		6,674.00	2,250.00	-66.3%
Insurance	5400-5450		2,387.00	2,600.00	8.9%
Operations and Housekeeping Services	5500		0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements	5600		57,741.00	24,255.00	-58.0%
Transfers of Direct Costs	5710		0.00	0.00	0.0%
Transfers of Direct Costs - Interfund	5750		69,463.00	0.00	-100.0%
Professional/Consulting Services and Operating Expenditures	5800		577,124.00	99,513.00	-82.8%
Communications	5900		3,622.00	3,400.00	-6.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			811,904.00	183,068.00	-77.5%
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%
Subscription Assets	6700		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		877,215.00	1,001,523.00	14.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			877,215.00	1,001,523.00	14.2%
TOTAL, EXPENDITURES			32,214,842.00	27,404,371.00	-14.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund	8911		2,724,599.00	53,187.00	-98.0%
Other Authorized Interfund Transfers In	8919		1,545,350.00	1,810,400.00	17.2%
(a) TOTAL, INTERFUND TRANSFERS IN			4,269,949.00	1,863,587.00	-56.4%
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					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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%
Proceeds from SBITAs	8974		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)			4,269,949.00	1,863,587.00	-56.4%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	17,751,695.00	14,174,203.00	-20.2%
3) Other State Revenue		8300-8599	6,323,018.00	4,750,878.00	-24.9%
4) Other Local Revenue		8600-8799	5,777,686.00	5,614,189.00	-2.8%
5) TOTAL, REVENUES			29,852,399.00	24,539,270.00	-17.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		19,456,372.00	16,924,743.00	-13.0%
2) Instruction - Related Services	2000-2999		8,454,972.00	6,340,935.00	-25.0%
3) Pupil Services	3000-3999		2,235,559.00	2,105,602.00	-5.8%
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		877,215.00	1,001,523.00	14.2%
8) Plant Services	8000-8999		1,190,724.00	1,031,568.00	-13.4%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			32,214,842.00	27,404,371.00	-14.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(2,362,443.00)	(2,865,101.00)	21.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	4,269,949.00	1,863,587.00	-56.4%
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			4,269,949.00	1,863,587.00	-56.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,907,506.00	(1,001,514.00)	-152.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,606,212.24	5,513,718.24	52.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,606,212.24	5,513,718.24	52.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,606,212.24	5,513,718.24	52.9%
2) Ending Balance, June 30 (E + F1e)			5,513,718.24	4,512,204.24	-18.2%
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	2,749,550.87	2,138,713.87	-22.2%
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	2,764,167.37	2,373,490.37	-14.1%
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	2022-23 Estimated Actuals	2023-24 Budget
5059	Child Development: ARP California State Preschool Program One-time Stipend	364,200.00	364,200.00
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Centers and Family Day Care Homes (Meal Reimbursements)	223,358.24	223,358.24
6129	Child Development: Center-Based Reserve Account for Department of Social Services Programs	218,632.11	218,632.11
6130	Child Development: Center-Based Reserve Account	223,660.83	70,725.83
9010	Other Restricted Local	1,719,699.69	1,261,797.69
Total, Restricted Balance		2,749,550.87	2,138,713.87

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources	8010-8099		0.00	0.00	0.0%
2) Federal Revenue	8100-8299		15,916,228.00	15,420,032.00	-3.1%
3) Other State Revenue	8300-8599		9,188,932.00	9,687,803.00	5.4%
4) Other Local Revenue	8600-8799		1,696,987.00	1,655,987.00	-2.4%
5) TOTAL, REVENUES			26,802,147.00	26,763,822.00	-0.1%
B. EXPENDITURES					
1) Certificated Salaries	1000-1999		0.00	0.00	0.0%
2) Classified Salaries	2000-2999		5,903,061.00	6,644,004.00	12.6%
3) Employee Benefits	3000-3999		3,537,693.00	4,531,202.00	28.1%
4) Books and Supplies	4000-4999		11,552,013.00	12,650,113.00	9.5%
5) Services and Other Operating Expenditures	5000-5999		1,045,031.00	984,699.00	-5.8%
6) Capital Outlay	6000-6999		466,157.00	0.00	-100.0%
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		388,403.00	544,829.00	40.3%
9) TOTAL, EXPENDITURES			22,892,358.00	25,354,847.00	10.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			3,909,789.00	1,408,975.00	-64.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In	8900-8929		5,000.00	0.00	-100.0%
b) Transfers Out	7600-7629		8,455.00	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			(3,455.00)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,906,334.00	1,408,975.00	-63.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited	9791		7,020,461.71	10,926,795.71	55.6%
b) Audit Adjustments	9793		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			7,020,461.71	10,926,795.71	55.6%
d) Other Restatements	9795		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			7,020,461.71	10,926,795.71	55.6%
2) Ending Balance, June 30 (E + F1e)			10,926,795.71	12,335,770.71	12.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash	9711		2,242.00	0.00	-100.0%
Stores	9712		974,647.76	0.00	-100.0%
Prepaid Items	9713		0.00	0.00	0.0%
All Others	9719		0.00	0.00	0.0%
b) Restricted	9740		9,949,905.95	12,335,770.71	24.0%
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%
G. ASSETS					
1) Cash					
a) in County Treasury	9110		5,940,069.62		
1) Fair Value Adjustment to Cash in County Treasury	9111		0.00		
b) in Banks	9120		12,617.06		
c) in Revolving Cash Account	9130		2,242.00		
d) with Fiscal Agent/Trustee	9135		0.00		
e) Collections Awaiting Deposit	9140		234.95		
2) Investments	9150		0.00		
3) Accounts Receivable	9200		4,736,669.81		
4) Due from Grantor Government	9290		0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds	9310		0.00		
6) Stores	9320		974,647.76		
7) Prepaid Expenditures	9330		0.00		
8) Other Current Assets	9340		0.00		
9) Lease Receivable	9380		0.00		
10) TOTAL, ASSETS			11,666,481.20		
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		1.02		
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			1.02		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources	9690		0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			11,666,480.18		
FEDERAL REVENUE					
Child Nutrition Programs	8220		14,646,708.00	14,150,512.00	-3.4%
Donated Food Commodities	8221		1,269,520.00	1,269,520.00	0.0%
All Other Federal Revenue	8290		0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			15,916,228.00	15,420,032.00	-3.1%
OTHER STATE REVENUE					
Child Nutrition Programs	8520		9,188,932.00	9,687,803.00	5.4%
All Other State Revenue	8590		0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			9,188,932.00	9,687,803.00	5.4%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies	8631		0.00	0.00	0.0%
Food Service Sales	8634		1,604,987.00	1,604,987.00	0.0%
Leases and Rentals	8650		0.00	0.00	0.0%
Interest	8660		45,000.00	45,000.00	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		47,000.00	6,000.00	-87.2%
TOTAL, OTHER LOCAL REVENUE			1,696,987.00	1,655,987.00	-2.4%
TOTAL, REVENUES			26,802,147.00	26,763,822.00	-0.1%
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		4,479,609.00	5,154,386.00	15.1%
Classified Supervisors' and Administrators' Salaries	2300		1,074,187.00	1,108,196.00	3.2%
Clerical, Technical and Office Salaries	2400		310,265.00	338,922.00	9.2%
Other Classified Salaries	2900		39,000.00	42,500.00	9.0%
TOTAL, CLASSIFIED SALARIES			5,903,061.00	6,644,004.00	12.6%
EMPLOYEE BENEFITS					
STRS	3101-3102		0.00	0.00	0.0%
PERS	3201-3202		1,192,322.00	1,462,376.00	22.6%
OASDI/Medicare/Alternative	3301-3302		445,295.00	490,559.00	10.2%
Health and Welfare Benefits	3401-3402		1,429,930.00	2,085,958.00	45.9%
Unemployment Insurance	3501-3502		29,322.00	3,236.00	-89.0%
Workers' Compensation	3601-3602		105,728.00	119,515.00	13.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
OPEB, Allocated	3701-3702		218,543.00	246,976.00	13.0%
OPEB, Active Employees	3751-3752		0.00	0.00	0.0%
Other Employee Benefits	3901-3902		116,553.00	122,582.00	5.2%
TOTAL, EMPLOYEE BENEFITS			3,537,693.00	4,531,202.00	28.1%
BOOKS AND SUPPLIES					
Books and Other Reference Materials	4200		0.00	0.00	0.0%
Materials and Supplies	4300		1,189,318.00	1,189,540.00	0.0%
Noncapitalized Equipment	4400		312,635.00	70,000.00	-77.6%
Food	4700		10,050,060.00	11,390,573.00	13.3%
TOTAL, BOOKS AND SUPPLIES			11,552,013.00	12,650,113.00	9.5%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services	5100		0.00	0.00	0.0%
Travel and Conferences	5200		1,500.00	3,000.00	100.0%
Dues and Memberships	5300		2,600.00	2,600.00	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		482,513.00	360,000.00	-25.4%
Transfers of Direct Costs	5710		0.00	0.00	0.0%
Transfers of Direct Costs - Interfund	5750		394,276.00	409,099.00	3.8%
Professional/Consulting Services and Operating Expenditures	5800		154,142.00	200,000.00	29.8%
Communications	5900		10,000.00	10,000.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,045,031.00	984,699.00	-5.8%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings	6200		0.00	0.00	0.0%
Equipment	6400		174,121.00	0.00	-100.0%
Equipment Replacement	6500		292,036.00	0.00	-100.0%
Lease Assets	6600		0.00	0.00	0.0%
Subscription Assets	6700		0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			466,157.00	0.00	-100.0%
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		388,403.00	544,829.00	40.3%
TOTAL., OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			388,403.00	544,829.00	40.3%
TOTAL, EXPENDITURES			22,892,358.00	25,354,847.00	10.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund	8916		0.00	0.00	0.0%
Other Authorized Interfund Transfers In	8919		5,000.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			5,000.00	0.00	-100.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out	7619		8,455.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			8,455.00	0.00	-100.0%
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%
Proceeds from SBITAs	8974		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%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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)			(3,455.00)	0.00	-100.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources	8010-8099		0.00	0.00	0.0%
2) Federal Revenue	8100-8299		15,916,228.00	15,420,032.00	-3.1%
3) Other State Revenue	8300-8599		9,188,932.00	9,687,803.00	5.4%
4) Other Local Revenue	8600-8799		1,696,987.00	1,655,987.00	-2.4%
5) TOTAL, REVENUES			26,802,147.00	26,763,822.00	-0.1%
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		22,004,115.00	24,196,057.00	10.0%
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		388,403.00	544,829.00	40.3%
8) Plant Services	8000-8999		499,840.00	613,961.00	22.8%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			22,892,358.00	25,354,847.00	10.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			3,909,789.00	1,408,975.00	-64.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In	8900-8929		5,000.00	0.00	-100.0%
b) Transfers Out	7600-7629		8,455.00	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			(3,455.00)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,906,334.00	1,408,975.00	-63.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited	9791		7,020,461.71	10,926,795.71	55.6%
b) Audit Adjustments	9793		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			7,020,461.71	10,926,795.71	55.6%
d) Other Restatements	9795		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			7,020,461.71	10,926,795.71	55.6%
2) Ending Balance, June 30 (E + F1e)			10,926,795.71	12,335,770.71	12.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash	9711		2,242.00	0.00	-100.0%
Stores	9712		974,647.76	0.00	-100.0%
Prepaid Items	9713		0.00	0.00	0.0%
All Others	9719		0.00	0.00	0.0%
b) Restricted	9740		9,949,905.95	12,335,770.71	24.0%
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	2022-23 Estimated Actuals	2023-24 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	9,675,839.86	12,061,704.62
5465	Child Nutrition: SNP COVID-19 Emergency Operational Costs Reimbursement (ECR)	274,066.09	274,066.09
Total, Restricted Balance		9,949,905.95	12,335,770.71

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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		61,994.00	20,000.00	-67.7%
5) TOTAL, REVENUES			61,994.00	20,000.00	-67.7%
B. EXPENDITURES					
1) Certificated Salaries	1000-1999		0.00	0.00	0.0%
2) Classified Salaries	2000-2999		35,379.00	0.00	-100.0%
3) Employee Benefits	3000-3999		5,060.00	0.00	-100.0%
4) Books and Supplies	4000-4999		50,008.00	0.00	-100.0%
5) Services and Other Operating Expenditures	5000-5999		123,759.00	0.00	-100.0%
6) Capital Outlay	6000-6999		2,363,777.00	0.00	-100.0%
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			2,577,983.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(2,515,989.00)	20,000.00	-100.8%
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%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(515,989.00)	2,020,000.00	-491.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited	9791		2,675,243.45	2,159,254.45	-19.3%
b) Audit Adjustments	9793		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,675,243.45	2,159,254.45	-19.3%
d) Other Restatements	9795		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,675,243.45	2,159,254.45	-19.3%
2) Ending Balance, June 30 (E + F1e)			2,159,254.45	4,179,254.45	93.6%
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		2,159,254.45	4,179,254.45	93.6%
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		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%
G. ASSETS					
1) Cash					
a) in County Treasury	9110		3,666,122.51		
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		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds	9310		0.00		
6) Stores	9320		0.00		
7) Prepaid Expenditures	9330		0.00		
8) Other Current Assets	9340		0.00		
9) Lease Receivable	9380		0.00		
10) TOTAL, ASSETS			3,666,122.51		
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					
(G10 + H2) - (I6 + J2)			3,666,122.51		
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		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%
Interest	8660		61,994.00	20,000.00	-67.7%
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			61,994.00	20,000.00	-67.7%
TOTAL, REVENUES			61,994.00	20,000.00	-67.7%
CLASSIFIED SALARIES					
Classified Support Salaries	2200		0.00	0.00	0.0%
Other Classified Salaries	2900		35,379.00	0.00	-100.0%
TOTAL, CLASSIFIED SALARIES			35,379.00	0.00	-100.0%
EMPLOYEE BENEFITS					
STRS	3101-3102		109.00	0.00	-100.0%
PERS	3201-3202		0.00	0.00	0.0%
OASDI/Medicare/Alternative	3301-3302		2,676.00	0.00	-100.0%
Health and Welfare Benefits	3401-3402		0.00	0.00	0.0%
Unemployment Insurance	3501-3502		177.00	0.00	-100.0%
Workers' Compensation	3601-3602		577.00	0.00	-100.0%
OPEB, Allocated	3701-3702		1,308.00	0.00	-100.0%
OPEB, Active Employees	3751-3752		0.00	0.00	0.0%
Other Employee Benefits	3901-3902		213.00	0.00	-100.0%
TOTAL, EMPLOYEE BENEFITS			5,060.00	0.00	-100.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials	4200		0.00	0.00	0.0%
Materials and Supplies	4300		24,382.00	0.00	-100.0%
Noncapitalized Equipment	4400		25,626.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			50,008.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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		123,759.00	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		0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			123,759.00	0.00	-100.0%
CAPITAL OUTLAY					
Land Improvements	6170		0.00	0.00	0.0%
Buildings and Improvements of Buildings	6200		2,360,565.00	0.00	-100.0%
Equipment	6400		3,212.00	0.00	-100.0%
Equipment Replacement	6500		0.00	0.00	0.0%
Lease Assets	6600		0.00	0.00	0.0%
Subscription Assets	6700		0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			2,363,777.00	0.00	-100.0%
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%
TOTAL, EXPENDITURES			2,577,983.00	0.00	-100.0%
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%
Proceeds from SBITAs	8974		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	2022-23 Estimated Actuals	2023-24 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	61,994.00	20,000.00	-67.7%
5) TOTAL, REVENUES			61,994.00	20,000.00	-67.7%
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		2,577,983.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,577,983.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(2,515,989.00)	20,000.00	-100.8%
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%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(515,989.00)	2,020,000.00	-491.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,675,243.45	2,159,254.45	-19.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,675,243.45	2,159,254.45	-19.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,675,243.45	2,159,254.45	-19.3%
2) Ending Balance, June 30 (E + F1e)			2,159,254.45	4,179,254.45	93.6%
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	2,159,254.45	4,179,254.45	93.6%
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	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	2022-23 Estimated Actuals	2023-24 Budget
9010	Other Restricted Local	2,159,254.45	4,179,254.45
Total, Restricted Balance		2,159,254.45	4,179,254.45

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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		3,114,162.00	1,989,946.00	-36.1%
5) TOTAL, REVENUES			3,114,162.00	1,989,946.00	-36.1%
B. EXPENDITURES					
1) Certificated Salaries	1000-1999		0.00	0.00	0.0%
2) Classified Salaries	2000-2999		1,849,127.00	1,150,894.00	-37.8%
3) Employee Benefits	3000-3999		709,260.00	614,149.00	-13.4%
4) Books and Supplies	4000-4999		1,037,746.00	11,964.00	-98.8%
5) Services and Other Operating Expenditures	5000-5999		3,298,127.00	2,919,415.00	-11.5%
6) Capital Outlay	6000-6999		152,260,022.00	5,766,593.00	-96.2%
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			159,154,282.00	10,463,015.00	-93.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(156,040,120.00)	(8,473,069.00)	-94.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In	8900-8929		20,097,462.00	457,458.00	-97.7%
b) Transfers Out	7600-7629		0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources	8930-8979		18,999.00	150,510,000.00	792,099.6%
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			20,116,461.00	150,967,458.00	650.5%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(135,923,659.00)	142,494,389.00	-204.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited	9791		227,178,852.22	91,255,193.22	-59.8%
b) Audit Adjustments	9793		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			227,178,852.22	91,255,193.22	-59.8%
d) Other Restatements	9795		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			227,178,852.22	91,255,193.22	-59.8%
2) Ending Balance, June 30 (E + F1e)			91,255,193.22	233,749,582.22	156.1%
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		89,840,453.92	231,508,008.92	157.7%
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		1,414,739.30	2,241,573.30	58.4%
Site Re-Use	0000	9780	1,414,739.30		
Site Re-Use	0000	9780		2,241,573.30	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789		0.00	0.00	0.0%
Unassigned/Unappropriated Amount	9790		0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury	9110		46,686,753.22		
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		110,009,926.36		
e) Collections Awaiting Deposit	9140		0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
2) Investments	9150		0.00		
3) Accounts Receivable	9200		0.00		
4) Due from Grantor Government	9290		0.00		
5) Due from Other Funds	9310		0.00		
6) Stores	9320		0.00		
7) Prepaid Expenditures	9330		0.00		
8) Other Current Assets	9340		0.00		
9) Lease Receivable	9380		0.00		
10) TOTAL, ASSETS			156,696,679.58		
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 (G10 + H2) - (I6 + J2)			156,668,538.53		
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		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		120,000.00	0.00	-100.0%
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%
Leases and Rentals	8650		1,936,452.00	1,840,946.00	-4.9%
Interest	8660		991,321.00	142,000.00	-85.7%
Net Increase (Decrease) in the Fair Value of Investments	8662		0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue	8699		66,389.00	7,000.00	-89.5%
All Other Transfers In from All Others	8799		0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,114,162.00	1,989,946.00	-36.1%
TOTAL, REVENUES			3,114,162.00	1,989,946.00	-36.1%
CLASSIFIED SALARIES					
Classified Support Salaries	2200		31,687.00	53,592.00	69.1%
Classified Supervisors' and Administrators' Salaries	2300		678,854.00	713,457.00	5.1%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Clerical, Technical and Office Salaries	2400		331,155.00	383,845.00	15.9%
Other Classified Salaries	2900		807,431.00	0.00	-100.0%
TOTAL, CLASSIFIED SALARIES			1,849,127.00	1,150,894.00	-37.8%
EMPLOYEE BENEFITS					
STRS	3101-3102		26,304.00	7,384.00	-71.9%
PERS	3201-3202		253,594.00	296,506.00	16.9%
OASDI/Medicare/Alternativ e	3301-3302		132,889.00	82,841.00	-37.7%
Health and Welfare Benefits	3401-3402		157,282.00	146,164.00	-7.1%
Unemployment Insurance	3501-3502		9,030.00	569.00	-93.7%
Workers' Compensation	3601-3602		31,390.00	20,637.00	-34.3%
OPEB, Allocated	3701-3702		71,075.00	42,657.00	-40.0%
OPEB, Active Employees	3751-3752		0.00	0.00	0.0%
Other Employee Benefits	3901-3902		27,696.00	17,391.00	-37.2%
TOTAL, EMPLOYEE BENEFITS			709,260.00	614,149.00	-13.4%
BOOKS AND SUPPLIES					
Books and Other Reference Materials	4200		0.00	0.00	0.0%
Materials and Supplies	4300		440,176.00	11,964.00	-97.3%
Noncapitalized Equipment	4400		597,570.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			1,037,746.00	11,964.00	-98.8%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services	5100		0.00	0.00	0.0%
Travel and Conferences	5200		14,000.00	14,000.00	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		288,487.00	83,000.00	-71.2%
Transfers of Direct Costs	5710		0.00	0.00	0.0%
Transfers of Direct Costs - Interfund	5750		1,836,480.00	1,367,410.00	-25.5%
Professional/Consulting Services and Operating Expenditures	5800		1,158,860.00	1,455,005.00	25.6%
Communications	5900		300.00	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,298,127.00	2,919,415.00	-11.5%
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		128,989,571.00	686,898.00	-99.5%
Books and Media for New School Libraries or Major Expansion of School Libraries	6300		0.00	0.00	0.0%
Equipment	6400		23,270,451.00	5,079,695.00	-78.2%
Equipment Replacement	6500		0.00	0.00	0.0%
Lease Assets	6600		0.00	0.00	0.0%
Subscription Assets	6700		0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			152,260,022.00	5,766,593.00	-96.2%
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			159,154,282.00	10,463,015.00	-93.4%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In	8919		20,097,462.00	457,458.00	-97.7%
(a) TOTAL, INTERFUND TRANSFERS IN			20,097,462.00	457,458.00	-97.7%
INTERFUND TRANSFERS OUT					
From: All Other Funds 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 Sale of Bonds	8951		0.00	150,000,000.00	New
Proceeds from Disposal of Capital Assets	8953		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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%
Proceeds from SBITAs	8974		0.00	0.00	0.0%
All Other Financing Sources	8979		18,999.00	510,000.00	2,584.4%
(c) TOTAL, SOURCES			18,999.00	150,510,000.00	792,099.6%
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)			20,116,461.00	150,967,458.00	650.5%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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		3,114,162.00	1,989,946.00	-36.1%
5) TOTAL, REVENUES			3,114,162.00	1,989,946.00	-36.1%
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		159,088,977.00	9,637,710.00	-93.9%
9) Other Outgo	9000-9999	Except 7600-7699	65,305.00	825,305.00	1,163.8%
10) TOTAL, EXPENDITURES			159,154,282.00	10,463,015.00	-93.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(156,040,120.00)	(8,473,069.00)	-94.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In	8900-8929		20,097,462.00	457,458.00	-97.7%
b) Transfers Out	7600-7629		0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources	8930-8979		18,999.00	150,510,000.00	792,099.6%
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			20,116,461.00	150,967,458.00	650.5%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			(135,923,659.00)	142,494,389.00	-204.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited	9791		227,178,852.22	91,255,193.22	-59.8%
b) Audit Adjustments	9793		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			227,178,852.22	91,255,193.22	-59.8%
d) Other Restatements	9795		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			227,178,852.22	91,255,193.22	-59.8%
2) Ending Balance, June 30 (E + F1e)			91,255,193.22	233,749,582.22	156.1%
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		89,840,453.92	231,508,008.92	157.7%
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		1,414,739.30	2,241,573.30	58.4%
Site Re-Use	0000	9780	1,414,739.30		
Site Re-Use	0000	9780		2,241,573.30	
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	2022-23 Estimated Actuals	2023-24 Budget
9010	Other Restricted Local	89,840,453.92	231,508,008.92
Total, Restricted Balance		89,840,453.92	231,508,008.92

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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		1,879,288.00	1,330,000.00	-29.2%
5) TOTAL, REVENUES			1,879,288.00	1,330,000.00	-29.2%
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		30,000.00	20,000.00	-33.3%
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		0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			30,000.00	20,000.00	-33.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,849,288.00	1,310,000.00	-29.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In	8900-8929		0.00	0.00	0.0%
b) Transfers Out	7600-7629		5,000,000.00	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			(5,000,000.00)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,150,712.00)	1,310,000.00	-141.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited	9791		7,694,581.46	4,543,869.46	-40.9%
b) Audit Adjustments	9793		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			7,694,581.46	4,543,869.46	-40.9%
d) Other Restatements	9795		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			7,694,581.46	4,543,869.46	-40.9%
2) Ending Balance, June 30 (E + F1e)			4,543,869.46	5,853,869.46	28.8%
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		4,543,869.46	5,853,869.46	28.8%
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%
G. ASSETS					
1) Cash					
a) in County Treasury	9110		4,242,174.08		
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		35,153.28		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
4) Due from Grantor Government	9290		0.00		
5) Due from Other Funds	9310		0.00		
6) Stores	9320		0.00		
7) Prepaid Expenditures	9330		0.00		
8) Other Current Assets	9340		0.00		
9) Lease Receivable	9380		0.00		
10) TOTAL, ASSETS			4,277,327.36		
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 (G10 + H2) - (I6 + J2)			4,277,327.36		
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		79,288.00	30,000.00	-62.2%
Net Increase (Decrease) in the Fair Value of Investments	8662		0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees	8681		1,800,000.00	1,300,000.00	-27.8%
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			1,879,288.00	1,330,000.00	-29.2%
TOTAL, REVENUES			1,879,288.00	1,330,000.00	-29.2%
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%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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%
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		30,000.00	20,000.00	-33.3%
Communications	5900		0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			30,000.00	20,000.00	-33.3%
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%
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%
Subscription Assets	6700		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			30,000.00	20,000.00	-33.3%
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					
From: All Other Funds To: State School Building Fund/County School Facilities Fund	7613		0.00	0.00	0.0%
Other Authorized Interfund Transfers Out	7619		5,000,000.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			5,000,000.00	0.00	-100.0%
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					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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%
Proceeds from SBITAs	8974		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)			(5,000,000.00)	0.00	-100.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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		1,879,288.00	1,330,000.00	-29.2%
5) TOTAL, REVENUES			1,879,288.00	1,330,000.00	-29.2%
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		30,000.00	20,000.00	-33.3%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			30,000.00	20,000.00	-33.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			1,849,288.00	1,310,000.00	-29.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In	8900-8929		0.00	0.00	0.0%
b) Transfers Out	7600-7629		5,000,000.00	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			(5,000,000.00)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			(3,150,712.00)	1,310,000.00	-141.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited	9791		7,694,581.46	4,543,869.46	-40.9%
b) Audit Adjustments	9793		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			7,694,581.46	4,543,869.46	-40.9%
d) Other Restatements	9795		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			7,694,581.46	4,543,869.46	-40.9%
2) Ending Balance, June 30 (E + F1e)			4,543,869.46	5,853,869.46	28.8%
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		4,543,869.46	5,853,869.46	28.8%
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	2022-23 Estimated Actuals	2023-24 Budget
9010	Other Restricted Local	4,543,869.46	5,853,869.46
Total, Restricted Balance		4,543,869.46	5,853,869.46

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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		14,680,377.00	0.00	-100.0%
4) Other Local Revenue	8600-8799		0.00	0.00	0.0%
5) TOTAL, REVENUES			14,680,377.00	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)			14,680,377.00	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		14,680,377.00	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			(14,680,377.00)	0.00	-100.0%
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%
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		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
4) Due from Grantor Government	9290		0.00		
5) Due from Other Funds	9310		0.00		
6) Stores	9320		0.00		
7) Prepaid Expenditures	9330		0.00		
8) Other Current Assets	9340		0.00		
9) Lease Receivable	9380		0.00		
10) 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		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 (G10 + H2) - (I6 + J2)			0.00		
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		14,680,377.00	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			14,680,377.00	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		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			0.00	0.00	0.0%
TOTAL, REVENUES			14,680,377.00	0.00	-100.0%
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/Alternativ e	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%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Noncapitalized Equipment	4400		0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
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%
Subscription Assets	6700		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%
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					
From: All Other Funds To: State School Building Fund/County School Facilities Fund	7613		0.00	0.00	0.0%
Other Authorized Interfund Transfers Out	7619		14,680,377.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			14,680,377.00	0.00	-100.0%
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%
Proceeds from SBITAs	8974		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%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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)			(14,680,377.00)	0.00	-100.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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		14,680,377.00	0.00	-100.0%
4) Other Local Revenue	8600-8799		0.00	0.00	0.0%
5) TOTAL, REVENUES			14,680,377.00	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)			14,680,377.00	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		14,680,377.00	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			(14,680,377.00)	0.00	-100.0%
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	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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	0.00	-100.0%
4) Other Local Revenue	8600-8799		75,978,814.00	0.00	-100.0%
5) TOTAL, REVENUES			80,557,900.00	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		88,234,983.00	0.00	-100.0%
8) Other Outgo - Transfers of Indirect Costs	7300-7399		0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			88,234,983.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(7,677,083.00)	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%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(7,677,083.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited	9791		101,181,054.99	93,503,971.99	-7.6%
b) Audit Adjustments	9793		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			101,181,054.99	93,503,971.99	-7.6%
d) Other Restatements	9795		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			101,181,054.99	93,503,971.99	-7.6%
2) Ending Balance, June 30 (E + F1e)			93,503,971.99	93,503,971.99	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		93,503,971.99	93,503,971.99	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%
G. ASSETS					
1) Cash					
a) in County Treasury	9110		89,455,362.88		
1) Fair Value Adjustment to Cash in County Treasury	9111		0.00		
b) in Banks	9120		0.00		
c) in Revolving Cash Account	9130		0.00		
d) with Fiscal Agent/Trustee	9135		9,264,398.00		
e) Collections Awaiting Deposit	9140		0.00		
2) Investments	9150		8,447,021.71		
3) Accounts Receivable	9200		173,304.00		

**Budget, July 1
Bond Interest and Redemption Fund
Expenditures by Object**

San Juan Unified
Sacramento County

34 67447 0000000
Form 51
E8B4MYAAYY(2023-24)

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
4) Due from Grantor Government	9290		0.00		
5) Due from Other Funds	9310		0.00		
6) Stores	9320		0.00		
7) Prepaid Expenditures	9330		0.00		
8) Other Current Assets	9340		0.00		
9) Lease Receivable	9380		0.00		
10) TOTAL, ASSETS			107,340,086.59		
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		5,779,919.60		
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		379,112.00		
6) TOTAL, LIABILITIES			6,159,031.60		
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 (G10 + H2) - (I6 + J2)			101,181,054.99		
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	0.00	-100.0%
Other Subventions/In-Lieu Taxes	8572		3,876,339.00	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			4,579,086.00	0.00	-100.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll	8611		74,808,260.00	0.00	-100.0%
Unsecured Roll	8612		1,170,554.00	0.00	-100.0%
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	0.00	-100.0%
TOTAL, REVENUES			80,557,900.00	0.00	-100.0%
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	0.00	-100.0%
Debt Service - Interest	7438		24,026,057.00	0.00	-100.0%
Other Debt Service - Principal	7439		64,182,926.00	0.00	-100.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			88,234,983.00	0.00	-100.0%
TOTAL, EXPENDITURES			88,234,983.00	0.00	-100.0%
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					
From: Bond Interest and Redemption Fund To: General Fund	7614		0.00	0.00	0.0%

**Budget, July 1
Bond Interest and Redemption Fund
Expenditures by Object**

San Juan Unified
Sacramento County

34 67447 0000000
Form 51
E8B4MYAAYY(2023-24)

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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	2022-23 Estimated Actuals	2023-24 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	0.00	-100.0%
4) Other Local Revenue	8600-8799		75,978,814.00	0.00	-100.0%
5) TOTAL, REVENUES			80,557,900.00	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	88,234,983.00	0.00	-100.0%
10) TOTAL, EXPENDITURES			88,234,983.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(7,677,083.00)	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%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			(7,677,083.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited	9791		101,181,054.99	93,503,971.99	-7.6%
b) Audit Adjustments	9793		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			101,181,054.99	93,503,971.99	-7.6%
d) Other Restatements	9795		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			101,181,054.99	93,503,971.99	-7.6%
2) Ending Balance, June 30 (E + F1e)			93,503,971.99	93,503,971.99	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		93,503,971.99	93,503,971.99	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	2022-23 Estimated Actuals	2023-24 Budget
9010	Other Restricted Local	93,503,971.99	93,503,971.99
Total, Restricted Balance		93,503,971.99	93,503,971.99

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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		25,607,300.00	26,286,023.00	2.7%
5) TOTAL, REVENUES			25,607,300.00	26,286,023.00	2.7%
B. EXPENSES					
1) Certificated Salaries	1000-1999		0.00	0.00	0.0%
2) Classified Salaries	2000-2999		440,103.00	419,920.00	-4.6%
3) Employee Benefits	3000-3999		273,891.00	255,360.00	-6.8%
4) Books and Supplies	4000-4999		3,000.00	10,000.00	233.3%
5) Services and Other Operating Expenses	5000-5999		26,304,680.00	27,793,351.00	5.7%
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			27,021,674.00	28,478,631.00	5.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,414,374.00)	(2,192,608.00)	55.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In	8900-8929		1,587,094.00	0.00	-100.0%
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			1,587,094.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			172,720.00	(2,192,608.00)	-1,369.5%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited	9791		44,779,637.29	44,952,357.29	0.4%
b) Audit Adjustments	9793		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			44,779,637.29	44,952,357.29	0.4%
d) Other Restatements	9795		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			44,779,637.29	44,952,357.29	0.4%
2) Ending Net Position, June 30 (E + F1e)			44,952,357.29	42,759,749.29	-4.9%
Components of Ending Net Position					
a) Net Investment in Capital Assets	9796		0.00	0.00	0.0%
b) Restricted Net Position	9797		44,952,357.29	38,903,597.84	-13.5%
c) Unrestricted Net Position	9790		0.00	3,856,151.45	New
G. ASSETS					
1) Cash					
a) in County Treasury	9110		56,665,491.12		
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		5,047.29		
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		618,044.57		
8) Other Current Assets	9340		0.00		
9) Lease Receivable	9380		0.00		
10) Fixed Assets					
a) Land	9410		0.00		
b) Land Improvements	9420		0.00		
c) Accumulated Depreciation - Land Improvements	9425		0.00		
d) Buildings	9430		0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
e) Accumulated Depreciation - Buildings	9435		0.00		
f) Equipment	9440		0.00		
g) Accumulated Depreciation - Equipment	9445		0.00		
h) Work in Progress	9450		0.00		
i) Lease Assets	9460		0.00		
j) Accumulated Amortization-Lease Assets	9465		0.00		
k) Subscription Assets	9470		0.00		
l) Accumulated Amortization-Subscription Assets	9475		0.00		
11) TOTAL, ASSETS			57,288,582.98		
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		7,531,568.79		
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) Subscription Liability	9660		0.00		
b) Net Pension Liability	9663		0.00		
c) Total/Net OPEB Liability	9664		0.00		
d) Compensated Absences	9665		0.00		
e) COPs Payable	9666		0.00		
f) Leases Payable	9667		0.00		
g) Lease Revenue Bonds Payable	9668		0.00		
h) Other General Long-Term Liabilities	9669		0.00		
7) TOTAL, LIABILITIES			7,531,568.79		
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 (G11 + H2) - (I7 + J2)			49,757,014.19		
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	0.0%
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		700,000.00	350,000.00	-50.0%
Net Increase (Decrease) in the Fair Value of Investments	8662		0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/					
Contributions	8674		24,897,300.00	25,926,023.00	4.1%
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			25,607,300.00	26,286,023.00	2.7%
TOTAL, REVENUES			25,607,300.00	26,286,023.00	2.7%
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		141,390.00	127,050.00	-10.1%
Clerical, Technical and Office Salaries	2400		298,713.00	292,870.00	-2.0%
Other Classified Salaries	2900		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			440,103.00	419,920.00	-4.6%
EMPLOYEE BENEFITS					
STRS	3101-3102		0.00	0.00	0.0%
PERS	3201-3202		107,123.00	112,034.00	4.6%
OASDI/Medicare/Alternative	3301-3302		33,667.00	30,748.00	-8.7%
Health and Welfare Benefits	3401-3402		98,023.00	81,949.00	-16.4%
Unemployment Insurance	3501-3502		2,201.00	201.00	-90.9%
Workers' Compensation	3601-3602		8,789.00	7,545.00	-14.2%
OPEB, Allocated	3701-3702		16,285.00	15,595.00	-4.2%
OPEB, Active Employees	3751-3752		0.00	0.00	0.0%
Other Employee Benefits	3901-3902		7,803.00	7,288.00	-6.6%
TOTAL, EMPLOYEE BENEFITS			273,891.00	255,360.00	-6.8%
BOOKS AND SUPPLIES					
Books and Other Reference Materials	4200		0.00	0.00	0.0%
Materials and Supplies	4300		3,000.00	10,000.00	233.3%
Noncapitalized Equipment	4400		0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			3,000.00	10,000.00	233.3%
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		0.00	0.00	0.0%
Transfers of Direct Costs - Interfund	5750		5,023,952.00	5,091,824.00	1.4%
Professional/Consulting Services and					
Operating Expenditures	5800		21,277,311.00	22,693,527.00	6.7%
Communications	5900		3,417.00	8,000.00	134.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			26,304,680.00	27,793,351.00	5.7%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense	6900		0.00	0.00	0.0%
Amortization Expense-Lease Assets	6910		0.00	0.00	0.0%
Amortization Expense-Subscription Assets	6920		0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
TOTAL, EXPENSES			27,021,674.00	28,478,631.00	5.4%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In	8919		1,587,094.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			1,587,094.00	0.00	-100.0%
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%
(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)			1,587,094.00	0.00	-100.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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		25,607,300.00	26,286,023.00	2.7%
5) TOTAL, REVENUES			25,607,300.00	26,286,023.00	2.7%
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		27,021,674.00	28,478,631.00	5.4%
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			27,021,674.00	28,478,631.00	5.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(1,414,374.00)	(2,192,608.00)	55.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In	8900-8929		1,587,094.00	0.00	-100.0%
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			1,587,094.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			172,720.00	(2,192,608.00)	-1,369.5%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited	9791		44,779,637.29	44,952,357.29	0.4%
b) Audit Adjustments	9793		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			44,779,637.29	44,952,357.29	0.4%
d) Other Restatements	9795		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			44,779,637.29	44,952,357.29	0.4%
2) Ending Net Position, June 30 (E + F1e)			44,952,357.29	42,759,749.29	-4.9%
Components of Ending Net Position					
a) Net Investment in Capital Assets	9796		0.00	0.00	0.0%
b) Restricted Net Position	9797		44,952,357.29	38,903,597.84	-13.5%
c) Unrestricted Net Position	9790		0.00	3,856,151.45	New

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
0000	Unrestricted	3,506,151.45	0.00
9010	Other Restricted Local	41,446,205.84	38,903,597.84
Total, Restricted Net Position		44,952,357.29	38,903,597.84

Description	2022-23 Estimated Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
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)	34,595.57	34,595.57	36,238.75	34,638.99	34,638.99	35,123.77
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)	0.00	0.00	0.00	0.00	0.00	0.00
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)	0.00	0.00	0.00	0.00	0.00	0.00
4. Total, District Regular ADA (Sum of Lines A1 through A3)						
	34,595.57	34,595.57	36,238.75	34,638.99	34,638.99	35,123.77
5. District Funded County Program ADA						
a. County Community Schools	115.83	115.83	115.83	115.83	115.83	115.83
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0.00
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0.00
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0.00
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0.00
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0.00
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	115.83	115.83	115.83	115.83	115.83	115.83
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)						
	34,711.40	34,711.40	36,354.58	34,754.82	34,754.82	35,239.60
7. Adults in Correctional Facilities						
	0.00	0.00	0.00	0.00	0.00	0.00
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2022-23 Estimated Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
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	2022-23 Estimated Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
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	210.06	210.06	210.06	245.00	245.00	245.00
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)	210.06	210.06	210.06	245.00	245.00	245.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	210.06	210.06	210.06	245.00	245.00	245.00

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Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			195,619,336.82	183,987,880.96	182,568,681.79	191,450,532.46	139,217,106.46	143,524,976.81	164,207,551.17	201,860,057.36
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		12,396,439.00	12,396,439.00	49,060,924.00	22,313,590.00	22,313,590.00	49,060,924.00	22,313,590.00	22,313,590.00
Property Taxes	8020-8079		11.00	(21.97)	0.00	0.00	16,906.54	1,511,853.69	75,870,473.65	1,165,237.70
Miscellaneous Funds	8080-8099		0.00	0.00	627.27	(7,654,722.32)	0.00	(4,770,254.00)	(654,039.93)	(2,000,157.42)
Federal Revenue	8100-8299		8,547,343.36	20,453,704.71	9,056,338.11	10,771,354.14	6,670,124.56	8,633,226.47	(24,131,874.98)	13,519,655.38
Other State Revenue	8300-8599		2,853,028.51	2,370,902.24	12,152,866.64	1,055,949.05	20,568,623.23	14,108,425.49	4,630,999.83	5,782,528.27
Other Local Revenue	8600-8799		157,891.63	(73,770.18)	369,047.24	60,089.24	348,809.50	288,370.28	2,263,507.37	299,603.94
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			23,954,713.50	35,147,253.80	70,639,803.26	26,546,260.11	49,918,053.83	68,832,545.93	80,292,655.94	41,080,457.87
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		2,784,275.53	20,231,729.77	22,870,023.72	23,195,106.63	23,140,493.37	23,222,758.33	23,179,758.06	22,491,838.99
Classified Salaries	2000-2999		3,946,455.79	8,989,477.77	9,231,758.31	8,760,915.88	9,287,111.39	9,346,972.87	9,080,157.90	8,583,128.37
Employee Benefits	3000-3999		2,024,509.74	8,048,329.19	15,400,859.42	15,391,928.16	16,099,797.93	17,420,851.79	16,025,348.02	15,688,676.26
Books and Supplies	4000-4999		25,996.89	1,155,366.31	1,240,391.91	1,646,004.54	1,436,764.98	824,274.05	1,045,599.56	925,066.85
Services	5000-5999		785,956.26	2,141,762.08	2,399,258.23	2,963,665.73	4,213,469.83	3,112,925.88	4,627,495.08	2,734,091.07
Capital Outlay	6000-6599			92,600.88	3,209,303.31	1,340,769.87	2,324,142.07		77,142.32	672,975.09
Other Outgo	7000-7499		18,433.49	80,386.37	(16,546.40)	7,297.14	24,510.56	(35,893.59)	(68,190.12)	151,749.10
Interfund Transfers Out	7600-7629		0.00	0.00	972,001.56	26,412.20	0.00	0.00	27,728.77	0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			9,585,627.70	40,739,652.37	55,307,050.06	53,332,100.15	56,526,290.13	53,891,889.33	53,995,039.59	51,247,525.73
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199	12,737,563.73	0.00	308.58	(308.58)	0.00	0.00	0.00	0.00	0.00
Accounts Receivable	9200-9299	38,975,212.30	(320,365.04)	(239,024.42)	(37,828.00)	(24,949,084.51)	(187,186.07)	(106,280.69)	18,170,947.08	95,792.12
Due From Other Funds	9310	3,445.40	0.00	0.00	3,445.40	(1.12)	(12.08)	13.20	0.00	0.00
Stores	9320	0.00	0.00	0.00	0.00	(25,001.48)	0.00	0.00	0.00	0.00
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		51,716,221.43	(320,365.04)	(238,715.84)	(34,691.18)	(24,974,087.11)	(187,198.15)	(106,267.49)	18,170,947.08	95,792.12
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599	62,585,357.46	25,311,891.31	(4,411,915.24)	3,019,721.21	726,659.80	(11,103,304.80)	(5,848,185.25)	6,816,057.24	6,013,358.52
Due To Other Funds	9610	0.00	0.00	0.00	1,312,707.59	0.00	0.00	0.00	0.00	0.00
Current Loans	9640									
Unearned Revenues	9650	2,083,782.55	0.00	0.00	2,083,782.55	(253,160.95)	0.00	0.00	0.00	0.00
Deferred Inflows of Resources	9690									
SUBTOTAL		64,669,140.01	25,311,891.31	(4,411,915.24)	6,416,211.35	473,498.85	(11,103,304.80)	(5,848,185.25)	6,816,057.24	6,013,358.52
<u>Nonoperating</u>										
Suspense Clearing	9910	(368,285.31)	(368,285.31)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL BALANCE SHEET ITEMS		(13,321,203.89)	(26,000,541.66)	4,173,199.40	(6,450,902.53)	(25,447,585.96)	10,916,106.65	5,741,917.76	11,354,889.84	(5,917,566.40)
E. NET INCREASE/DECREASE (B - C + D)			(11,631,455.86)	(1,419,199.17)	8,881,850.67	(52,233,426.00)	4,307,870.35	20,682,574.36	37,652,506.19	(16,084,634.26)
F. ENDING CASH (A + E)			183,987,880.96	182,568,681.79	191,450,532.46	139,217,106.46	143,524,976.81	164,207,551.17	201,860,057.36	185,775,423.10
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE								
A. BEGINNING CASH		185,775,423.10	195,243,427.54	234,508,104.92	205,392,514.24				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	49,060,924.00	22,313,590.00	22,313,590.00	42,285,292.00	0.00		348,142,482.00	348,142,482.00
Property Taxes	8020-8079	19,805.31	52,144,336.87	0.00	3,901,460.17	1,819,714.04		136,449,777.00	136,449,777.00
Miscellaneous Funds	8080-8099	(1,623,722.54)	(1,513,976.61)	(6,295,916.07)	53,641.13	(5,062,013.51)		(29,520,534.00)	(29,520,534.00)
Federal Revenue	8100-8299	12,962,177.03	3,176,516.73	1,433,948.77	16,042,889.98	10,114,516.74		97,249,921.00	97,249,921.00
Other State Revenue	8300-8599	5,170,959.88	17,852,113.91	6,883,837.65	572,309.16	10,269,221.14		104,271,765.00	104,271,765.00
Other Local Revenue	8600-8799	413,598.93	952,372.52	378,335.40	(165,274.79)	742,116.92		6,034,698.00	6,034,698.00
Interfund Transfers In	8910-8929							0.00	0.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		66,003,742.61	94,924,953.42	24,713,795.75	62,690,317.65	17,883,555.33	0.00	662,628,109.00	662,628,109.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	22,997,433.52	23,171,025.31	23,404,495.60	23,413,429.83	3,538,431.34		257,640,800.00	257,640,800.00
Classified Salaries	2000-2999	9,605,705.92	8,628,840.69	9,877,173.44	7,379,617.76	3,437,029.91		106,154,346.00	106,154,346.00
Employee Benefits	3000-3999	16,111,225.38	15,837,488.78	16,362,660.32	39,486,309.68	3,975,199.33		197,873,184.00	197,873,184.00
Books and Supplies	4000-4999	1,543,322.94	986,729.07	2,124,240.69	11,447,278.94	8,196,935.27		32,597,972.00	32,597,972.00
Services	5000-5999	5,033,104.76	2,937,894.82	4,728,907.47	4,711,812.24	2,928,530.55		43,318,874.00	43,318,874.00
Capital Outlay	6000-6599	287,389.43		518,739.30	2,701,578.24	5,384,090.49		16,608,731.00	16,608,731.00
Other Outgo	7000-7499	(14,327.63)	254,597.51	73,206.53	14,942.63	(269,194.59)		220,971.00	220,971.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	1,464,104.19	1,384,853.28		3,875,100.00	3,875,100.00
All Other Financing Uses	7630-7699							0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		55,563,854.32	51,816,576.18	57,089,423.35	90,619,073.51	28,575,875.58	0.00	658,289,978.00	658,289,978.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199	0.00	0.00	1,204.46	0.00	0.00		1,204.46	
Accounts Receivable	9200-9299	(920,526.35)	(1,482,112.27)	123,487.51	(272,410.65)	(17,883,566.33)		(28,008,157.62)	
Due From Other Funds	9310	0.00	0.00	0.00	(2.05)	0.00		3,443.35	
Stores	9320	0.00	0.00	0.00	0.00	0.00		(25,001.48)	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		(920,526.35)	(1,482,112.27)	124,691.97	(272,412.70)	(17,883,566.33)	0.00	(28,028,511.29)	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599	80,585.44	2,361,587.59	(2,994,784.75)	(3,131,138.19)	(28,566,334.58)	0.00	(11,725,801.70)	
Due To Other Funds	9610	0.00	0.00	0.00	0.00	0.00	0.00	1,312,707.59	
Current Loans	9640							0.00	
Unearned Revenues	9650	(29,227.94)	0.00	(140,560.20)	0.00	0.00	0.00	1,660,833.46	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		51,357.50	2,361,587.59	(3,135,344.95)	(3,131,138.19)	(28,566,334.58)	0.00	(8,752,260.65)	
<u>Nonoperating</u>									
Suspense Clearing	9910	0.00	0.00	0.00	0.00	0.00	0.00	(368,285.31)	
TOTAL BALANCE SHEET ITEMS		(971,883.85)	(3,843,699.86)	3,260,036.92	2,858,725.49	10,682,768.25	0.00	(19,644,535.95)	
E. NET INCREASE/DECREASE (B - C + D)		9,468,004.44	39,264,677.38	(29,115,590.68)	(25,070,030.37)	(9,552.00)	0.00	(15,306,404.95)	4,338,131.00
F. ENDING CASH (A + E)		195,243,427.54	234,508,104.92	205,392,514.24	180,322,483.87				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								180,312,931.87	

ANNUAL BUDGET REPORT:
July 1, 2023 Budget Adoption

Select 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 Ave, Carmichael, Ca, 95608

Date: 6/9/23

Adoption Date: 6/27/23

Signed: _____

Public Hearing:

Place: 3738 Walnut Ave,
Carmichael, Ca, 95608

Date: 6/13/23

Time: _____

Clerk/Secretary of the Governing Board
(Original signature required)

Contact person for additional information on the budget reports:

Name: Kristi Blandford

Telephone: 916-971-7269

Title: Director of Fiscal Services

E-mail: kristi.blandford@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," or 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? <ul style="list-style-type: none">• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2022-23) annual payment?		X	
S7a Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)? <ul style="list-style-type: none">• If yes, are they lifetime benefits?• If yes, do benefits continue beyond age 65?• 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, employee health and welfare, or property and liability)?			X
S8 Status of Labor Agreements	Are salary and benefit negotiations still open for: <ul style="list-style-type: none">• Certificated? (Section S8A, Line 1)• Classified? (Section S8B, Line 1)• 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? Adoption date of the LCAP or an update to the LCAP:			X 06/13/2023
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

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code 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:

Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:

\$ 9,562,450.00

Less: Amount of total liabilities reserved in budget:

\$ 9,562,450.00

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

Date of Meeting: 6/13/23

Clerk/Secretary of the Governing Board

(Original signature required)

For additional information on this certification, please contact:

Name: Kristi Blandford

Title: Director of Fiscal Services

Telephone: 916-971-7268

E-mail: kristi.blandford@sanjuan.edu

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	242,112,627.00	301 311 321 331 341	8,111.00	303 313 323 333 343	242,104,516.00	305 315 325 335 345	3,218,629.00		307	238,885,887.00	309 319 329 339 349
2000 - Classified Salaries	94,531,795.00		1,035,037.00		93,496,758.00		9,521,683.00		317	83,975,075.00	
3000 - Employee Benefits	178,190,311.00		7,662,293.00		170,528,018.00		6,798,861.00		327	163,729,157.00	
4000 - Books, Supplies Equip Replace. (6500)	41,751,296.00		1,434,928.00		40,316,368.00		6,456,353.00		337	33,860,015.00	
5000 - Services. . . & 7300 - Indirect Costs	54,951,133.00		715,106.00		54,236,027.00		15,060,231.00		347	39,175,796.00	
					TOTAL	600,681,687.00	365		TOTAL	559,625,930.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services

(Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in
Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not
incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the
values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.
1. Teacher Salaries as Per EC 41011.	1100	189,590,227.00
2. Salaries of Instructional Aides Per EC 41011.	2100	22,195,861.00
3. STRS.	3101 & 3102	51,655,701.00
4. PERS.	3201 & 3202	6,930,444.00
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	4,750,157.00
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	35,110,935.00
7. Unemployment Insurance.	3501 & 3502	1,080,776.00
8. Workers' Compensation Insurance.	3601 & 3602	3,763,565.00
9. OPEB, Active Employees (EC 41372).	3751 & 3752	54.00
10. Other Benefits (EC 22310).	3901 & 3902	2,931,840.00

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)	318,009,560.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)	83,526.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		396
14. TOTAL SALARIES AND BENEFITS	317,926,034.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary , 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.	56.81%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary , 55% unified, 50% high)	55.00%	
2. Percentage spent by this district (Part II, Line 15)	56.81%	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	559,625,930.00	
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00	

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	257,640,800.00	301 311 321 331 341	8,111.00	303	257,632,689.00	305	2,820,627.00		307	254,812,062.00	309
2000 - Classified Salaries	106,154,346.00		563,442.00	313	105,590,904.00	315	11,401,470.00		317	94,189,434.00	319
3000 - Employee Benefits	197,873,184.00		8,102,166.00	323	189,771,018.00	325	7,796,932.00		327	181,974,086.00	329
4000 - Books, Supplies Equip Replace. (6500)	32,743,972.00		1,207,528.00	333	31,536,444.00	335	2,601,442.00		337	28,935,002.00	339
5000 - Services. . . & 7300 - Indirect Costs	41,701,358.00		417,061.00	343	41,284,297.00	345	10,329,025.00		347	30,955,272.00	349
					TOTAL	625,815,352.00	365		TOTAL	590,865,856.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.
1. Teacher Salaries as Per EC 41011.	1100	202,132,306.00
2. Salaries of Instructional Aides Per EC 41011.	2100	27,548,775.00
3. STRS.	3101 & 3102	54,126,941.00
4. PERS.	3201 & 3202	8,786,985.00
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	5,257,899.00
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	42,789,865.00
7. Unemployment Insurance.	3501 & 3502	112,563.00
8. Workers' Compensation Insurance.	3601 & 3602	4,118,411.00
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00
10. Other Benefits (EC 22310).	3901 & 3902	3,029,923.00

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)	347,903,668.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)	31,657.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		396
14. TOTAL SALARIES AND BENEFITS	347,872,011.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary , 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.	58.87%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary , 55% unified, 50% high)	55.00%	
2. Percentage spent by this district (Part II, Line 15)	58.87%	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	590,865,856.00	
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00	

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

Section I - Expenditures	Funds 01, 09, and 62			2022-23 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	628,026,656.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	93,226,924.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	48,852.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	3,502,878.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	300,428.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	5,504,782.00
6. All Other Financing Uses	All	9100, 9200	7699, 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	33,407.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00

9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				9,390,347.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (if negative, then zero)	All	All	1000- 7143, 7300- 7439	minus 8000- 8699
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				525,409,385.00
Section II - Expenditures Per ADA				2022-23 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)				34,921.46
B. Expenditures per ADA (Line I.E divided by Line II.A)				15,045.46

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	460,339,628.56	13,493.41
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	460,339,628.56	13,493.41
B. Required effort (Line A.2 times 90%)	414,305,665.70	12,144.07
C. Current year expenditures (Line I.E and Line II.B)	525,409,385.00	15,045.46
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00

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

Part I - General Administrative Share of Plant Services Costs

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

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

- | | |
|---|---------------|
| 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) | 20,539,611.00 |
| 2. Contracted general administrative positions not paid through payroll | |
| a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. | |
| b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit. | |

B. Salaries and Benefits - All Other Activities

- | | |
|--|----------------|
| 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) | 489,604,326.00 |
|--|----------------|

C. Percentage of Plant Services Costs Attributable to General Administration

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

4.20%

Part II - Adjustments for Employment Separation Costs

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

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

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

A. Normal Separation Costs (optional)

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

B. Abnormal or Mass Separation Costs (required)

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

0.00

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

A. Indirect Costs

- | | |
|--|---------------|
| 1. Other General Administration, less portion charged to restricted resources or specific goals
(Functions 7200-7600, objects 1000-5999, minus Line B9) | 15,186,952.00 |
| 2. Centralized Data Processing, less portion charged to restricted resources or specific goals
(Function 7700, objects 1000-5999, minus Line B10) | 8,683,982.00 |

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	115,000.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	546,902.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	2,071,007.02
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	377.50
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	26,604,220.52
9. Carry-Forward Adjustment (Part IV, Line F)	3,315,469.38
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	29,919,689.89
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	357,885,713.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	100,781,567.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	49,331,718.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	5,557,749.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	48,852.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	6,072,738.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	1,650,174.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	514,857.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	47,238,683.98
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	8,810.50
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	1,851,171.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	4,339,142.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	30,694,802.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	11,987,738.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	617,963,715.48

C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment

(For information only - not for use when claiming/recovering indirect costs)

(Line A8 divided by Line B19) 4.31%**D. Preliminary Proposed Indirect Cost Rate**(For final approved fixed-with-carry-forward rate for use in 2024-25 see www.cde.ca.gov/f/fac/ac/)(Line A10 divided by Line B19) 4.84%**Part IV - Carry-forward Adjustment**

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

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

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

A. Indirect costs incurred in the current year (Part III, Line A8)	<u>26,604,220.52</u>
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	(2,841,726.76)
2. Carry-forward adjustment amount deferred from prior year(s), if any	(425,000.00)
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (3.24%) times Part III, Line B19); zero if negative	3,315,469.38
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (3.24%) times Part III, Line B19) or (the highest rate used to recover costs from any program (3.24%) times Part III, Line B19); zero if positive	0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)	<u>3,315,469.38</u>
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	not applicable
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	<u>3,315,469.38</u>

Approved
indirect cost
rate: 3.24%

Highest rate
used in any
program: 3.24%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	2600	6,795,551.00	220,176.00	3.24%
01	3010	15,748,886.00	510,264.00	3.24%
01	3182	710,986.00	23,037.00	3.24%
01	3211	609,206.00	19,738.00	3.24%
01	3212	6,683,820.00	216,556.00	3.24%
01	3213	29,220,023.00	945,689.00	3.24%
01	3215	43,989.00	1,425.00	3.24%
01	3305	254,840.00	8,257.00	3.24%
01	3306	21,927.00	710.00	3.24%
01	3307	307,451.00	9,961.00	3.24%
01	3308	53,776.00	1,742.00	3.24%
01	3309	26,342.00	853.00	3.24%
01	3310	10,840,014.00	351,216.00	3.24%
01	3311	65,248.00	2,114.00	3.24%
01	3312	1,587,569.00	51,426.00	3.24%
01	3315	317,180.00	10,277.00	3.24%
01	3318	107,176.00	3,473.00	3.24%
01	3327	574,879.00	18,626.00	3.24%
01	3385	157,191.00	5,093.00	3.24%
01	3395	44,301.00	1,435.00	3.24%
01	3550	436,496.00	14,132.00	3.24%
01	3724	132,242.00	4,285.00	3.24%
01	4035	1,861,365.00	60,308.00	3.24%
01	4124	435,668.00	14,116.00	3.24%
01	4127	1,141,942.00	36,999.00	3.24%
01	4201	77,611.00	2,515.00	3.24%
01	4203	806,952.00	26,145.00	3.24%
01	4510	28,464.00	922.00	3.24%
01	5630	122,759.00	3,977.00	3.24%
01	5632	111,922.00	3,626.00	3.24%
01	5634	258,724.00	8,383.00	3.24%
01	5810	121,796.00	3,452.00	2.83%
01	6010	5,192,407.00	168,234.00	3.24%
01	6053	64,574.00	2,093.00	3.24%
01	6266	1,900,022.00	61,560.00	3.24%
01	6385	183,974.00	5,963.00	3.24%
01	6387	1,579,147.00	51,165.00	3.24%
01	6388	455,541.00	14,760.00	3.24%

San Juan Unified
Sacramento County

Budget, July 1
2022-23 Estimated Actuals
Exhibit A: Indirect Cost Rates Charged to Programs

34 67447 0000000
Form ICR
E8B4MYAAYY(2023-24)

01	6500	58,583,341.00	1,898,100.00	3.24%
01	6515	4,589.00	148.00	3.23%
01	6520	410,290.00	13,293.00	3.24%
01	6536	404,781.00	13,115.00	3.24%
01	6537	2,900,497.00	93,976.00	3.24%
01	6546	2,494,168.00	80,811.00	3.24%
01	6547	1,917,409.00	62,124.00	3.24%
01	6690	360,520.00	11,681.00	3.24%
01	7085	568,498.00	18,419.00	3.24%
01	7220	146,840.00	4,758.00	3.24%
01	7412	518,484.00	16,799.00	3.24%
01	7413	177,411.00	5,748.00	3.24%
01	7810	1,506,523.00	48,817.00	3.24%
01	8150	14,196,507.00	459,966.00	3.24%
01	9010	18,683,137.00	34,674.00	0.19%
09	6266	11,221.00	364.00	3.24%
09	7412	2,560.00	83.00	3.24%
09	7435	4,984.00	161.00	3.23%
09	7810	150.00	4.00	2.67%
11	6391	1,856,326.00	60,145.00	3.24%
11	9010	121,297.00	551.00	0.45%
12	5025	2,072,374.00	67,145.00	3.24%
12	5320	111,637.00	3,617.00	3.24%
12	6105	5,218,017.00	169,064.00	3.24%
12	9010	20,302,372.00	637,389.00	3.14%
13	5310	11,768,103.00	381,287.00	3.24%
13	5465	219,635.00	7,116.00	3.24%

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	0.00		929,911.26	929,911.26
2. State Lottery Revenue	8560	6,189,275.00		2,437,780.00	8,627,055.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		6,189,275.00	0.00	3,367,691.26	9,556,966.26
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	3,036,459.00		0.00	3,036,459.00
2. Classified Salaries	2000-2999	1,234,132.00		0.00	1,234,132.00
3. Employee Benefits	3000-3999	1,918,684.00		0.00	1,918,684.00
4. Books and Supplies	4000-4999	0.00		3,325,306.00	3,325,306.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			3,049.00	3,049.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		6,189,275.00	0.00	3,328,355.00	9,517,630.00
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	0.00	0.00	39,336.26	39,336.26
D. COMMENTS:					
Online site licenses for approved instructional materials					

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

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

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 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	452,691,370.00	4.85%	474,635,979.00	3.83%	492,799,289.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	11,481,221.00	-4.37%	10,979,362.00	-1.07%	10,861,364.00
4. Other Local Revenues	8600-8799	390,783.00	371.47%	1,842,435.00	-0.08%	1,840,935.00
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	(62,899,188.00)	10.62%	(69,578,228.62)	-2.85%	(67,594,357.00)
6. Total (Sum lines A1 thru A5c)		401,664,186.00	4.04%	417,879,547.38	4.79%	437,907,231.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				193,173,993.00		194,558,628.05
b. Step & Column Adjustment				1,735,415.94		1,751,027.65
c. Cost-of-Living Adjustment						
d. Other Adjustments				(350,780.89)		98,089.17
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	193,173,993.00	0.72%	194,558,628.05	0.95%	196,407,744.87
2. Classified Salaries						
a. Base Salaries				54,249,997.00		54,954,885.72
b. Step & Column Adjustment				488,249.97		494,593.97
c. Cost-of-Living Adjustment						
d. Other Adjustments				216,638.75		259,245.01
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	54,249,997.00	1.30%	54,954,885.72	1.37%	55,708,724.70
3. Employee Benefits	3000-3999	112,731,246.00	1.19%	114,073,832.87	1.71%	116,026,238.78
4. Books and Supplies	4000-4999	10,968,088.00	2.06%	11,194,143.56	1.97%	11,414,197.09
5. Services and Other Operating Expenditures	5000-5999	30,265,516.00	2.66%	31,071,846.88	4.02%	32,320,891.98
6. Capital Outlay	6000-6999	5,852,476.00	-50.55%	2,894,063.00	-10.75%	2,582,951.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,731,083.00	-5.91%	1,628,730.00	3.84%	1,691,202.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(8,894,260.00)	-15.88%	(7,481,809.74)	0.13%	(7,491,665.48)
9. Other Financing Uses						
a. Transfers Out	7600-7629	60,463.00	-13.21%	52,473.00	2.52%	53,797.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		400,138,602.00	0.70%	402,946,793.34	1.43%	408,714,081.94

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		1,525,584.00		14,932,754.04		29,193,149.06
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		112,265,815.18		113,791,399.18		128,724,153.22
2. Ending Fund Balance (Sum lines C and D1)		113,791,399.18		128,724,153.22		157,917,302.28
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	289,931.18		242,146.33		242,146.33
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	35,075,476.20		25,599,807.93		19,653,441.04
d. Assigned	9780	6,280,528.15		17,485,045.15		28,683,022.15
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	13,165,799.56		12,147,449.81		12,114,810.57
2. Unassigned/Unappropriated	9790	58,979,664.09		73,249,704.00		97,223,882.19
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		113,791,399.18		128,724,153.22		157,917,302.28
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	13,165,799.56		12,147,449.81		12,114,810.57
c. Unassigned/Unappropriated	9790	58,979,664.09		73,249,704.00		97,223,882.19
(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)		72,145,463.65		85,397,153.81		109,338,692.76
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.						
Explanations are presented in a separate document.						

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 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	2,380,355.00	0.00%	2,380,355.00	0.00%	2,380,355.00
2. Federal Revenues	8100-8299	97,249,921.00	-62.85%	36,126,816.00	-8.74%	32,969,982.00
3. Other State Revenues	8300-8599	92,790,544.00	-0.50%	92,322,524.00	0.52%	92,803,353.00
4. Other Local Revenues	8600-8799	5,643,915.00	6.34%	6,001,577.00	0.47%	6,029,653.00
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	62,899,188.00	10.62%	69,578,228.62	-2.85%	67,594,357.00
6. Total (Sum lines A1 thru A5c)		260,963,923.00	-20.90%	206,409,500.62	-2.24%	201,777,700.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				64,466,807.00		54,336,898.20
b. Step & Column Adjustment				580,201.26		489,032.08
c. Cost-of-Living Adjustment				(10,710,110.06)		(1,557,922.17)
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	64,466,807.00	-15.71%	54,336,898.20	-1.97%	53,268,008.11
2. Classified Salaries						
a. Base Salaries				51,904,349.00		38,408,675.47
b. Step & Column Adjustment				467,139.14		345,678.08
c. Cost-of-Living Adjustment				(13,962,812.67)		(1,232,359.36)
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	51,904,349.00	-26.00%	38,408,675.47	-2.31%	37,521,994.19
3. Employee Benefits	3000-3999	85,141,938.00	-16.07%	71,461,985.13	-0.25%	71,284,939.70
4. Books and Supplies	4000-4999	21,629,884.00	-6.01%	20,330,619.50	-21.19%	16,023,138.00
5. Services and Other Operating Expenditures	5000-5999	13,053,358.00	-28.23%	9,368,315.00	-9.34%	8,493,342.00
6. Capital Outlay	6000-6999	10,756,255.00	-93.08%	744,255.00	-10.79%	663,955.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	107,404.00	0.00%	107,404.00	0.00%	107,404.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	7,276,744.00	-19.57%	5,852,907.74	-0.07%	5,849,028.48
9. Other Financing Uses						
a. Transfers Out	7600-7629	3,814,637.00	0.00%	3,814,637.00	0.00%	3,814,637.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		258,151,376.00	-20.81%	204,425,697.04	-3.62%	197,026,446.48
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		2,812,547.00		1,983,803.58		4,751,253.52

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		84,163,327.71		86,975,874.71		88,959,678.29
2. Ending Fund Balance (Sum lines C and D1)		86,975,874.71		88,959,678.29		93,710,931.81
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	86,975,874.99		88,959,678.29		93,710,931.81
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	(.28)		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		86,975,874.71		88,959,678.29		93,710,931.81
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.						
Explanations are presented in a separate document.						

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 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	455,071,725.00	4.82%	477,016,334.00	3.81%	495,179,644.00
2. Federal Revenues	8100-8299	97,249,921.00	-62.85%	36,126,816.00	-8.74%	32,969,982.00
3. Other State Revenues	8300-8599	104,271,765.00	-0.93%	103,301,886.00	0.35%	103,664,717.00
4. Other Local Revenues	8600-8799	6,034,698.00	29.98%	7,844,012.00	0.34%	7,870,588.00
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)		662,628,109.00	-5.79%	624,289,048.00	2.47%	639,684,931.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries			257,640,800.00			248,895,526.25
b. Step & Column Adjustment			2,315,617.20			2,240,059.73
c. Cost-of-Living Adjustment			0.00			0.00
d. Other Adjustments			(11,060,890.95)			(1,459,833.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	257,640,800.00	-3.39%	248,895,526.25	0.31%	249,675,752.98
2. Classified Salaries						
a. Base Salaries			106,154,346.00			93,363,561.19
b. Step & Column Adjustment			955,389.11			840,272.05
c. Cost-of-Living Adjustment			0.00			0.00
d. Other Adjustments			(13,746,173.92)			(973,114.35)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	106,154,346.00	-12.05%	93,363,561.19	-0.14%	93,230,718.89
3. Employee Benefits	3000-3999	197,873,184.00	-6.23%	185,535,818.00	0.96%	187,311,178.48
4. Books and Supplies	4000-4999	32,597,972.00	-3.29%	31,524,763.06	-12.97%	27,437,335.09
5. Services and Other Operating Expenditures	5000-5999	43,318,874.00	-6.65%	40,440,161.88	0.93%	40,814,233.98
6. Capital Outlay	6000-6999	16,608,731.00	-78.09%	3,638,318.00	-10.76%	3,246,906.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,838,487.00	-5.57%	1,736,134.00	3.60%	1,798,606.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(1,617,516.00)	0.70%	(1,628,902.00)	0.84%	(1,642,637.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	3,875,100.00	-0.21%	3,867,110.00	0.03%	3,868,434.00
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)		658,289,978.00	-7.73%	607,372,490.38	-0.27%	605,740,528.42
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		4,338,131.00		16,916,557.62		33,944,402.58

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		196,429,142.89		200,767,273.89		217,683,831.51
2. Ending Fund Balance (Sum lines C and D1)		200,767,273.89		217,683,831.51		251,628,234.09
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	289,931.18		242,146.33		242,146.33
b. Restricted	9740	86,975,874.99		88,959,678.29		93,710,931.81
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	35,075,476.20		25,599,807.93		19,653,441.04
d. Assigned	9780	6,280,528.15		17,485,045.15		28,683,022.15
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	13,165,799.56		12,147,449.81		12,114,810.57
2. Unassigned/Unappropriated	9790	58,979,663.81		73,249,704.00		97,223,882.19
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		200,767,273.89		217,683,831.51		251,628,234.09
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	13,165,799.56		12,147,449.81		12,114,810.57
c. Unassigned/Unappropriated	9790	58,979,664.09		73,249,704.00		97,223,882.19
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(.28)		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)		72,145,463.37		85,397,153.81		109,338,692.76
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		10.96%		14.06%		18.05%
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					

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
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					
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)		6,354,244.00		6,604,114.00		6,824,660.00
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)		34,638.99		34,891.53		35,079.99
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		658,289,978.00		607,372,490.38		605,740,528.42
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)		658,289,978.00		607,372,490.38		605,740,528.42
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		2.00%		2.00%		2.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		13,165,799.56		12,147,449.81		12,114,810.57
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)		13,165,799.56		12,147,449.81		12,114,810.57
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):	34,638.99
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 (2020-21)				
	District Regular	37,437	37,437	
	Charter School			
	Total ADA	37,437	37,437	0.0% Met
Second Prior Year (2021-22)				
	District Regular	37,127	37,422	
	Charter School			
	Total ADA	37,127	37,422	N/A Met
First Prior Year (2022-23)				
	District Regular	36,171	36,239	
	Charter School		0	
	Total ADA	36,171	36,239	N/A Met
Budget Year (2023-24)				
	District Regular	35,124		
	Charter School	0		
	Total ADA	35,124		

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):

District's Enrollment Standard Percentage Level:

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		Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
	Budget	CBEDS Actual		
Third Prior Year (2020-21)	39,528	38,994		Not Met
	39,528	38,994	1.4%	
Second Prior Year (2021-22)	38,944	38,077		Not Met
	38,944	38,077	2.2%	
First Prior Year (2022-23)	37,597	37,902		Met
	37,597	37,902	N/A	
Budget Year (2023-24)	37,911			
	37,911			

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 NOT MET - Enrollment was estimated above the standard for two or more of the previous three years. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

The district was anticipating declining enrollment and saw a higher decline in enrollment than expected due to COVID.

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 (2020-21)			
District Regular	37,437	38,994	
Charter School		0	
Total ADA/Enrollment	37,437	38,994	96.0%
Second Prior Year (2021-22)			
District Regular	33,973	38,077	
Charter School	0		
Total ADA/Enrollment	33,973	38,077	89.2%
First Prior Year (2022-23)			
District Regular	34,596	37,902	
Charter School			
Total ADA/Enrollment	34,596	37,902	91.3%
Historical Average Ratio:			92.2%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			92.7%

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 (2023-24)				
District Regular	34,639	37,911		
Charter School	0			
Total ADA/Enrollment	34,639	37,911	91.4%	Met
1st Subsequent Year (2024-25)				
District Regular	34,892	37,911		
Charter School				
Total ADA/Enrollment	34,892	37,911	92.0%	Met
2nd Subsequent Year (2025-26)				
District Regular	35,080	37,711		
Charter School				
Total ADA/Enrollment	35,080	37,711	93.0%	Not 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 NOT MET - Projected P-2 ADA to enrollment ratio is above the standard for one or more of the budget or two subsequent fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratio by more than 0.5%.

Explanation:
(required if NOT met)

The District experienced a higher absenteeism rate in prior years due to COVID that decreased the historical average ratio for this criterion. Attendance rates are starting to recover and are anticipated to continue to move towards pre-COVID levels.

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 COLA¹ 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 (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	36,354.58	35,239.60	34,980.93	35,169.39
b. Prior Year ADA (Funded)		36,354.58	35,239.60	34,980.93
c. Difference (Step 1a minus Step 1b)		(1,114.98)	(258.67)	188.46
d. Percent Change Due to Population (Step 1c divided by Step 1b)		(3.07%)	(.73%)	.54%

Step 2 - Change in Funding Level

a. Prior Year LCFF Funding	452,691,370.00	474,635,979.00	492,799,289.00
b1. COLA percentage	8.22%	3.94%	3.29%
b2. COLA amount (proxy for purposes of this criterion)	37,211,230.61	18,700,657.57	16,213,096.61
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)	8.22%	3.94%	3.29%

Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)

LCFF Revenue Standard (Step 3, plus/minus 1%):	5.15%	3.21%	3.83%
	4.15% to 6.15%	2.21% to 4.21%	2.83% to 4.83%

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 (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	136,461,277.00	136,461,277.00	136,461,277.00	136,461,277.00
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 (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
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 (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	453,944,214.00	484,603,759.00	506,733,157.00	524,769,481.00
District's Projected Change in LCFF Revenue:		6.75%	4.57%	3.56%
LCFF Revenue Standard		4.15% to 6.15%	2.21% to 4.21%	2.83% to 4.83%
Status:	Not Met	Not Met	Met	

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation: (required if NOT met)	The District's LCFF funding for 23-24 is based using the 3 prior year average ADA and an 8.22% COLA that is higher than the standard. The 24-25 funding includes a COLA increase of 3.94% which is also applied to the Add-On funding the district receives. The COLA was not previously applied to the Add-On funding, which is increasing the overall LCFF funding above the standard rate.
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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)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2020-21)	279,494,759.86	294,582,099.92	94.9%
Second Prior Year (2021-22)	291,824,907.50	313,620,210.67	93.1%
First Prior Year (2022-23)	324,616,509.00	358,993,933.00	90.4%
	Historical Average Ratio:		92.8%
District's Reserve Standard Percentage (Criterion 10B, Line 4):		Budget Year (2023-24)	1st Subsequent Year (2024-25)
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):		2.0%	2.0%
		89.8% to 95.8%	89.8% to 95.8%
			89.8% to 95.8%

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)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)		
Budget Year (2023-24)	360,155,236.00	400,078,139.00	90.0%	Met
1st Subsequent Year (2024-25)	363,587,346.64	402,894,320.34	90.2%	Met
2nd Subsequent Year (2025-26)	368,142,708.35	408,660,284.94	90.1%	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 (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	5.15%	3.21%	3.83%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-4.85% to 15.15%	-6.79% to 13.21%	-6.17% to 13.83%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	0.15% to 10.15%	-1.79% to 8.21%	-1.17% to 8.83%

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 (2022-23)	93,276,138.00		
Budget Year (2023-24)	97,249,921.00	4.26%	No
1st Subsequent Year (2024-25)	36,126,816.00	(62.85%)	Yes
2nd Subsequent Year (2025-26)	32,969,982.00	(8.74%)	Yes

Explanation: (required if Yes)	Federal revenue is expected to have a net decrease in 2024/25 and 2025/26 due to Title I and Carl Perkins grants spending prior year carry over in 2023/24, increased award for Refugee School Impact grant, carry over being spent for IDEA Basic Local Assistance Entitlement Part B, ESSER II, GEER II and ARP Homeless II in 2024/25.
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Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)

First Prior Year (2022-23)	142,461,930.00		
Budget Year (2023-24)	104,271,765.00	(26.81%)	Yes
1st Subsequent Year (2024-25)	103,301,886.00	(.93%)	No
2nd Subsequent Year (2025-26)	103,664,717.00	.35%	No

Explanation: (required if Yes)	State revenues have a net decrease in 2023/24 carry over only being spent in ASES, Safe Routes, and In-Person Instruction grant. The Ethnic Studies grant, California Partnership Academies, Special Education Infant Discretionary funds, and the California Department of Health funds all being spent out in 2022-23. Increases are included for CTE award adjustment, Special Education COLA increase, and A-G Access/Success Grant final allocation adjustment. The Learning Recovery Emergency Block grant and the Art, Music & Instructional Materials Discretionary Block Grant are one time funds received in 2022/23 but have not been spent.
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Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)

First Prior Year (2022-23)	10,595,837.00		
Budget Year (2023-24)	6,034,698.00	(43.05%)	Yes
1st Subsequent Year (2024-25)	7,844,012.00	29.98%	Yes
2nd Subsequent Year (2025-26)	7,870,588.00	.34%	No

Explanation: (required if Yes)	Local revenue is showing a reduction due to interest income and STRS excess credit not being budgeted in 2023/24 which will be corrected as part of the 45 day budget revision other local revenue for donations E-Rate projects, site reimbursable accounts and other local grants are budgeted as received. The STRS excess and interest revenues were included in the Multi Year projections causing a larger than normal increase in local revenue in 2024/25.
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Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2022-23)	41,695,587.00		
Budget Year (2023-24)	32,597,972.00	(21.82%)	Yes
1st Subsequent Year (2024-25)	31,524,763.06	(3.29%)	Yes
2nd Subsequent Year (2025-26)	27,437,335.09	(12.97%)	Yes

Explanation:

(required if Yes)

Books and supplies have a net decrease in 2023/24 due to the following programs making furniture, small equipment and computer purchases in 2023/24; ROP/CTE, American Rescue Plan II Homeless, new Aviation Pathway through the Strong Workforce grant, Learning Recovery Support, and new freezers in the Child Nutrition Kitchen Upgrade Infrastructure. The following made reductions to offset the salary and benefit increases; Special Education IDEA's, Special Education Early Intervention, TUPE, Cal-Well, Title II, IV, Workability, and Early Literacy Support Block grant. Also included in the changes for all 3 years are reductions to the following grants that ended or are spent out ARP, Special Education CEIS, COVID funds and other local grants.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2022-23)	56,278,059.00		
Budget Year (2023-24)	43,318,874.00	(23.03%)	Yes
1st Subsequent Year (2024-25)	40,440,161.88	(6.65%)	Yes
2nd Subsequent Year (2025-26)	40,814,233.98	.93%	No

Explanation:

(required if Yes)

The net decrease in 2023/24 is due to shifting funds to vacant positions from contracted services in; Special Education (SPED) IDEA and ARP, CTEIG, Workability, and reduced professional Development for SPED CEIS funding, Child Nutrition Staff Training, Learning Communities Support, COVID related, CTE Lottery, Title III Immigrant and CDPH COVID testing grants ending in 2022/23, other local grants not budgeted at Budget Development, and increases to Title II, CTC Residency Grant, Refugee School Impact and Camp Winthers participation. 2024/25 is reduced for Strong Workforce, SPED Alternate Dispute resolution funds being spent out.

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 (2022-23)	246,333,905.00		
Budget Year (2023-24)	207,556,384.00	(15.74%)	Not Met
1st Subsequent Year (2024-25)	147,272,714.00	(29.04%)	Not Met
2nd Subsequent Year (2025-26)	144,505,287.00	(1.88%)	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2022-23)	97,973,646.00		
Budget Year (2023-24)	75,916,846.00	(22.51%)	Not Met
1st Subsequent Year (2024-25)	71,964,924.94	(5.21%)	Met
2nd Subsequent Year (2025-26)	68,251,569.07	(5.16%)	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)

Federal revenue is expected to have a net decrease in 2024/25 and 2025/26 due to Title I and Carl Perkins grants spending prior year carryover in 2023/24, increased award for Refugee School Impact grant, carryover being spent for IDEA Basic Local Assistance Entitlement Part B, ESSER II, GEER II and ARP Homeless II in 2024/25.

Explanation:

Other State Revenue
(linked from 6B
if NOT met)

State revenues have a net decrease in 2023/24 carryover only being spent in ASES, Safe Routes, and In-Person Instruction grant. The Ethnic Studies grant, California Partnership Academies, Special Education Infant Discretionary funds, and the California Department of Health funds all being spent out in 2022-23. Increases are included for CTE award adjustment, Special Education COLA increase, and A-G Access/Success Grant final allocation adjustment. The Learning Recovery Emergency Block grant and the Art, Music & Instructional Materials Discretionary Block Grant are one time funds received in 2022/23 but have not been spent.

Explanation:

Other Local Revenue
(linked from 6B
if NOT met)

Local revenue is showing a reduction due to interest income and STRS excess credit not being budgeted in 2023/24 which will be corrected as part of the 45 day budget revision other local revenue for donations E-Rate projects, site reimbursable accounts and other local grants are budgeted as received. The STRS excess and interest revenues were included in the Multi Year projections causing a larger than normal increase in local revenue in 2024/25.

- 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)

Books and supplies have a net decrease in 2023/24 due to the following programs making furniture, small equipment and computer purchases in 2023/24; ROP/CTE, American Rescue Plan II Homeless, new Aviation Pathway through the Strong Workforce grant, Learning Recovery Support, and new freezers in the Child Nutrition Kitchen Upgrade Infrastructure. The following made reductions to offset the salary and benefit increases; Special Education IDEA's, Special Education Early Intervention, TUPE, Cal-Well, Title II, IV, Workability, and Early Literacy Support Block grant. Also included in the changes for all 3 years are reductions to the following grants that ended or are spent out ARP, Special Education CEIS, COVID funds and other local grants.

Explanation:

Services and Other Exps
(linked from 6B
if NOT met)

The net decrease in 2023/24 is due to shifting funds to vacant positions from contracted services in; Special Education (SPED) IDEA and ARP, CTEIG, Workability, and reduced professional Development for SPED CEIS funding, Child Nutrition Staff Training, Learning Communities Support, COVID related, CTE Lottery, Title III Immigrant and CDPH COVID testing grants ending in 2022/23, other local grants not budgeted at Budget Development, and increases to Title II, CTC Residency Grant, Refugee School Impact and Camp Winthers participation. 2024/25 is reduced for Strong Workforce, SPED Alternate Dispute resolution funds being spent out.

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. Statute exclude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.

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?

Yes

- 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)

6,354,244.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses
(Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)

579,479,173.00

b. Plus: Pass-through Rev enues and Apportionments
(Line 1b, if line 1a is No)

3% Required Budgeted Contribution¹

Minimum Contribution
(Line 2c times 3%) to the Ongoing and Major
Maintenance Account

Status

c. Net Budgeted Expenditures and Other Financing
Uses

579,479,173.00

17,384,375.19

17,384,376.00

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 reserves¹ as a percentage of total expenditures and other financing uses² 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 (2020-21)	Second Prior Year (2021-22)	First Prior Year (2022-23)
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)	10,071,000.00	11,103,418.17	12,496,108.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	42,509,506.48	69,509,325.68	56,010,057.28
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	(.28)
e. Available Reserves (Lines 1a through 1d)	52,580,506.48	80,612,743.85	68,506,165.00
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	503,547,047.32	555,170,908.38	624,805,384.00
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	4,789,481.59	5,434,089.21	6,087,890.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	508,336,528.91	560,604,997.59	630,893,274.00
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	10.3%	14.4%	10.9%
District's Deficit Spending Standard Percentage Levels			
(Line 3 times 1/3):		3.4%	4.8%
		3.6%	

¹Available 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.

²A 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 (Form 01, Objects 1000- 7999)	Deficit Spending Level	
			(If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2020-21)	18,673,535.51	307,784,971.92	N/A	Met
Second Prior Year (2021-22)	46,205,314.95	315,668,865.67	N/A	Met
First Prior Year (2022-23)	16,627,172.00	360,636,136.00	N/A	Met
Budget Year (2023-24) (Information only)	1,525,584.00	400,138,602.00		

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):

District's Fund Balance Standard Percentage Level:

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)		Beginning Fund Balance	Variance Level	Status
	Original Budget	Estimated/Unaudited Actuals	(If overestimated, else N/A)		
Third Prior Year (2020-21)	40,760,783.67	51,362,045.72	N/A		Met
Second Prior Year (2021-22)	58,399,756.72	70,035,581.23	N/A		Met
First Prior Year (2022-23)	86,976,380.23	95,638,643.18	N/A		Met
Budget Year (2023-24) (Information only)	112,265,815.18				

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 reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

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 \$80,000 (greater of)	0 to 300
4% or \$80,000 (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 (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	34,639	34,892	35,080
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

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	6,354,244.00	6,604,114.00	6,824,660.00

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 (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	658,289,978.00	607,372,490.38	605,740,528.42
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)	658,289,978.00	607,372,490.38	605,740,528.42
4. Reserve Standard Percentage Level	2%	2%	2%
5. Reserve Standard - by Percent (Line B3 times Line B4)	13,165,799.56	12,147,449.81	12,114,810.57
6. Reserve Standard - by Amount			

(\$80,000 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)

13,165,799.56 12,147,449.81 12,114,810.57

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 (2023-24) 1st Subsequent Year (2024-25) 2nd Subsequent Year (2025-26)

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)	13,165,799.56	12,147,449.81	12,114,810.57
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	58,979,664.09	73,249,704.00	97,223,882.19
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)	(.28)	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)	72,145,463.37	85,397,153.81	109,338,692.76
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	10.96%	14.06%	18.05%
District's Reserve Standard (Section 10B, Line 7):		13,165,799.56	12,147,449.81
Status:		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)

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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
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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 (2022-23)				
Budget Year (2023-24)	(56,386,942.00)			
1st Subsequent Year (2024-25)	(63,542,941.00)	7,155,999.00	12.7%	Not Met
2nd Subsequent Year (2025-26)	(69,833,765.00)	6,290,824.00	9.9%	Met
	(67,594,357.00)	(2,239,408.00)	(3.2%)	Met
1b. Transfers In, General Fund *				
First Prior Year (2022-23)	1,000.00			
Budget Year (2023-24)	0.00	(1,000.00)	(100.0%)	Met
1st Subsequent Year (2024-25)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2025-26)	0.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2022-23)	7,973,444.00			
Budget Year (2023-24)	3,875,100.00	(4,098,344.00)	(51.4%)	Not Met
1st Subsequent Year (2024-25)	3,867,110.00	(7,990.00)	(.2%)	Met
2nd Subsequent Year (2025-26)	3,868,434.00	1,324.00	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. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation: (required if NOT met)	Contributions from unrestricted increased in 2023/24 due to increased Special Education costs, adjustments to the RRMA required amount, and the ROTC expenses.
--	--

- 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)

This reduction in 2023/24 is due to the PARS Early Retirement Incentive program being fully funded in 2022/23 and no further transfers are needed.

- 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 multi year commitments¹ 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 multi year commitments, multi year 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 (multi year) commitments?
(If No, skip item 2 and Sections S6B and S6C)
 Yes
2. If Yes to item 1, list all new and existing multi year 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	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2023
		Remaining	Funding Sources (Revenues)	
Leases	2	FD 01/OB 8982	FD 01/OB 7438/7439	438,149
Certificates of Participation				
General Obligation Bonds	VARIOUS	FD 01/OB 8571-8572-8611-8612	FD 51/OB 7438/7439	752,622,716
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:			759,944,622

Type of Commitment (continued)	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)	(2025-26)
	Annual Payment	Annual Payment	Annual Payment	Annual Payment
Leases	300,465	148,005	0	0
Certificates of Participation				
General Obligation Bonds	94,589,226	83,205,172	81,369,574	93,978,154
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (continued):

Total Annual Payments:	94,889,691	83,353,177	81,369,574	93,978,154
Has total annual payment increased over prior year (2022-23)?	No	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 pay ments)

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)	<input type="checkbox"/> Yes				
2. For the district's OPEB:						
	a. Are they lifetime benefits?	<input type="checkbox"/> No				
	b. Do benefits continue past age 65?	<input type="checkbox"/> 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: <input type="text"/>						
3. a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method? <input type="checkbox"/> Pay-as-you-go						
b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">Self-Insurance Fund</td> <td style="width: 50%; text-align: center;">Governmental Fund</td> </tr> <tr> <td style="text-align: center;">11,942,916</td> <td style="text-align: center;">0</td> </tr> </table>			Self-Insurance Fund	Governmental Fund	11,942,916	0
Self-Insurance Fund	Governmental Fund					
11,942,916	0					
4. OPEB Liabilities						
	a. Total OPEB liability	<input type="text"/> 145,937,052.00				
	b. OPEB plan(s) fiduciary net position (if applicable)	<input type="text"/> 0.00				
	c. Total/Net OPEB liability (Line 4a minus Line 4b)	<input type="text"/> 145,937,052.00				
	d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	<input type="checkbox"/> Actuarial				
	e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	<input type="text"/> 6/30/2021				
5. OPEB Contributions						
	Budget Year (2023-24)	1st Subsequent Year (2024-25)				
		2nd Subsequent Year (2025-26)				
	<input type="text"/> 12,699,152.00	<input type="text"/> 12,090,922.00				
	<input type="text"/> 8,552,690.00	<input type="text"/> 8,063,868.00				
	<input type="text"/> 7,390,261.00	<input type="text"/> 7,414,423.00				
	<input type="text"/> 541.00	<input type="text"/> 561.00				

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
b. Unfunded liability for self-insurance programs

9,562,450.00
0.00

4. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
b. Amount contributed (funded) for self-insurance programs

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
18,080,319.00	18,183,234.00	18,287,118.00
18,080,319.00	18,183,234.00	18,287,118.00

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) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of certificated (non-management) full - time - equivalent(FTE) positions	2282.9	2286.2	2188.6	2179.4

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

Yes

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.

Negotiations Settled

- 2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:
 Sep 27, 2022
- 2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?
 Yes
- If Yes, date of Superintendent and CBO certification:
 Oct 11, 2022
3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?
 Yes
- If Yes, date of budget revision board adoption:
 Dec 13, 2022
4. Period covered by the agreement:
Begin Date: End Date:
5. Salary settlement:

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

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

--

Budget Year

(2023-24)

1st Subsequent Year

(2024-25)

2nd Subsequent Year

(2025-26)

7. Amount included for any tentative salary schedule increases

--

Budget Year

(2023-24)

1st Subsequent Year

(2024-25)

2nd Subsequent Year

(2025-26)

Certificated (Non-management) Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

--

Budget Year

(2023-24)

1st Subsequent Year

(2024-25)

2nd Subsequent Year

(2025-26)

Certificated (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Certificated (Non-management) Attrition (layoffs and retirements)

1. Are savings from attrition included in the budget and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

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) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of classified(non - management) FTE positions	2061.6	2045.0	1650.0	1636.3

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

Yes

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.

--

Negotiations Settled

- 2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

Oct 11, 2022

- 2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

Yes

If Yes, date of Superintendent and CBO certification:

Oct 11, 2022

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

Yes

If Yes, date of budget revision board adoption:

Dec 13, 2022

4. Period covered by the agreement:

Begin Date:

End Date:

Budget Year 1st Subsequent Year 2nd Subsequent Year
(2023-24) (2024-25) (2025-26)

5. Salary settlement:

Budget Year

1st Subsequent Year

2nd Subsequent Year

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

One Year Agreement

Total cost of salary settlement

<input type="text"/>	<input type="text"/>
----------------------	----------------------

% change in salary schedule from prior year

<input type="text"/>

or

Multiyear Agreement

Total cost of salary settlement

<input type="text"/>	<input type="text"/>
----------------------	----------------------

% change in salary schedule from prior year (may enter text, such as "Reopener")

<input type="text"/>	<input type="text"/>
----------------------	----------------------

Identify the source of funding that will be used to support multiyear salary commitments:

<input type="text"/>

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

--

Budget Year

(2023-24)

1st Subsequent Year

(2024-25)

2nd Subsequent Year

(2025-26)

7. Amount included for any tentative salary schedule increases

--

Budget Year

(2023-24)

1st Subsequent Year

(2024-25)

2nd Subsequent Year

(2025-26)

Classified (Non-management) Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

--

Budget Year

(2023-24)

1st Subsequent Year

(2024-25)

2nd Subsequent Year

(2025-26)

Classified (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Classified (Non-management) Attrition (layoffs and retirements)

1. Are savings from attrition included in the budget and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

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) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of management, supervisor, and confidential FTE positions	308.7	307.5	298.0	297.3

Management/Supervisor/Confidential

Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

Yes

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Yes	Yes	Yes
1,780,613	0	0
4.5%	0.0%	0.0%

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

4. Amount included for any tentative salary schedule increases

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)

Management/Supervisor/Confidential

Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)

Management/Supervisor/Confidential

Step and Column Adjustments

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step and column adjustments
3. Percent change in step & column over prior year

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

Management/Supervisor/Confidential

Other Benefits (mileage, bonuses, etc.)

1. Are costs of other benefits included in the budget and MYPs?
2. Total cost of other benefits
3. Percent change in cost of other benefits over prior year

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

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?
2. Adoption date of the LCAP or an update to the LCAP.

Yes
Jun 13, 2023

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? | No |
| 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? | Yes |

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

2023-24 Average Salaries

Average salaries based on 2022-23 with 4.5% increase.

Health & Welfare (H&W) and Payroll-Related (P/R) Costs are updated for 2023-24 rates.

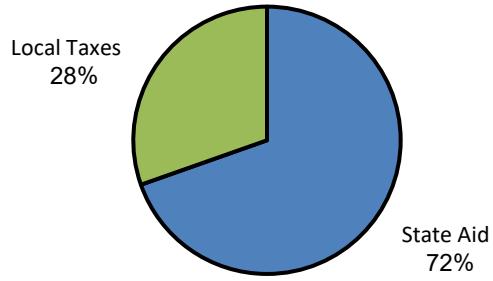
Classification	Job Code	Average/ Average New Hire			Current	Actual	Average	Days/Yr
		Salary	H/W	PR Cost				
Counselor K-6/7-8/9-12	121 /122 /124	\$93,906	\$16,441	\$23,467	\$133,814	78.45	10-09-05	186/195
Nurse	100	\$90,386	\$14,928	\$22,588	\$127,903	21.00	17-09-04	187
Psychologist	392 / 136	\$124,510	\$18,327	\$31,115	\$173,951	30.80	63-16-06	198
Special Ed Teacher	Various	\$92,129	\$16,606	\$23,023	\$131,759	289.40	10-10-04	186/187
Elem. Principal	202 / 203	\$146,169	\$15,946	\$36,528	\$198,643	39.00	62-19-06	208
Elem. VP /Adm. Instr. Spclst.	194 /218 / 219	\$126,491	\$19,707	\$31,610	\$177,808	12.00	62-16-05	208
Elem. Teacher	Various	\$91,766	\$15,176	\$22,932	\$129,874	710.40	10-10-04	186
Elem Prep Tchr (& SpEd)	Various	\$91,766	\$15,176	\$22,932	\$129,874	91.68	10-10-04	186
Elem. Secretary	936	\$44,718	\$11,600	\$18,388	\$74,705	42.00	85-25-05	229
MS Principal	206	\$153,016	\$17,520	\$38,239	\$208,775	9.00	62-21-06	208
MS VP /Adm. Instr. Spclst.	195 / 222	\$137,914	\$13,824	\$34,465	\$186,203	10.00	62-17-06	208
MS Teacher	30 / 1013	\$91,766	\$15,176	\$22,932	\$129,874	213.30	10-10-04	186
MS Secretary	938	\$45,198	\$13,264	\$18,586	\$77,048	11.00	85-25-06	229
Librarian	133	\$94,240	\$12,750	\$23,551	\$130,541	9.00	18-10-04	186/195
Teacher on Special Assign	68	\$106,534	\$18,914	\$26,623	\$152,071	13.20	07-13-05	190
HS Principal	208 / 209	\$171,794	\$21,029	\$42,931	\$235,753	8.00	61-23-06	225
HS VP / Admin. Instr. Spclst.	196 / 224 / 225	\$140,646	\$18,288	\$35,147	\$194,080	21.00	62-18-06	208
HS Teacher	40 / 1024	\$91,766	\$15,176	\$22,932	\$129,874	450.61	10-10-04	186
HS Secty I	933	\$44,989	\$15,506	\$18,500	\$78,995	19.00	85-23-06	239
HS Secty II	931	\$52,620	\$8,955	\$21,637	\$83,211	6.00	21-26-06	260
Instructional Asst II	978	\$36,021	\$13,285	\$14,812	\$64,118	165.19	85-19B-06	206
Instructional Asst III	919	\$36,202	\$13,074	\$14,886	\$64,162	135.97	85-22-05	206
Instructional Assist Bilingual	Various	\$33,609	\$9,035	\$13,820	\$56,464	31.38	85-18-05	206
Bus Driver	832	\$38,097	\$12,713	\$15,665	\$66,475	68.94	88-24-05	212
Admin. Asst.(Gen.Unit)	930	\$50,127	\$15,501	\$20,612	\$86,240	11.00	21-28-04	260
Campus Monitor / Rep	759 / 985	\$30,387	\$10,360	\$12,495	\$53,242	38.06	85-13-03	205
Custodian	648	\$45,914	\$12,877	\$18,880	\$77,671	143.38	83-20-05	260
Clerk (Elem Add'l Staff)	946	\$33,234	\$17,403	\$13,666	\$64,303	26.31	85-14-06	218
ICT (ES,MS,HS Add'l Staff)	944	\$37,580	\$14,767	\$15,453	\$67,800	67.63	85-18-06	218
Avg New Hire Teacher	Various	\$62,723	\$10,417	\$15,674	\$88,813	177.59	10-06-02	186/187
Avg. Blended(New&AvgTchr)	Various	\$77,244	\$12,796	\$19,303	\$109,343		10-07-04	186/187
Average Teacher	Various	\$91,766	\$15,176	\$22,932	\$129,874	1,987.53	10-10-04	186/187

Education Protection Account (EPA)

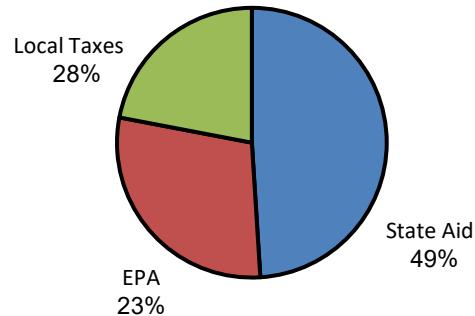
The Education Protection Account (EPA) provides local educational agencies (LEAs) with general purpose state aid funding pursuant to Proposition 30, the Schools and Local Public Safety Protection Act of 2012, approved by the voters on November 6, 2012. Proposition 55 (2016), continues the use of EPA. 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 2023-24, the reduction is approximately 23% 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 2023-24.

Education Protection Account, Fund 01, Resource 1400**Projected Expenditures through: June 30, 2023**

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	
Revenue Limit Sources	8010-8099	113,115,877
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		113,115,877
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)	Function Code	
Instruction	1000-1999	113,115,877
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		113,115,877
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, 2023

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	
Revenue Limit Sources	8010-8099	897,516
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		897,516
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)	Function Code	
Instruction	1000-1999	897,516
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		897,516
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0

2023-24 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.

		2023-24	2024-25	2025-26
Total General Fund Expenditures & Other Uses		\$ 658,289,978	\$ 607,372,490	\$ 605,740,528
Minimum Reserve requirement	2%	\$ 13,165,800	\$ 12,147,450	\$ 12,114,811
General Fund (Combined Ending Fund Balance)		\$ 200,767,274	\$ 200,776,815	\$ 251,637,775
Special Reserve Fund EFB		\$ -	\$ -	\$ -
Components of ending balance:				
Nonspendable (revolving, prepaid, etc.)		\$ 289,931	\$ 242,146	\$ 242,146
Restricted		\$ 86,975,875	\$ 88,959,391	\$ 93,710,645
Committed		\$ 35,075,476	\$ 25,599,808	\$ 19,653,441
Assigned		\$ 6,280,528	\$ 17,485,045	\$ 28,683,022
Reserve for economic uncertainties		\$ 13,165,800	\$ 12,147,450	\$ 12,114,811
Unassigned and Unappropriated		\$ 58,979,664	\$ 56,342,974	\$ 97,233,710
Subtotal Assigned, Unassigned & Unappropriated		<u>\$ 78,425,992</u>	<u>\$ 85,975,469</u>	<u>\$ 138,031,543</u>
Total Components of ending balance		<u>\$ 200,767,274</u>	<u>\$ 200,776,815</u>	<u>\$ 251,637,775</u>
		TRUE	TRUE	TRUE
Assigned & Unassigned balances above the minimum reserve requirement		<u>\$ 65,260,192</u>	<u>\$ 73,828,019</u>	<u>\$ 125,916,732</u>

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)	\$ 29,823,242
Additional Economic Uncertainty @ 1%	\$ 6,582,900
\$ 0	
Total Needs	\$ 36,406,142
Remaining Balance	\$ 28,854,050

PLANNING FACTORS - MULTI-YEAR PROJECTIONS

Dollars relate to unrestricted General Fund unless otherwise noted	Adopted 2023-24 Budget Assumptions			
	2022-23	2023-24	2024-25	2025-26
AVERAGE DAILY ATTENDANCE (ADA)				
Actual P-2	34,711.40	34,754.82	35,007.36	35,195.82
Funded	36,387.10	35,266.03	35,007.36	35,195.82
Funded change from prior year	(1,028.11)	(1,121.07)	(258.67)	188.46
Funded % change from prior	-2.75%	-3.08%	-0.73%	0.54%
LCFF REVENUES				
State Funded COLA	6.56%	8.22%	3.94%	3.29%
LCFF Targeted Student %, 3 yr avg	54.70%	57.46%	59.26%	59.10%
Supplemental Grant Growth	\$ 4,544,133	\$ 4,148,441	\$ 2,964,552	\$ 1,707,991
Concentration Grant Growth	\$ -	\$ 6,260,413	\$ 4,944,104	\$ (6,540)
Base Grant Growth	\$ 33,840,342	\$ 18,164,980	\$ 13,120,812	\$ 15,545,494
TOTAL LCFF FUNDING	\$ 422,868,128	\$ 452,691,370	\$ 474,635,979	\$ 492,799,289
Transportation and TIIG	\$ 7,581,042	\$ 8,011,012	\$ 8,234,046	\$ 8,427,623
Transitional K Add-on	\$ 1,086,493	\$ 1,905,931	\$ 2,598,038	\$ 3,320,826
Supplemental Grant	\$ 40,845,093	\$ 44,993,534	\$ 47,958,086	\$ 49,666,077
Concentration Grant	\$ -	\$ 6,260,413	\$ 11,204,517	\$ 11,197,977
Base Grant	\$ 373,355,500	\$ 391,520,480	\$ 404,641,292	\$ 420,186,786
ok	ok	ok	ok	ok
TOTAL LCFF FUNDING PER ADA	\$ 11,592	\$ 12,605	\$ 13,163	\$ 13,588
Supplemental Grant	\$ 1,123	\$ 1,276	\$ 1,370	\$ 1,411
\$ Growth from prior year	\$ 196	\$ 153	\$ 94	\$ 41
Concentration Grant	\$ -	\$ 178	\$ 320	\$ 318
\$ Growth from prior year	\$ -	\$ 178	\$ 143	\$ (2)
Base Grant	\$ 10,261	\$ 11,102	\$ 11,559	\$ 11,939
\$ Growth from prior year	\$ 2,422	\$ 841	\$ 457	\$ 380
Transportation and TIIG	\$ 208	\$ 227	\$ 234	\$ 238
FEDERAL REVENUES				
Special Education-restricted	\$ 16,410,866	\$ 13,947,899	\$ 11,455,463	\$ 11,576,648
Change from prior year	\$ 5,850,160	\$ (2,462,967)	\$ (2,492,436)	\$ 121,185
Title I, NCLB, Part A, Low Income - restricted	\$ 16,322,634	\$ 18,950,478	\$ 16,478,677	\$ 16,478,677
Change from prior year	\$ 587,206	\$ 2,627,844	\$ (2,471,801)	\$ -
All Other Federal Programs - unrestricted & restricted	\$ 60,542,638	\$ 64,351,544	\$ 8,192,676	\$ 4,914,657
Change from prior year	\$ (5,654,211)	\$ 3,808,906	\$ (56,158,868)	\$ (3,278,019)

PLANNING FACTORS - MULTI-YEAR PROJECTIONS

Dollars relate to unrestricted General Fund unless otherwise noted	Adopted 2023-24 Budget Assumptions			
	2022-23	2023-24	2024-25	2025-26
OTHER STATE REVENUES				
Special Education (RS 6500) - restricted	\$ 34,587,787	\$ 36,077,803	\$ 37,654,462	\$ 39,006,966
Change from prior year	\$ 2,055,814	\$ 1,490,016	\$ 1,576,659	\$ 1,352,504
Special Education Mental Health - restricted (RS 3327 & 6546)	\$ 3,425,252	\$ 3,416,848	\$ 3,533,136	\$ 3,628,721
Change from prior year	\$ 190,301	\$ (8,404)	\$ 116,288	\$ 95,585
Mandate Block Grant	\$ 1,544,284	\$ 1,696,091	\$ 1,775,764	\$ 1,847,477
Change from prior year	\$ (42,686)	\$ 151,807	\$ 79,673	\$ 71,713
Lottery-unrestricted	\$ 6,167,987	\$ 6,171,000	\$ 6,215,846	\$ 6,249,302
Change from prior year	\$ 29,080	\$ 3,013	\$ 44,846	\$ 33,456
\$ per qualified ADA	\$ 170	\$ 170	\$ 170	\$ 170
Lottery-restricted	\$ 2,430,912	\$ 2,432,100	\$ 2,449,775	\$ 2,462,960
Change from prior year	\$ (1,376,041)	\$ 1,188	\$ 17,675	\$ 13,185
\$ per qualified ADA	\$ 67	\$ 67	\$ 67	\$ 67
OTHER LOCAL REVENUES				
All Other Local Revenue- unrestricted and restricted	\$ 10,595,837	\$ 6,034,698	\$ 7,844,012	\$ 7,870,588
Change from prior year	\$ 367,655	\$ (4,561,139)	\$ 1,809,314	\$ 26,576

PLANNING FACTORS - MULTI-YEAR PROJECTIONS

Dollars relate to unrestricted General Fund
unless otherwise noted

	Adopted 2023-24 Budget Assumptions			
	2022-23	2023-24	2024-25	2025-26
EXPENDITURES				
Staffing FTE				
Includes Unschool staffing				
Certificated				
Reg. Ed. based on enrollment	1,343.56	1,340.04	1,335.59	1,335.28
Change from prior year	(6.57)	(3.52)	(4.45)	(0.31)
Reg. Ed. Reserve	8.00	8.00	8.00	8.00
Change from prior year	-	-	-	-
Reg. Ed. Other Tchr (beyond ratio)	(24.03)	(2.26)	(2.42)	(1.58)
Change from prior year	(41.42)	21.77	(0.16)	0.84
Reg. Ed. Other Certificated	88.53	103.86	103.86	103.83
Change from prior year	(5.37)	15.33	0.00	(0.03)
Reg. Ed. Class Size Reduction	127.47	128.85	130.17	130.90
Change from prior year	2.07	1.38	1.32	0.73
Expense	\$ 13,404,712	\$ 14,090,429	\$ 14,284,459	\$ 14,416,016
Change from prior year	\$ 1,033,826	\$ 685,717	\$ 194,031	\$ 131,557
Grade Span implemented	Fully Implemented	Fully Implemented	Fully Implemented	Fully Implemented
Supplemental Grant	178.23	186.21	186.21	186.21
Change from prior year	(13.04)	7.98	0.00	0.00
Expense	\$ 17,651,938	\$ 20,155,710	\$ 20,337,111	\$ 20,520,145
Change from prior year	\$ 2,774,315	\$ 2,503,772	\$ 181,401	\$ 183,034
Classified				
Reg. Ed. based on enrollment	194.50	194.25	194.25	194.25
Change from prior year	1.75	(0.25)	-	-
Reg. Ed. Classified Other, includes reductions	636.14	639.59	639.59	639.59
Change from prior year	28.71	3.45	-	-
Supplemental Grant	114.10	140.05	140.05	140.05
Change from prior year	2.84	25.96	3.71	0.00
Expense	\$ 4,969,940	\$ 6,934,876	\$ 6,997,290	\$ 7,060,465
Change from prior year	\$ 1,218,590	\$ 1,964,936	\$ 62,414	\$ 63,175

PLANNING FACTORS - MULTI-YEAR PROJECTIONS

Dollars relate to unrestricted General Fund
unless otherwise noted

EXPENDITURES

Staffing FTE

Management

Reg. Ed. based on enrollment

Change from prior year

Reg. Ed. Other Management, including reductions

Change from prior year

Other Staffing Costs

Salary Cost of Living Adjustment

(COLA) Unrestricted Only

Change from prior year

COLA % - All, except Teamsters

COLA % - Teamsters only-current & retro

Step and Column (net of retirements)

General Fund

Unrestricted & Restricted

Certificated non management %

Certificated management %

Classified %

Benefits

Medical Insurance

Change due to rate change

Premium rate change; % annualized

Retiree Medical Insurance

Change due to salary and rate change

	Adopted 2023-24 Budget Assumptions			
	2022-23	2023-24	2024-25	2025-26
Reg. Ed. based on enrollment	93.00	91.00	91.00	91.00
Change from prior year	2.00	(2.00)	0.00	-
Reg. Ed. Other Management, including reductions	43.93	42.93	42.93	42.93
Change from prior year	0.16	(1.00)	-	-
Salary Cost of Living Adjustment (COLA) Unrestricted Only	\$ 50,980,851	\$ 61,350,643	\$ 61,350,643	\$ 61,350,643
Change from prior year	\$ 20,949,075	\$ 10,369,792	\$ -	\$ -
COLA % - All, except Teamsters	10.00%	4.50%	0.00%	0.00%
COLA % - Teamsters only-current & retro	10.00%	4.50%	0.00%	0.00%
Step and Column (net of retirements)				
General Fund				
Unrestricted & Restricted	\$ 3,352,980	\$ 3,896,819	\$ 4,133,420	\$ 3,981,951
Certificated non management %	0.90%	0.90%	0.90%	0.90%
Certificated management %	0.80%	0.80%	0.80%	0.80%
Classified %	0.90%	0.90%	0.90%	0.90%
Medical Insurance	\$ 36,326,979	\$ 42,028,843	\$ 43,281,303	\$ 44,571,085
Change due to rate change	\$ 95,481	\$ 5,701,864	\$ 1,252,460	\$ 1,289,783
Premium rate change; % annualized	0.26%	4.24%	2.98%	2.98%
Retiree Medical Insurance	\$ 4,285,296	\$ 4,912,892	\$ 4,803,379	\$ 4,834,580
Change due to salary and rate change	\$ (292,038)	\$ 627,596	\$ (109,513)	\$ 31,201

PLANNING FACTORS - MULTI-YEAR PROJECTIONS

Dollars relate to unrestricted General Fund unless otherwise noted

EXPENDITURES

Benefits

	Adopted 2023-24 Budget Assumptions			
	2022-23	2023-24	2024-25	2025-26
Workers' Compensation Insurance	\$ 3,886,860	\$ 4,434,666	\$ 4,466,292	\$ 4,512,885
Change due to rate change & transfers	\$ (35,980)	\$ 1,247,806	\$ 31,626	\$ 46,593
% of qualified payroll	1.79%	1.79%	1.79%	1.79%
State Teachers Retirement (STRS)	\$ 33,122,271	\$ 36,107,024	\$ 37,160,698	\$ 37,513,879
Change due to rate change	\$ 6,216,467	\$ 2,984,753	\$ 1,053,674	\$ 353,181
% of qualified payroll	19.10%	19.10%	19.10%	19.10%
Public Employee Retirement (PERS)	\$ 11,807,206	\$ 14,867,979	\$ 15,222,503	\$ 15,765,569
Change due to rate change	\$ 2,995,758	\$ 3,060,773	\$ 354,524	\$ 543,066
% of qualified payroll	25.370%	26.680%	27.70%	28.30%

Supplies and Materials

Transportation Fuel and Supplies	\$ 1,216,872	\$ 1,261,149	\$ 1,286,372	\$ 1,324,191
Change from prior year	\$ 257,021	\$ 44,277	\$ 25,223	\$ 37,819
COLA %	31%	4%	2%	3%

Services and Operating

Utilities (electric, gas, water, etc.)	\$ 9,835,366	\$ 10,369,441	\$ 10,719,441	\$ 11,069,441
Change from prior year	\$ 1,733,836	\$ 534,075	\$ 350,000	\$ 350,000
Inflation % increase	26.92%	5.43%	2.58%	2.20%
Property and Liability Insurance	\$ 3,898,463	\$ 3,860,108	\$ 3,992,896	\$ 4,103,499
Change from prior year	\$ 723,111	\$ (38,355)	\$ 132,788	\$ 110,603
Inflation % increase	30.21%	-0.98%	3.02%	2.64%
Board Election	\$ 247,283	\$ -	\$ 250,000	\$ -
Change from prior year	\$ 247,283	\$ (247,283)	\$ 250,000	\$ (250,000)

PLANNING FACTORS - MULTI-YEAR PROJECTIONS

Dollars relate to unrestricted General Fund
unless otherwise noted

EXPENDITURES

Services and Operating

	Adopted 2023-24 Budget Assumptions			
	2022-23	2023-24	2024-25	2025-26
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	\$ 37,989,894	\$ 45,529,162	\$ 46,988,617	\$ 46,767,289
Change from prior year	\$ (1,791,197)	\$ 7,539,268	\$ 1,459,455	\$ (221,328)
System of Professional Growth	\$ -	\$ -	\$ -	\$ -
Change from prior year	\$ (181)	\$ -	\$ -	\$ -
Restricted Maintenance Account	\$ 16,510,049	\$ 17,384,089	\$ 17,468,190	\$ 17,530,453
Change from prior year	\$ 318,728	\$ 874,040	\$ 84,101	\$ 62,263

2023-24 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 ~~strike~~through or *italics*)

A. ELEMENTARY SCHOOLS

PERSONNEL	ALLOCATION	COMMENTS
1. <u>Principals</u>	1.00 FTE per school	Schools with enrollment below 275 will require additional District assignment for administrators.
Principal K-8 Stipends	1.00 FTE per each K-8 school	
2. <u>Vice-Principals</u>	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. <u>Teachers</u>		Allocation based on enrollment at the end of the 3rd full week of instruction. Elementary teachers will be rounded up. <i>Class Size: Per Ed Code 48000(g)(1): Transitional Kindergarten maintain an average class enrollment of not more than 24 pupils for each school class at site. See section #7 for IA I.</i> Class Size Penalties: Per Ed Code 41378: Kindergarten - average class size not to exceed 31 students, no class larger than 33 students.
Grade TK	1.00 FTE for every 24.0 student; dependent on having an Instructional Assistant I (IA I) assigned to class as well	
Grades TK- 3	1.00 FTE for every 25.54 students (CSR/Grade Span Adj.)	
	<u>SJTA Agreement - Class Size</u> Loading Ratio Max Class Size TK - 3 26 27	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	1 teacher to 25.54 students (CSR/Grade Span Adj.) grades 4-6	Per agreement with San Juan Teachers Assoc. June 10, 2015.
Grade 6-8* departmentalized	1 teacher to 32.15 students grades 6-8	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 periods 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 <i>based on number of practitioners in the middle years program</i>	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	<u>Basic Staff:</u> · 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. <u>Additional Staff (Clerk):</u> · 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
<u>7. Media Center Technicians- Instructional Assistant I</u>	<u>None .75 FTE per TK classroom, 9 months/6 hrs.</u>	<i>Per Ed Code 48000 (g) (2): Maintain an average of at least one adult for every 12 pupils for transitional kindergarten classrooms at each school site.</i>
<u>8. Grades TK- 5 & self-contained 6th Equity Days</u>	To be determined after staffing	Allocation shall be 1 day per member.
<u>9. Campus Monitors</u>	1.0 FTE for all K-8 schools w/o a vice principal	
<u>10. International Baccalaureate Primary Years Program</u>	\$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
<u>11. Operations</u> 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
<u>12. Instructional Materials Allocation (IMA)</u>	\$71.00 \$79.19 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.
<u>13. Prep Supplies</u>	\$500 per FTE for Art, Music, Other and P.E. Specialist monitored through the VAPA Department	

B. MIDDLE SCHOOLS (MS)

PERSONNEL	ALLOCATION	COMMENTS
1. <u>Principals</u>	1.0 FTE per school	
2. <u>Vice-Principals</u>	A total of 9.0 FTEs for all Middle Schools to be assigned by Superintendent or designee.	<i>1.0 FTE per school 2.0 FTE per school with an enrollment of 1,000</i>
3. <u>Teachers</u> Grades 6-8	1 teacher to 27.6 students	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.
	<i>SJTA Agreement - Class Size Loading Ratio Max Class Size (6)7 - 8 33 36</i>	
Off Ratio Teachers	4.6 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 <i>Stipends based on number of practitioners per subject area</i>	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. <u>Instructional Assistants</u>	None	
5. <u>Counselors</u>	1.00 FTE per school Total of 9.0 FTEs for all Middle Schools	
6. <u>Media/Library Technicians</u>	0.875 FTE per school, 9 months/7hrs. Total of 7.875 FTEs for all Middle Schools	
7. <u>Secretarial/Clerical</u>	<u>Basic staff:</u> · 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. <u>Additional Staff (ICT):</u> 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. <u>Campus Monitors</u>	1.0 FTE per site	
9. <u>International Baccalaureate Middle Years Program</u>	\$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. <u>Articulation</u>	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. <u>Operations</u> 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
12. <u>Instructional Materials Allocation</u>	\$75.77 \$84.80 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)

PERSONNEL	ALLOCATION	COMMENTS						
<u>1. Principals</u>	1.00 FTE per school							
<u>2. Vice Principals</u>	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 18.0 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.						
<u>3. Teachers</u> Grades 9-12	1.00 FTE for every 27.8 students <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><i>Loading Ratio</i></td> <td style="text-align: center;"><i>Max Class Size</i></td> </tr> <tr> <td style="text-align: center;">9 - 12</td> <td style="text-align: center;">33</td> </tr> <tr> <td style="text-align: center;">36</td> <td></td> </tr> </table>	<i>Loading Ratio</i>	<i>Max Class Size</i>	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.
<i>Loading Ratio</i>	<i>Max Class Size</i>							
9 - 12	33							
36								
Intervention Teachers -	.4 FTE per traditional & .34 FTE per for block sites (FTE included in section I "LCFF Supplemental" #6)	Embedded credit recovery (dropout prevention)						
Off Ratio Teachers	1.47 2.47 FTE	IB & Contractual Requirement.						
ROP/CTE/School to Career	12.94 13.91 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 <i>Stipends based on number of practitioners per subject area</i>	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. Site has discretion on how to assign these stipends based on certificated needs at the site. 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.						
<u>4. Counselors</u>	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 22.0 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.						
<u>5. Intervention / Support</u>	2.1 FTE At Risk Case Manager							
<u>6. Librarians</u>	1.00 FTE per school							
<u>7. Instructional Assistants</u>	None							

C. HIGH SCHOOLS (HS)

PERSONNEL	ALLOCATION	COMMENTS
8. <u>Secretarial/Clerical</u>	<p><u>Basic staff:</u></p> <ul style="list-style-type: none"> · 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.) <p>ICT:</p> <ul style="list-style-type: none"> · 1.0 FTE per school (10 months/8 hrs.) <p><u>Additional Staff (ICT):</u></p> <ul style="list-style-type: none"> · 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.
9. <u>Campus Monitors</u>	2.0 FTE per school	
10. <u>Civitas Program</u>	\$40,000	Allocation can be used to fund personnel. Increased \$15,000 in 2015-16
11. <u>International Baccalaureate Middle Years/Diploma Program</u>	\$120,000	Allocation can be used to fund personnel. Increased \$50,000 in 2015-16
12. <u>International Studies Program</u>	\$25,000	Allocation can be used to fund personnel.
13. <u>Operations</u> 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.
14. <u>Athletics</u>	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
15. <u>Instructional Materials Allocation</u>	\$92.26 \$102.40 per student enrolled at a traditional site and \$93.21 \$103.44 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	1.0 1.1 FTE Teacher On Special Assignment TOSA 1.0 FTE Lead Counselor 1.0 FTE Counselor Special Program	

E. 6-12

PERSONNEL	ALLOCATION	COMMENTS
1. <u>Saturday School</u>	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 18 Middle and High Schools.
2. <u>Extra-curricular Class Activities</u>		Allocation is for stipends for class activities outlined in the District salary schedule.

F. ALTERNATIVE LEARNING CENTER /OTHER SCHOOLS (Meraki High School/Independent Study/Continuation High Schools)**MERAKI HIGH SCHOOL**

PERSONNEL	ALLOCATION	COMMENTS
1. <u>Teachers</u>	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 <i>Stipends based on number of practitioners</i>	
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
2. <u>Counselor-Special Program</u>	1.0 FTE & 1-Counselor <i>Hard to Staff III</i> Stipend	
3. <u>Youth Employment Technicians I</u>	1.0 FTE, 11 months	
4. <u>Instructional Assistant</u>	1.0 FTE, 9 months	
5. <u>Secretary II</u>	1.0 FTE , 12 months	
6. <u>Campus Monitor</u>	1.0 FTE	
Custodians at the Fair Oaks Campus serve all alternative schools on the campus		

INDEPENDENT STUDY (TK-5 Grades)

PERSONNEL	ALLOCATION	COMMENTS
1. <u>Teachers</u>	4.0 FTE (No ratio)	<i>Allocation of personnel is determined by the Superintendent or designee.</i>
2. <u>INSTRUCTIONAL ASSISTANT I</u>	2.25 FTE, 9 months/6 hrs.	

INDEPENDENT STUDY (6-12 Grades)

PERSONNEL	ALLOCATION	COMMENTS
1. <u>Teachers</u>	17.77 14.77 FTE (No ratio)	<i>Allocation of personnel is determined by the Superintendent or designee.</i>
Department Chair Stipends	4 Stipends – Dept. A <i>Stipends based on number of practitioners</i>	
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. <u>Counselors</u>	0.80 FTE & 1-Counselor <i>Stipend Hard to Staff III</i> Stipend	
3. <u>TOSA</u>	1.0 FTE	
4. <u>Clerical</u>	3.00 FTE	

CONTINUATION HIGH SCHOOLS – LA ENTRADA ACADEMY

PERSONNEL	ALLOCATION	COMMENTS
1. <u>Teachers</u>	4.22 FTE, 10 months (No ratio)	<i>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.</i>
Department Chair Stipends	3 Stipend – Dept. A <i>Academy Stipends based on number of practitioners</i>	
Academy Stipends	4 Academy Stipends	
2. <u>Program Spec K-12 Curriculum</u>	1.0 FTE	
3. <u>Instructional Assistant - Academy</u>	3.0 2.0 FTE, 9 months	
4. <u>Secretarial/Clerical</u>	Registrar/Secretary Academy: 1.0 FTE, 10.5 months Sr. Records & Report Clerk: 1.0 FTE, 10.0 months	

HOME SCHOOL (K-8 Grades)

PERSONNEL	ALLOCATION	COMMENTS
1. <u>Teachers</u>	7.0 FTE (No ratio)	<i>Allocation of personnel is determined by the Superintendent or designee.</i>

G. STUDENT SERVICES

PERSONNEL	ALLOCATION	COMMENTS
1. <u>Teachers</u> Home and Hospital Home School	4.8 FTE (No ratio) 2.0-4.0 FTE (No ratio)	
Leadership Stipends	3 Stipends	Mutually agreed upon by the District and SJTA
2. <u>Nurses</u>	22.65 24.85 FTE	14.5 16.5 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. <u>Program Administrator</u>	2.0 FTE	
2. <u>Teachers</u> Special Day Class: Mild to Moderate Special Day Class: Moderate to Severe SDC 7-12 Mild to Moderate Resource & Inclusion Specialist	1.00 FTE per district wide class size average of not more than 12, with class size maximum of not more than 17 students 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 K-8: 1.00 FTE for every 28 students 9-12: 1.00 FTE for every 28 students	Based on program needs See Article 7.07.1 d. in the SJTA agreement for a list of some of the programs
3. <u>Designated Instruction & Services</u> Speech Therapist Speech & Language Therapy Assist. Occupational Therapist Certificated Occupational Therapy Assist. Adapted Physical Education Mental Health (MH) Career Prep Supplemental Instruction Preschool Grants Prep Teachers Leadership Stipends	loading to 40:1 with a maximum caseload of 60 12.0 11.0 FTE Ed Rel Spec Ed Mental Health Therapists, 4.5 6.7 FTE Psychologist, 1.0 FTE Sped Ed Behaviorist Specialist, 2.34 FTE IA III 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.	Based on program needs. 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. 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- Stipends based on number of practitioners for students served	

H. SPECIAL EDUCATION

PERSONNEL	ALLOCATION	COMMENTS
4. <u>Other Positions</u>	3.0 FTE Asst. Directors 11.0 FTE Program Specialists	Based on program needs.
5. <u>Counselors</u>		Based on program needs
6. <u>Psychologists</u>	24.1 23.17 FTE	6.27 FTE Health Services 17.83 16.9 FTE Special Ed
7. <u>Behaviorists</u>	5.0 FTE Special Ed Behaviorist Specialist	Based on program needs
8. <u>Significantly Disproportionate</u> (Intervention Services)	1.0 FTE Psychologist 1.6 FTE Counselor 1.6 FTE Ed Rel Spec Ed MH Therapist 3.21 FTE School Social Worker 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. As of 2023-24 no longer identified
9. <u>Equity Days</u>	4 Days granted to all teachers for planning, preparing and developing IEPs	
10. <u>Secretarial/ Clerical/ Others</u>	Basic Staff:	
Elementary School Secretary	2.00 FTE, 1 per center	
Middle School Secretary (La Vista) Clerks	1.00 FTE 4.75 1.25 FTE <u>Additional staff (Clerk):</u> · 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. <u>Classified Instructional Personnel</u>		Includes instructional assistants, interpreters, and brail lists. Based on program needs.
12. <u>Spec. Ed Campus Intern Support</u>	0.8750 FTE	Assigned to La Vista.
13. <u>Custodians</u>	1 FTE Elementary head custodian and 1.25 FTE custodians assigned to Laurel Ruff Center. 1 FTE Elementary head custodian and 1.5 FTE custodian assigned to Ralph Richardson Center. 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, 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. 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. 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	4.6248 FTE	
2. Program Manager	1.128 FTE	
3. Program Coordinators / Specialists / Therapists	7.1 9.7 FTE	
4. Administrator Instructional Specialist	8.5 8.3 FTE @ Elementary Schools 3.0 5.0 FTE @ Middle Schools 2.0 FTE @ High Schools .5 FTE @ Home School	
5. Teachers	47.3 47.6 FTE @ Elementary Schools 13.8 13.4 FTE @ Middle Schools 28.705 28.7 FTE @ High Schools 6.565 6.0 FTE Infant / Toddler .75 FTE Adult Ed 4.00 FTE Academic Intervention Specialist (K-12)	63.185 64.925 FTE ELD Sections; 6.99 7.06 FTE Math Sections; 3.4 3.35 FTE Intervention
6. TOSAs / Site Resource	7.0 8.96 FTE	
7. Counselors	27.772 30.91 FTE	
8. School Social Worker	13.4240 16.72 FTE	
9. Nurse	1.15 FTE	
10. Instructional Assistants	45.5313 58.25 FTE	
11. Bilingual Translator/Sch-Comm Resource Asst	3.0 17.0 FTE	
12. Classified Support (Community Spec.& Campus Monitor, etc.)	37.2749 39.26 FTE	
13. Clerical	13.0665 11.82 FTE	
14. Community/Family Support	4.0 FTE	
15. Supr. Intervent/Prevent Progs	.5 1.55 FTE	

Unrestricted General Fund - Staffing

STAFFING BY FUNCTION (FTE*)	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Adopted	Change from Prior
General Instruction ⁽¹⁾	1,660	1,671	1,634	1,686	52
Supervision of Instruction ⁽²⁾	84	79	78	80	2
Other Instruction ⁽³⁾	48	51	52	60	8
School Administration	303	304	304	302	(2)
Pupil Services ⁽⁴⁾	115	114	115	123	8
Pupil Transportation	138	131	140	139	(1)
Other Pupil Services	4	4	4	7	3
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	19	21	22	23	1
Other General Administration	16	15	15	14	(1)
Fiscal Services	33	35	36	36	0
Human Resource Services	22	23	23	24	1
Central Support	16	15	18	16	(2)
Risk Management/Losses	0	0	0	0	0
Technology Services ⁽⁶⁾	36	36	36	45	9
Maintenance Services	1	1	1	1	0
Custodial and Operations	242	244	244	244	0
Security Services ⁽⁵⁾	74	77	82	78	(4)
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	2,813	2,823	2,806	2,880	74

* Full Time Equivalent Staff as of June 1 for fiscal year actual. 2023-24 is estimated as of 5.29.23

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, Resource Asst. various languages), 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

⁽⁶⁾ Reclassification Technology Support from Other Instruction

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.

2023-24 Adopted Budget Report

- Board Meeting**
- June 13, 2023**



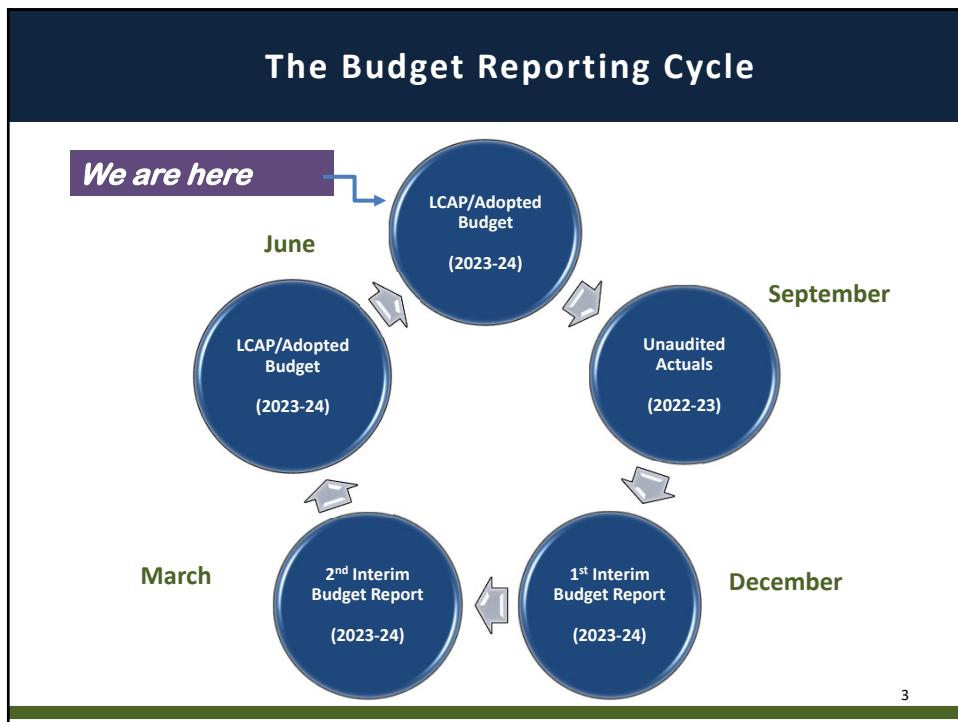
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Budget Approval Process

**June 13
Public Hearing
Budget Report**

**June 27
Budget Approval**

2



3

General Fund Summary-Revenues

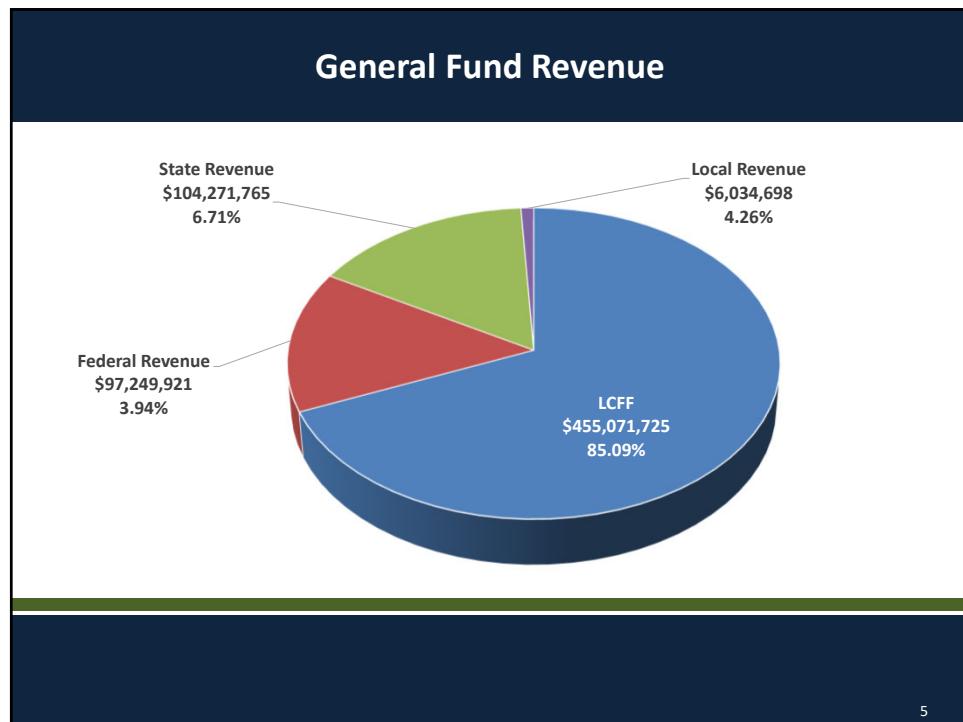
Unrestricted /Restricted	2023-24 Projections	2022-23 Estimated Actuals
LCFF	\$455,071,725	\$425,581,108
Federal Revenue	97,249,921	93,276,138
State Revenue	104,271,765	142,461,930
Local Revenue	6,034,698	10,595,837
Total Revenue	\$662,628,109	\$671,915,013

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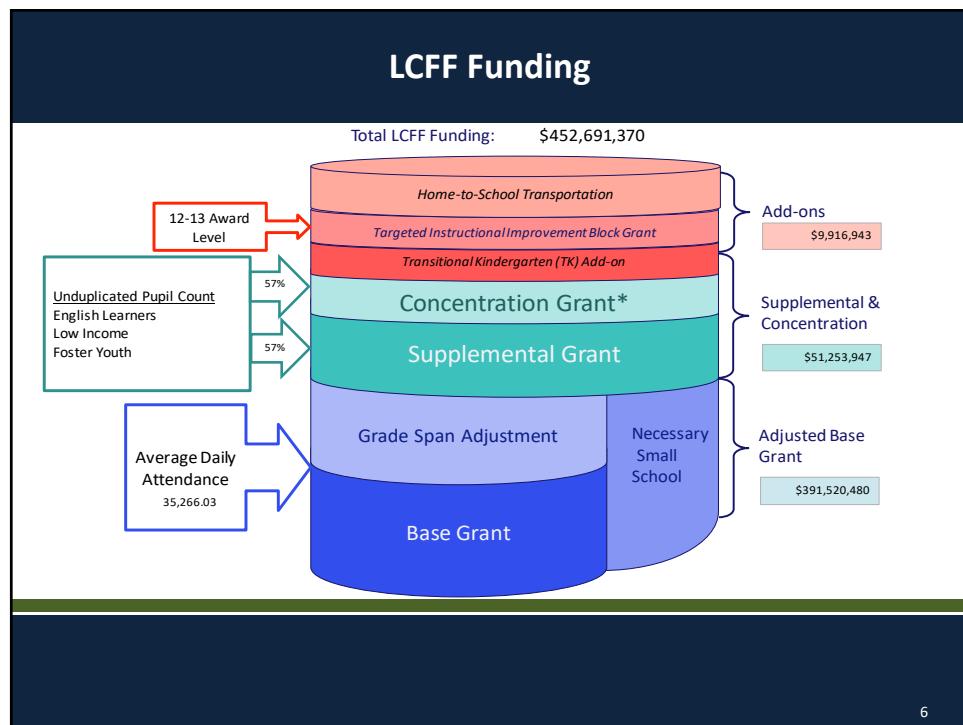
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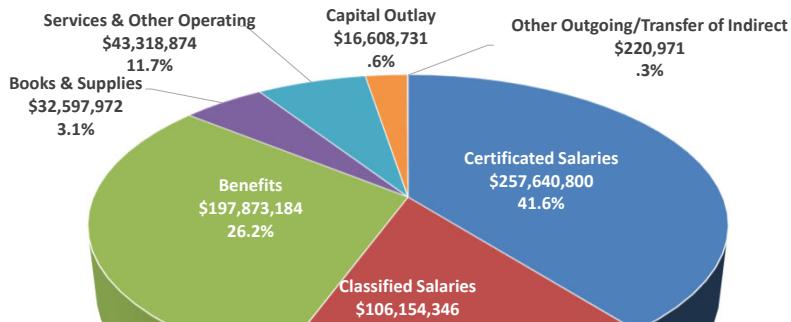
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General Fund Summary-Expenditures

Unrestricted /Restricted	2023-24 Projections	2022-23 Estimated Actuals
Certificated Salaries	\$257,640,800	\$242,112,627
Classified Salaries	106,154,346	94,531,795
Benefits	197,873,184	178,190,311
Books & Supplies	32,597,972	41,695,587
Services & Other Operating	43,318,874	56,278,059
Capital Outlay	16,608,731	3,529,232
Other Outgoing/Transfer of Indirect	220,971	494,329
Total Expenditures	\$654,414,878	\$616,831,940

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General Fund Expenditures



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General Fund Summary - Combined

Unrestricted /Restricted	2023-24 Projections	2022-23 Estimated Actuals
Total Revenues	\$662,628,109	\$671,916,013
Total Expenditures	658,289,987	624,805,384
Increase/(Decrease) Fund Balance	4,338,131	47,110,629
Beginning Fund Balance	196,429,143	149,318,514
Ending Fund Balance (EFB)	\$200,767,274	\$196,429,143
Components of EFB		
Nonspendable, Restricted & Committed	122,341,282	125,710,227
Assigned	6,280,528	2,212,751
Reserve for Economic Uncertainty 2%	13,165,800	12,496,108
Unassigned Fund Balance	\$58,979,664	\$56,010,057
Total Fund Balance vs. Expenditures	30.50%	31.44%

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All Funds Summary – Adopted Budget

FUND	Beginning Balance	Revenues	Expenses	Other Financing	Surplus/ (Deficit)	Ending Balance
Supplemental/Concentr	10,628,296	51,253,947	49,452,828	(7,276)	1,793,843	12,422,139
Base / Other	101,637,519	413,309,427	350,625,311	(62,952,375)	(268,259)	101,369,260
Total Unrestricted	112,265,815	464,563,374	400,078,139	(62,959,651)	1,525,584	113,791,399
Total Restricted	84,163,326	198,064,735	254,336,739	59,084,551	2,812,547	86,975,875
GENERAL FUND	196,429,143	662,628,109	654,414,878	(3,875,100)	4,338,131	200,767,273
ASB	2,044,845	1,851,171	1,851,171	0	0	2,044,845
Charter Schools	670,959	3,560,825	2,826,400	(281,530)	452,895	1,123,854
SPED (SELPA)	0	6,354,244	6,354,244	0	0	0
Adult Education	1,927,829	4,206,463	4,241,229	(164,415)	(199,181)	1,728,648
Child Development	5,513,718	26,402,857	27,404,371	0	(1,001,514)	4,512,204
Cafeteria	10,926,796	26,763,822	25,354,847	0	1,408,975	12,335,771
Deferred Maintenance	2,159,254	20,000	0	2,000,000	2,020,000	4,179,254
SPECIAL REVENUE	23,243,401	69,159,382	68,032,262	1,554,055	2,681,175	25,924,576
Building	91,255,193	1,989,946	10,463,015	150,967,458	142,494,389	233,749,582
Capital Facilities	4,543,869	1,330,000	20,000	0	1,310,000	5,853,869
County School Facilities	(0)	0	0	0	0	(0)
Bond Interest Redemption	93,503,972	0	0	0	0	93,503,972
CAPITAL PROJECTS	189,303,035	3,319,946	10,483,015	150,967,458	143,804,389	333,107,423
SELF INSURANCE	44,952,357	26,286,023	28,478,631	0	(2,192,608)	42,759,749
TOTAL	453,927,936	761,393,460	761,408,786	148,646,413	148,631,087	602,559,021

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Planning Factors			
	2023-24	2024-25	2025-26
COLA	8.22%	3.94%	3.29%
STRS Employer Rate	19.10%	19.10%	19.10%
PERS Employer Rate	26.68%	27.70%	28.30%
Lottery – Unrestricted per ADA	\$170	\$170	\$170
Lottery – Restricted per ADA	\$67	\$67	\$67
Mandate Block Grant - K-8 per ADA	\$37.81	\$39.30	\$40.59
Mandate Block Grant - 9-12 per ADA	\$72.84	\$75.71	\$78.20
CA Consumer Price Index (CPI)	3.54%	3.02%	2.64%

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Multi-Year Projections (MYP)			
Unrestricted /Restricted	Projected 2023-24	Projected 2024-25	Projected 2025-26
Total Revenues	\$662,628,109	\$624,289,048	\$639,684,931
Total Expenditures	658,289,978	607,372,490	605,740,528
Increase/(Decrease) Fund Balance	4,338,131	16,916,558	33,944,403
Beginning Fund Balance	196,429,143	200,767,274	217,683,832
Ending Fund Balance (EFB)	\$200,767,274	\$217,683,832	\$251,628,234
Components of EFB			
Restricted	87,265,806	89,201,825	93,953,078
Committed	35,075,476	25,599,808	19,653,441
Assigned	6,280,528	17,485,045	28,683,022
Reserve for Economic Uncertainty 2%	13,165,800	12,147,450	12,114,811
Unassigned Fund Balance	\$58,979,664	\$73,249,704	\$97,223,882
Total Fund Balance vs. Expenditures	30.50%	35.84%	41.54%

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45-Day Revision Preview

Known adjustments

- Certification of P2 data & ADA Mitigation results in additional revenue
 - 2022/23, 2023/24 and two out years – Approximately \$7M in each year
- Final COLA included in State Adopted Budget
- Revised amounts for one-time funds based on final State Budget
- Revised staffing costs based on most current information

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Next Steps

- The 2023-24 Adopted Budget report will be presented for approval at the June 27 board meeting after the Local Control and Accountability Plan (LCAP) adoption.
 - The budget includes the expenditures necessary to implement the 2023/24 LCAP.

Any Questions?

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**SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

AGENDA ITEM: I-4

MEETING DATE: 06/13/2023

SUBJECT: Public Hearing: Temporary Interfund Borrowing of Cash

CHECK ONE:

For Discussion:

For Action:

Report:

Workshop:

Recognition:

Emergency Action:

DEPARTMENT: Fiscal Services

ACTION REQUESTED:

The superintendent is recommending that the board hold a public hearing, review and adopt Resolution No. 4082 to permit temporary interfund borrowing of cash.

RATIONALE/BACKGROUND:

Temporary interfund borrowing of cash is permitted by Education Code section (E.C.) 42603 for K-12 districts.

E.C. 42603 states:

... the governing board of any school district may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations. The transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account. Amounts transferred shall be repaid either in the same fiscal year or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year. Borrowing shall occur only when the fund or account receiving the money will earn sufficient income, during the current fiscal year, to repay the amount transferred. No more than 85 percent of the maximum of moneys held in any fund or account during a current fiscal year may be transferred.

This action would only be necessary should any fund have a temporary shortage of cash. Funds included:

General Fund	Deferred Maintenance	Measure N Building Fund
Charter Schools Fund	Self-Insurance Fund	Measure P Building Fund
Adult Education Fund	Building Fund	Capital Facilities Fund
Child Development Fund	Measure S Building Fund	Special Reserve Fund – Capital Outlay Project
Cafeteria Fund	Measure J Building Fund	

ATTACHMENT(S):

A: Resolution No 4082

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 06/05/2023

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: Kristi Blandford, Director, Fiscal Services
Jennifer Stahlheber, Chief Financial Officer 

APPROVED BY: Melissa Bassanelli, Superintendent of Schools 

San Juan Unified School District
RESOLUTION NO. 4082

**RESOLUTION TO ESTABLISH TEMPORARY INTERFUND
TRANSFERS OF SPECIAL OR RESTRICTED FUND MONEYS**

WHEREAS, the governing board of any school district may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations as authorized by Education Code section 42603; and

WHEREAS, the transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account; and

WHEREAS, amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year;

NOW THEREFORE, BE IT RESOLVED that the Governing Board of the San Juan Unified School District, in accordance with the provisions of Education Code section 42603 adopts the following authorization for fiscal year 2023-2024 to temporarily transfer funds between the following funds provided that all transfers are approved by the superintendent or his designee:

General Fund	Building Fund
Charter Schools Fund	Measure S Building Fund
Adult Education Fund	Measure J Building Fund
Child Development Fund	Measure N Building Fund
Cafeteria Fund	Measure P Building Fund
Deferred Maintenance	Capital Facilities Fund
Self Insurance Fund	Special Reserve Fund – Capital Outlay Project

PASSED AND ADOPTED by the Governing Board on June 13, 2023, by the following vote:

Attest to this 13th day of June, 2023

Zima Creason, President

Melissa Bassanelli
Superintendent of Schools

Pam Costa, Vice President

Board of Education
San Juan Unified School District
Sacramento County, California

Saul Hernandez, Clerk

Ben Avey, Member

Paula Villescaz, Member

Tanya Kravchuk, Member

Vacant, Member

STATE OF CALIFORNIA
COUNTY OF SACRAMENTO

I, Melissa Bassanelli, Secretary of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution passed and adopted by the board at a regularly called and conducted meeting held on said date.

WITNESSED my hand this 13th day of June, 2023.

Clerk/Secretary of the Governing Board

**SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

AGENDA ITEM: I-5

MEETING DATE: 06/13/2023

SUBJECT: Early Literacy Support Block (ELSB) Grant
Annual Update

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

DEPARTMENT: Elementary Education

ACTION REQUESTED:

The superintendent is recommending that the board be updated on the progress of the ELSB grant and approve the annual report.

RATIONALE/BACKGROUND:

The ELSB grant provides funds to Dyer-Kelly Elementary School for development of a root cause analysis, needs assessment, and literacy action plan. The focus of this funding is to support student literacy improvement in the 75 California schools with the highest percentage of students in third grade that scored at the lowest achievement standard level on the state summative English Language Arts (ELA) assessment in 2018 and 2019.

ATTACHMENT(S):

- A: ELSB Grant Presentation
- B: Annual Report
- C: Literacy Action Plan
- D: Proposed Budget Revision

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Board of Education Meeting: 01/26/2021, 10/12/2021, 09/27/2022
Superintendent's Cabinet: 06/05/2023

FISCAL IMPACT:

Current Budget: \$613,140
Additional Budget: N/A
Funding Source: California Department of Education
Current Year Only On-going

LCAP/STRATEGIC PLAN:

Goal: 1 Focus: 1.3
Action: 10
Strategic Plan: 1,4

PREPARED BY: Heather Brandt, Program Specialist for English Language Arts and History Social Science
Roxanne Stellmacher, Vice Principal, Dyer-Kelly Elementary School
Jamal Hicks, Principal, Dyer-Kelly Elementary School

APPROVED BY: Amberlee Townsend-Snider, Assistant Superintendent, Elementary Education and Programs *ATS*
Amy L. Slavensky, Ph.D., Interim Deputy Superintendent, Schools and Student Support *AS*
Melissa Bassanelli, Superintendent of Schools *MB*

Early Literacy Support Block Grant Updates Dyer-Kelly Elementary School

June 13, 2023

San Juan Unified School District

Board of Education

Presented by:

Nicole Kukral, Jamal Hicks, Heather Brandt and Roxanne Stellmacher



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Early Literacy Block Grant (ELSB) Background & Purpose

- Dyer-Kelly identified as one of 75 schools statewide with the highest percentage of students in grade three scoring at the lowest achievement standard level on the State Summative English Language Arts (ELA) assessment
- California Department of Education (CDE) awarded Dyer-Kelly \$613,140 to **develop and implement a three-year literacy action plan** to include:
 - goals and actions to improve literacy instruction
 - identified metrics to measure progress toward the goals
 - planned expenditures that fund supplemental activities targeted for K-3



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Planning Year

- 2020-2021 Dyer-Kelly Literacy Action Team conducted needs assessment and root cause analysis
- Outcomes indicated:
 - A majority of Dyer-Kelly students were unable to decode complex, grade-level texts by the end of third grade
 - K-3 student needs in the following areas:
 - phonemic awareness instruction
 - oral reading fluency
 - site-wide common assessments
 - foundational skills
 - school-wide teaching strategies



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Four Areas of Focus

Based on needs assessment & root cause analysis outcomes, four areas of focus were identified:

- Literacy Coaching
- Language Essentials for Teachers of Reading & Spelling (LETRS) Learning
- Supplemental Curriculum Selection
- School Scheduling



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Literacy Coach

**Year 1
2021-2022**

- External literacy coach
- LETRS training for teachers
- Identification of phonics program

**Year 2
2022-2023**

- Internal coach hired
- Instructional Assistant (IA) positions created

**Year 3
2023-2024**

- K-3 site coach
- Ongoing literacy professional development (PD)
- Tier 3 intervention

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LETRS Learning

**Year 1
2021-2022**

- LETRS training
- LETRS includes phonological awareness, phonics, fluency, vocabulary, comprehension, writing, language

**Year 2
2022-2023**

- Continued LETRS PD (units 3-4)
- New teachers begin LETRS

**Year 3
2023-2024**

- Continue and conclude LETRS training
- Onboard new teachers

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Supplemental Curriculum

Year 1 2021-2022

- Identified need for phonics instruction and assessment

Year 2 2022-2023

- 95% Core programs
- Assessments administered K-3
- Universal Access Time

Year 3 2023-2024

- Continue Universal Access Time
- Site-wide classroom Core curriculum K-3

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Scheduling

Year 1 2021-2022

- Master schedule redesigned for Universal Access Time
- ELA blocks increase to 50+ minutes

Year 2 2022-2023

- K-3 teachers implement systematic phonics instruction and intervention
- Tier 3 intervention developed

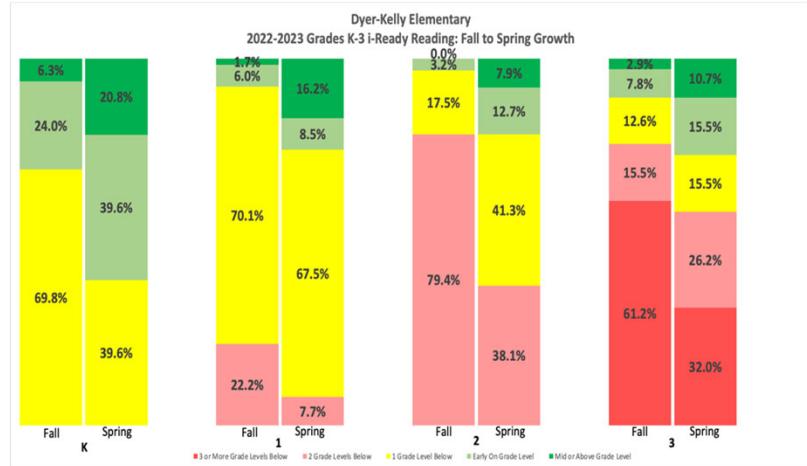
Year 3 2023-2024

- Continue Universal Access Time
- Continue 50+ minute blocks for ELA
- Expand tier 3 interventions

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i-Ready Growth Data



The Impact of ELSB



Dyer-Kelly ELSB Grant Video



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Moving Forward

Year 3 – 2023-2024

- Common assessments (K-3) beyond phonics
- Data collection and evaluation of curriculum efficacy
- Coaching and IA instructional support
- LETRS support for new teachers



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Thank You

Questions

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Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

Local Educational Agency Name: San Juan Unified School District

Program Lead: Heather Brandt

Email/Phone: (916) 971-7064

Fiscal Lead: Vonda Parriott

Email/Phone: (916) 971-7579

Eligible Participating School(s):

1. Dyer-Kelly Elementary	6.
2.	7.
3.	8.
4.	9.
5.	10.

Supporting Agency or Agencies: (i.e. Early Literacy Support Block Grant Expert Lead in Literacy, local county office of education, etc.): Early Literacy Support Block Grant Expert Lead in Literacy, Sacramento County Office of Education and California Department of Education.

Background: Based on the root cause analysis and needs assessment conducted during the Planning Year (2020–21), Early Literacy Support Block (ELSB) Grant participating local educational agencies (LEAs) developed three-year literacy action plans that include goals and actions to improve literacy instruction at each eligible school. The literacy action plans identify metrics to measure progress toward the goals and planned expenditures, which fund supplemental activities targeted for kindergarten and grades one to three, inclusive.

Directions: For Implementation Year 2 (2022–23), the LEA Program Lead shall complete the template below and submit this form to ELSBGrant@cde.ca.gov by **July 31, 2023**.

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

Section I: Annual ELSB Report Requirements

Requirement: By checking the boxes below, I am certifying the LEA and schools have submitted this annual report on achievement towards the actions and goals described, and an assessment of progress made on the metrics identified in the literacy action plan to:

- The school site council at each eligible school

(List the **school names** and **dates** the of the school site council meetings where the annual ELSB report was provided: Dyer-Kelly Elementary School, May 3, 2023

- The governing board or body of the LEA

(Provide the date of the governing board meeting: June 13, 2023)

- Publicly posted on the LEA's website, which may be found at the following URL:

(Provide URL here: <https://www.sanjuan.edu/domain/140>)

Section II: How ELSB Funds Were Spent in Year Two

Directions: Please use the check boxes to note which of the following categories the LEA expended ELSB grant funds on and list which school sites used funds for those purposes:

- Category 1.** Access to high-quality literacy teaching, including which of the following:

- Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.

Please enter relevant school sites:

- Development of strategies to provide culturally responsive curriculum and instruction.

Please enter relevant school sites:

- Evidence-based professional development for teachers, instructional aides and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils.

Please enter relevant school sites: Dyer-Kelly Elementary.

- Professional development for teachers and school leaders regarding implementation of the curriculum framework for English language arts adopted by the State Board of Education (SBE)

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

pursuant to Section 60207 of the Education Code and the use of data to support effective instruction.

Please enter relevant school sites: Dyer-Kelly Elementary.

Comments (optional):

Category 2: Support for literacy learning, including which of the following:

- Purchase of literacy curriculum resources and instructional materials aligned with the English language arts content standards and the curriculum framework for English language arts adopted by the SBE, but only if the literacy action plan also includes professional development for staff on effective use of these materials.

Please enter relevant school sites: Dyer-Kelly Elementary.

- Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments. *

Please enter relevant school sites: Dyer-Kelly Elementary.

Comments (optional):

Category 3. Pupil supports, including which of the following:

- Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.

Please enter relevant school sites:

- Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.

Please enter relevant school sites:

- Strategies to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school suspensions, that may limit a pupil's time in school.

Please enter relevant school sites:

- Strategies to implement research-based social-emotional learning approaches, including restorative justice.

Please enter relevant school sites:

- Expanded access to the school library.

Please enter relevant school sites:

Comments (optional):

Category 4. Family and community supports, including which of the following:

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

- Development of trauma-informed practices and supports for pupils and families.

Please enter relevant school sites:

- Provision of mental health resources to support pupil learning.

Please enter relevant school sites:

- Strategies to implement multi-tiered systems of support and the response to intervention approach.

Please enter relevant school sites: Dyer-Kelly Elementary.

- Development of literacy training and education for parents to help develop a supportive literacy environment in the home.

Please enter relevant school sites:

- Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs.

Please enter relevant school sites:

Comments (optional): Universal Access Time was built into the school schedule. The 95% Group intervention materials purchased this year are utilized during this time.

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

Section III: LEA Support for Eligible Participating School Sites

Directions: LEAs that are not eligible participating school sites should complete this section.

What supports have the LEA provided to eligible participating school sites?

Teachers on Special Assignment (TOSA) have facilitated the Language Essentials for Teacher of Reading and Spelling (LETRS) professional Learning. The Grant Lead has supported Dyer-Kelly Elementary with annual report writing. The Budget Technician assisted in financial documentation and preparing quarterly reports.

How have the supports impacted the goals noted in the school sites' Literacy Action Plan?

Teachers on Special Assignment ensured all K-3 teachers received the foundational literacy knowledge needed to implement instruction and intervention. This foundational knowledge informed staff decisions on intervention materials and structures, including Universal Access Time.

What changes in support are needed as the school sites enter into year three of the grant, if any?

Hiring support for three instructional assistants for K-3 literacy small group instruction.

Early Literacy Support Block Grant Annual Report

Implementation Year 2: 2022–23

Section IV: Statement of Goals, Implementation Year Two Progress, and Course Corrections

Directions: For each eligible participating school, please respond to the five questions. Please copy and paste the questions for LEAs with more than three school sites.

Eligible Participating School #1: Dyer-Kelly Elementary.

1. The “big picture” goals stated in the Literacy Action Plan (which can be located in Section 2: Literacy Action Plan Components).

Building capacity around our tier 1 ELA/ELD program (Benchmark) through LETRS training across K-3 grade levels.

Purchase and implement a supplemental foundational skills program, across K-3 grade levels.

Receive training on staff approved supplemental curriculum, across K-3 grade levels. Begin using supplemental curriculum in the classroom, across K-3 grade levels.

Improving student oral reading fluency with supplemental curriculum, across K-3 grade levels.

2. The actions the LEA and school site have taken to progress toward those goals in year two of the grant.

Building capacity around our tier 1 ELA/ELD program (Benchmark) through LETRS training across K-3 grade levels. - **All K-3 teachers continued to progress in units 3 and 4 of LETRS. New K-3 teachers started LETRS training.**

Implement (Purchase) a supplemental foundational skills program, across K-3 grade levels. - **We purchased The 95% Group core phonics curriculum grades K-3 and The 95% Core Phonics Library for supplemental intervention materials. We also purchased University of Florida Literacy Institute (UFLI) manuals to bridge the gap between Heggerty and The 95% Group materials.**

Receive training on staff approved supplemental curriculum, across K-3 grade levels. Begin using supplemental curriculum in the classroom, across K-3 grade levels. - **The purchased materials are being utilized in K-3. Training was received, however, site funds (not ELSB) were used for this training.**

Improving student oral reading fluency with supplemental curriculum, across K-3 grade levels. - **Fluency is built into The 95% Group materials and UFLI. Utilizing automaticity assessments is still a goal, but has not yet been implemented.**

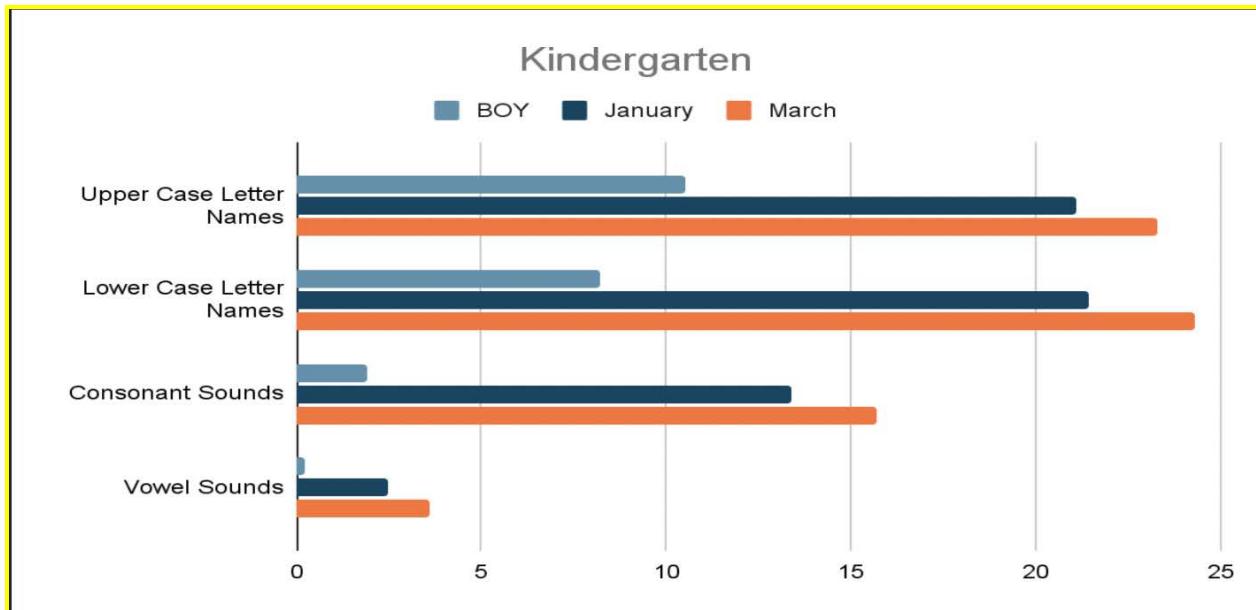
3. The metrics the LEA and school site are using to measure progress on actions (implementation) and/or growth (student data). (Please include the year two results.)

The 95% Group Skills Phonics Screener for Intervention (PSI), i-Ready data both used site-wide.

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Implementation Year 2: 2022–23

Cycle 3 Universal Access Time data K-3 using the *Phonological Awareness Screener for Intervention (PASI)* for Kinder and the *Phonics Screener for Intervention (PSI)* for Grades 1-3:



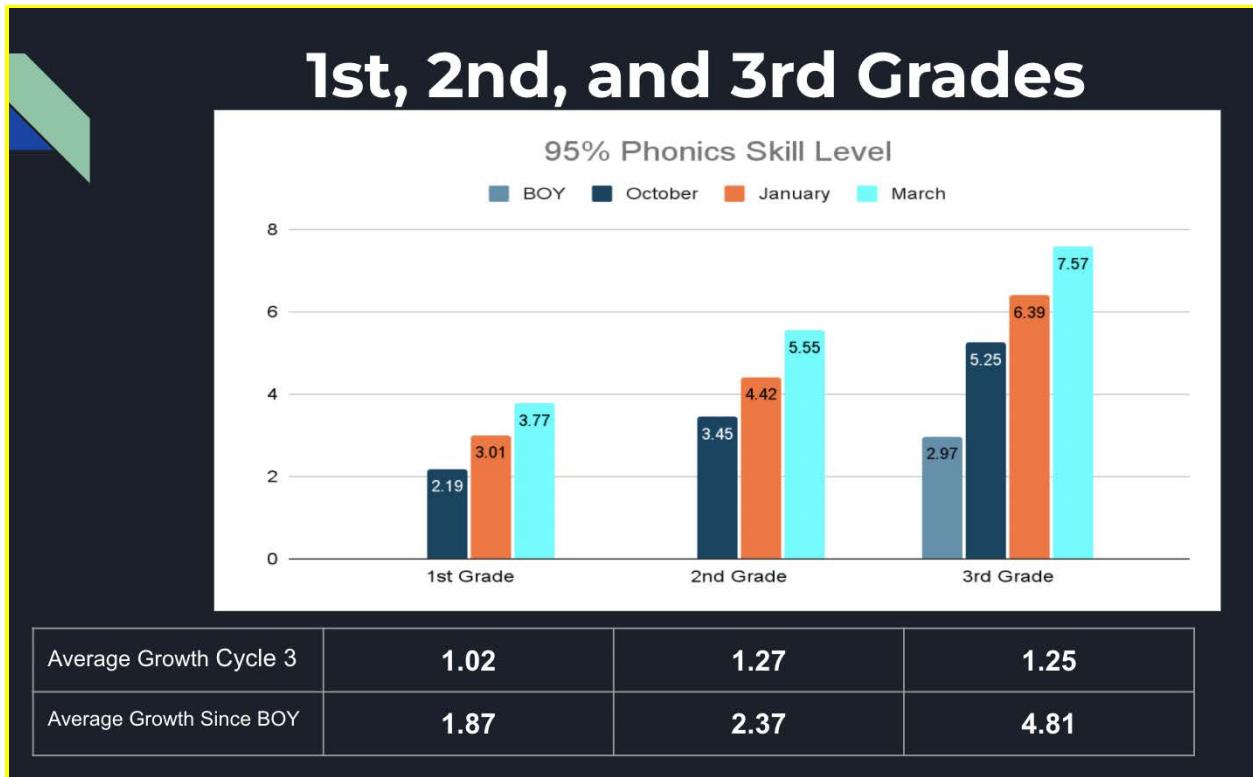
Kindergarten Skills

On average, our kindergarteners know:

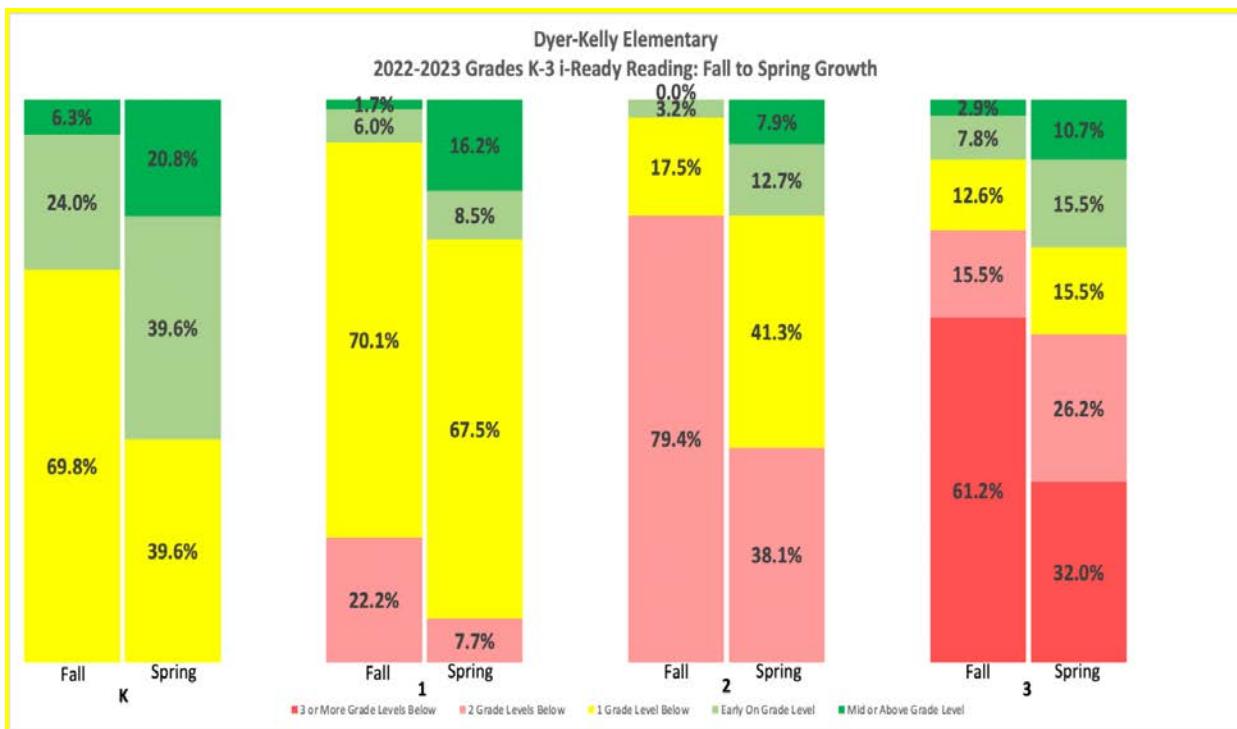
- 23.27 Upper Case Letters
- 24.29 Lower Case Letters
- 15.71 Consonant Sounds
- 3.57 Short Vowel Sounds
- 27.26 Sight Words
- Blending: 5.06 out of 10 CVC words

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Implementation Year 2: 2022–23



Data comparing fall or winter ELA scores to spring scores for kindergarten through third grade.



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Implementation Year 2: 2022–23

4. Please provide an analysis of the metrics and specifically, if the metrics are demonstrating progress towards goals.

The PASI/PSI demonstrates that systematic phonics instruction is making a difference on students' phonological awareness and phonics knowledge. The PASI identifies holes in phonological and phonemic awareness understanding but is not as reflective to the challenges that language learners face related to the working memory part of the assessment that uses a word recall model and includes words that language learners may be unfamiliar with.

The formative assessments embedded within the 95% phonics program intervention materials need to be applied more consistently across grade levels so that instructional adjustments can be made in a more timely manner.

i-Ready is another source of data. Although it is not directly connected to 95% phonics instruction, the results demonstrate a growth in phonics and literacy knowledge. It also ensures we are aware of a need for comprehension and vocabulary development, other critical aspects of reading that we will be prioritizing during Implementation Year Three.

5. What changes are needed, if any, as the school site enters into year three?

The metrics demonstrate consistent and strong growth with phonics, while also highlighting the need for comprehension and vocabulary development.

We will need to be intentional in our conversations during the hiring process to articulate that there are site-wide agreements around instructional practices and professional development specific to literacy instruction, including LETRS. We will work with the newly hired ELSB K-3 Site Coach to offer support for new staff onboarding after hire. The ELSB K-3 Site Coach will also support literacy training for three newly hired ELSB K-3 Instructional Assistants (IA). These ELSB K-3 IAs will provide literacy instruction to small student groups who are not making adequate progress with our Universal Access Time.

Our next steps in literacy instruction will need to be specific to comprehension and vocabulary development, as well as writing. This will include looking into instructional materials and/or practices that are in alignment with our phonemic, phonological, and phonics growth and allow us to capitalize on the growth made during Implementation Year 2.

Our site will also need to increase K-3 teacher use of oral reading fluency assessments. We will need to garner site-wide agreement in the use of evidence-based assessment tools. We will also need to select a common assessment tool to ensure shared learning, calibration, and expectations are employed.

Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

Statute: <https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>
(Revised 09/27/2022 based on annual report updates)

Goal of the Early Literacy Support Block Grant

The Goal of the Early Literacy Support Block Grant is to develop and implement literacy instruction and support programs, particularly focused on literacy in early grades (TK/K–3), ultimately resulting in improved student outcomes.

The ELSB *Literacy Action Plan Template* and *Rubric* are designed to work in tandem to support sites/LEAs in the development of a three-year literacy action plan to meet the goal of the grant. The *Literacy Action Plan Template and Rubric Overview* provides a snapshot of the process for developing the *Literacy Action Plan*. Use the *Rubric* for examples of evidence to include in the *Literacy Action Plan*.

Section 1, the Planning Phase, is required by statute and includes stakeholder engagement, root cause analysis, and a needs assessment.

Section 2, Literacy Action Plan Components, is also required by statute and includes the plan's goals and actions, metrics, and expenditures that are aligned to the categories in Section 3.

Section 3, Categories 1-4, includes allowable programs and services. Plans must include one or more of the four categories based on the needs assessment.

The Expert Lead in Literacy will provide a step-by-step process from planning phase to plan approval, with expert technical assistance and ongoing support and feedback. Refer to the [ELSB Grant Resources Padlet](#) for additional support and resources.

Literacy Action Plan Template and Rubric Overview

OVERVIEW (Required)

- Current Site/LEA ELA/ELD Instructional Plan

Section 1: PLANNING PHASE (Required)

- 1.1 Stakeholder Engagement
- 1.2 Root Cause Analysis
- 1.3 Needs Assessment

Section 2: LITERACY ACTION PLAN COMPONENTS (Required)

- 2.1 Goals and Actions
- 2.2 Metrics to Measure Progress
- 2.3 Expenditures Consistent with Categories 1–4 (see below)

Section 3: CATEGORIES 1–4 (*One or more of the following categories required. Must meet criteria OR provide rationale for not including in plan.*)

Category 1: Access to High-Quality Literacy Teaching

- 3.1a Support Personnel
- 3.1b Development of Strategies
- 3.1c Evidence-based Professional Development on Literacy Instruction, Achievement, and Use of Data
- 3.1d Professional Development on the Implementation of the English Language Arts/English Language Development (ELA/ELD) Framework

Category 2: Support for Literacy Learning

- 3.2a Literacy Curriculum and Instructional Materials
- 3.2b Diagnostic Assessment Instruments

Category 3: Pupil Supports

- 3.3a Expanded Learning Programs
- 3.3b Extended School Day
- 3.3c Culture and Climate
- 3.3d Research-Based Social-Emotional Learning (SEL)
- 3.3e Expanded Access to the School Library

Category 4: Family and Community Supports

- 3.4a Trauma-Informed Practices and Support
- 3.4b Mental Health Resources
- 3.4c Multi-Tiered Systems of Support (MTSS) and Response to Intervention
- 3.4d Literacy Training and Education for Parents
- 3.4e Parent and Community Engagement

Early Literacy Support Block Grant
LITERACY ACTION PLAN TEMPLATE

Statute: <https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>

LEA/District: San Juan Unified School District
LEA/District Contact/Project Director: Gianfranco Tornatore
Site(s): Dyer-Kelly Elementary
Site Administrator(s): Jamal Hicks and Maureen James Pendleton

Early Literacy Team Member	Role (Include title and/or grade level)
Jamal Hicks	Principal
Maureen James Pendleton	Vice Principal
Heather Brandt	Program Specialist, ELA and History Social Science
Virginia Dorman	4th Grade Teacher
Tina Tran	2nd Grade Teacher
Yesmine Thompson	3rd Grade Teacher
Sarah Johnson	Kindergarten Teacher
Nicole Kukral	Director of Professional Learning
Gianfranco Tornatore	Director of Continuous Improvement and LCAP

Add additional rows as needed.

DYER-KELLY LITERACY GRANT ACTION PLAN

OVERVIEW OF CURRENT SITE/LEA ELA/ELD INSTRUCTIONAL PLAN (Required) (Insert additional rows as needed.)			
Tier	Area/Skill	ELA/ELD Instructional Materials	Literacy Assessments
Tier 1: Core, Universal Supports	Foundational Skills	Benchmark Advanced	BPST, DOLCH
	Language Comprehension	I-Ready	I-Ready Diagnostics, Fountas & Pinnell
	English Language Development	Benchmark Advanced, Lexia	ELPAC
Tier 2: Targeted, Supplemental Supports	Foundational Skills	Heggerty	<i>We did not have these supports for the 2020-2021 school year.</i>
Tier 3: Intensive, Individualized Supports	<i>We did not have these supports for the 2020-2021 school year.</i>	<i>We did not have these supports for the 2020-2021 school year.</i>	<i>We did not have these supports for the 2020-2021 school year.</i>

Link to [Grades TK/K-3 Master Instructional Schedule](#).

SECTION 1: PLANNING PHASE (Required)		
Criteria and Descriptors for Planning Phase	Narrative explanation of planning phase process and procedures	Name artifact(s) and include link(s) to evidence
<p>1.1 STAKEHOLDER ENGAGEMENT The local educational agency shall consult with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the root cause analysis and needs assessment and proposed expenditures of the grant funds. The local educational agency may use an existing school site council established pursuant to Section 65000 of the Education Code for this purpose. If the school site council is used for this purpose, the school shall provide public notice of meetings and shall conduct meetings in the manner required by Section 35147 of the Education Code.</p>	<p>Our proposal team solicited stakeholder engagement by creating a presentation of our proposal work to explain the purpose of this grant, our process in identifying the problem statement and our proposed plan to address the problem statement identified in the root cause analysis. The proposal of our plan shares our SMARTe objectives to address our problem statement.</p> <p>Information about the ELSB grant has been shared with faculty and staff at the faculty meetings and the committee was formed to participate in sessions on writing the grant and presented at May, 2021, the school site council meeting. ELSB Grant Team, grade level leads, Categorical Programs Advisor and Local School Leadership Council met regularly to analyze data including Fountas and Pinnell scores, DIBELS, K-5 Assessment, Interim Assessment, iReady data to support the ELSB grant writing team with the Root Cause Analysis, Needs Assessment and collecting the evidence. The information about the early literacy grant as well as the needs assessment results were shared with parents at the School Site Council and Whole School Staff meetings. SSC members, teachers and parents provided input to refine literacy plans.</p> <p>We solicited comments from the SSC members, teachers and parents provided input to refine literacy plans.</p> <p>Parents supported the proposals to allocate funding for teachers x-time and professional development. Parents supported our motion to purchase additional materials and resources to enhance students' foundational reading skills. Parents discussed the effectiveness of the programs including comparison of electronic software and traditional</p>	<p>May Staff & Site Council Meeting (site council slide 6)</p> <p>Site Council Meeting Minutes (Page 5)</p> <p>Stakeholder Presentation (presented during staff meeting)</p> <p>Staff Survey Results</p>

	<p>printed materials. One parent mentioned having several children, the multiple supports we have and offer at Dyer-Kelly and specifically how “our site has a high number of EL students, however, the concern without having such strong programs in place and a variety of programs available many of our English as their primary language will fall behind.” As previously stated, this is an example of a statement informing and supporting our root cause analysis and needs assessment, showing a need for increased professional learning on explicit systematic foundational skill instruction, to in turn support students foundational gaps.</p> <p>May 2020 - Site Counsel Attendance</p> <p>Attendance:</p> <ul style="list-style-type: none"> ● Jamal Hicks – Principal ● Gian Tornatore – Principal ● Jeanette Sherwood – ICT ● Virginia Dorman – Teacher ● Bonnie Marcketti – Teacher ● Kim Commandatore – Teacher ● Karen Solari – Parent / SSC Chair ● Yelena Vakulchik – Parent ● Naser Enayati – Parent ● Wayne Walker – Parent ● Ibiza Ramirez-Luera – Parent <p>Guest:</p> <ul style="list-style-type: none"> ● Maureen James – Pendleton –Guest 	
<p>1.2 ROOT CAUSE ANALYSIS</p> <p>The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of</p>	<p>Through an in-depth data analysis we identified that few of our students are not able to decode complex grade-level texts by the end of third grade. Based on feedback from our parents, teachers and community and through analytical the development of our Root Cause Analysis we found a lack of consistent Phonemic Awareness and Oral Reading Fluency instruction, and agreed upon literacy assessments across our school site.</p>	<p>Root Cause Analysis</p> <p>Student Data</p>

<p>Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.</p> <p>The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.</p>		
<p>1.3 NEEDS ASSESSMENT</p> <p>The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.</p> <p>The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3,</p>	<p>Need 1:</p> <p>We will improve in deepening our understanding of our core program (Benchmark) by teaching with coherence and intention by utilizing LETRS™ with district support to fill foundational skill gaps. By acquiring a site literacy coach (2021-2024) and a district curriculum consultant (TOSA) as measured by ORF, iReady, staff observations, and feedback by June 2022.</p> <p>Rational of Need 1:</p> <p>Based on feedback from our parents, teachers and community and through analytical the development of our root causes, we found it would be most formatively and summatively to support our teachers in deepening their individual pedagogical practices in foundational skills. As well as the practice utilizing common assessments to identify and assess students foundation needs.</p>	<p>Needs Assessment</p> <p>Student Data</p>

<p>inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.</p>	<p>Need 2: We, the teachers of Dyer-Kelly Elementary, will further improve our implementation of an explicit systematic foundational skill instructional (i.e. SIPPS, Open Court Foundational Skills, Heggerty phonemic awareness, word recognition for K-2; if needed) program across grade levels, K-3, by acquiring supplemental curriculum and training to support our year 1 goal of deepening our early literacy pedagogy as measured by data collections, collaborative lesson plans and peer observations by August 2022-June 2024.</p> <p>Rational of Need 2: Based on feedback from our parents, teachers and community and through analytical development, Year 2's improvement goal continues work started in Year 1 by providing curriculum and professional development in explicit systematic foundational skill instruction to support the learning gaps identified in year 1 and support for student needs.</p> <p>Need 3: We, the teachers of Dyer-Kelly Elementary, will improve student oral reading fluency by showing that when asked, a STUDENT will read a short story independently with 95% oral reading accuracy and will answer 3 of 5 comprehension questions correctly, as measured by collecting data and growth monitoring in Fall, Winter and Spring trimester reading assessments and classroom data by August 2023-June 2024.</p> <p>Rational of Need 3: We currently do not have site wide consistent explicit instruction or assessments in foundational reading skills or Oral Reading Fluency. In year 3, based on feedback from our parents, teachers and community and through analytical development of our root causes, we will use common assessments tied to the new foundational skills curriculum from year 2. This assessment data will allow us to monitor and address foundational reading skill gaps site wide.</p>	
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SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)				
2.1 Literacy Goal "Big Picture" Focus of improvement centered on TK/K–3 literacy instruction <ul style="list-style-type: none">• Site/LEA practices or issues• Evidence-based rigorous goal	2.1 Rationale "Why you chose the goal" Connect to stakeholder engagement, root cause analysis, and needs assessment evident in identified goals.	2.1 Evidence "Artifacts that back up the rationale and support why you chose the goal" Include links to supporting evidence.	2.1 Action Item(s) "Specific, timebound actions that describe how the literacy instructional program will be improved" <ul style="list-style-type: none">• Align action items to the goal• Design to impact literacy outcomes• Write as SMART goal	2.2 Metrics "How you will measure progress on actions (implementation) and/or growth (student data) and how often" Articulate plan that includes: <ul style="list-style-type: none">• Tool/Metric• Intervals• Monitoring and adjusting
Example: Provide explicit, academic vocabulary instruction.	Example: Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.	Example: Screening data revealed low student scores in vocabulary across K–3. [Insert Link] Link to needs assessment and root cause analysis	Example: <ul style="list-style-type: none">• By August 2022 (Year 3), purchase Academic Vocabulary Toolkit• By October 2022, initial training for all K–3 teachers and support staff, with monthly follow-up sessions	Example: <ul style="list-style-type: none">• PD Plan• Invoices• iReady diagnostic data• Curriculum-embedded formative assessment data (core curriculum and Academic Vocabulary Toolkit)• ELPAC data
Building capacity around our tier 1 ELA/ELD program (Benchmark) through LETRS training across K–3 grade levels.	<u>Stakeholder Slide Show Presentation</u> <u>Stakeholder Feedback form results</u> <i>The presentation of information to stakeholders allowed for the ELSB team to gain feedback from our parents, teachers and community; which in turn supported our</i>	Screening data shows low student performance. <u>Student Data</u> <u>Needs Assessment</u> Link to needs assessment and root cause analysis provided <u>Root Cause Analysis</u>	We, the teachers of Dyer-Kelly Elementary, will improve in deepening our understanding of our core program (Benchmark) and the present curricular gaps by teaching foundational skills with coherence and intention by utilizing LETRS™ professional development	... As measured by: <ul style="list-style-type: none">• Staff Feedback Forms• Peer coaching/observations demonstrating program implementation• Student Oral Reading Fluency• I-Ready Reading Quarterly diagnostics (grade 3)• Fountas & Pinnel Reading Level Diagnostics (grade K–3)

	<p><i>analytical development of root causes and needs assessment.</i></p> <p><i>Root cause analysis and needs assessment revealed incoherent delivery of phonics instruction, materials used, and low student performance across the grades.</i></p>		<p>program with coaching and district support by acquiring a site literacy coach (2021-2024) and a district curriculum consultant (TOSA).</p> <p><i>By August 2021 (Year 1)</i></p> <ul style="list-style-type: none"> • Hire Site Literacy Coach for K-3 • Have support plan in place with district literacy TOSAs <p><i>By September 2021 (Year 1)</i></p> <ul style="list-style-type: none"> • Purchase LETRS training modules to begin level 1 training for all K-3 faculty, and provide monthly team meeting/planning time. • Have small professional learning cohorts formed to support collaboration, planning, and discussion around LETRS. 	
<p>Implement (Purchase) a supplemental foundational skills program, across K-3 grade levels.</p> <p>Receive training on staff approved supplemental curriculum, across K-3 grade levels.</p> <p>Begin using supplemental curriculum in the classroom, across K-3 grade levels.</p>	<p>Root cause analysis and needs assessment revealed inconsistent delivery of supplemental curriculum and inconsistent delivery of instruction of phonics and reading skills.</p>	<p>Screening data shows low student performance.</p> <p><i>Student Data</i></p> <p><i>Needs Assessment</i></p> <p>Link to needs assessment and root cause analysis provided</p> <p><i>Root Cause Analysis</i></p>	<p>We, the teachers of Dyer-Kelly Elementary, will further improve our implementation of an explicit systematic foundational skill instructional (i.e. SIPPS, Open Court Foundational Skills, Heggerty phonemic awareness, word recognition for k-2; if needed) program across grade levels, K-3, by acquiring supplemental curriculum and training to support our year 1 goal of deepening our early literacy pedagogy as measured by data collections, collaborative lesson</p>	<ul style="list-style-type: none"> • PD Plan • Invoices • iReady diagnostic data • Curriculum-embedded formative assessment data (core curriculum and Academic Vocabulary Toolkit) • ELPAC data • Staff Feedback Forms • Peer coaching/observations demonstrating program implementation • Student Oral Reading Fluency

			<p>plans and peer observations by August 2022-June 2024.</p> <ul style="list-style-type: none"> ● <i>By August 2022, Receive curriculum sales representatives to present options of different supplemental curriculum</i> ● <i>By September 2022, purchase agreed upon supplemental instructional support for early literacy</i> ● <i>By October 2022 implement new supplemental curriculum with TOSA Support for grades k-3 in combination with LETRS</i> 	<ul style="list-style-type: none"> ● <i>I-Ready Reading Quarterly diagnostics</i> ● <i>Fountas & Pinnel Reading Level Diagnostics (grade K-3)</i>
Improving student oral reading fluency with supplemental curriculum, across K-3 grade levels.	<p><i>Root cause analysis and needs assessment revealed inconsistent delivery of fluency instruction, materials used, and low student performance across the grades.</i></p> <p><u>Root Cause Analysis</u></p>	<p><i>Screening data shows low student performance.</i></p> <p><u>Student Data</u></p> <p><u>Needs Assessment</u></p> <p><u>Root Cause Analysis</u></p>	<p>We, the teachers of Dyer-Kelly Elementary, will improve student oral reading fluency by showing that when asked, a STUDENT will read a short story independently with 95% oral reading accuracy and will answer 3 of 5 comprehension questions correctly, as measured by collecting data and growth monitoring in Fall, Winter and Spring trimester reading assessments and Accelerated Reading classroom data by August 2023-June 2024.</p> <ul style="list-style-type: none"> ● By August of 2023 continue to implement supplemental 	<ul style="list-style-type: none"> ● <i>ELPAC data</i> ● By collection of initial fluency data in August of 2023 comparatively to the fluency data collected in June of 2024. ● By collection of initial fluency data in August of 2023 comparatively to the fluency data collected in June of 2024. ● <i>Staff Feedback Forms</i> ● <i>Peer coaching/observations demonstrating program implementation</i> ● <i>Student Oral Reading Fluency</i> ● <i>I-Ready Reading Quarterly diagnostics</i> ● <i>Fountas & Pinnel Reading</i>

			<ul style="list-style-type: none"> instructional curriculum • By collection of initial fluency data in August of 2023 • End of year fluency data collected in June of 2024. • Begin Fountas and Pinnell assessments during trimester 1,2,3 and collect data on fluency 	<i>Level Diagnostics (grade K-3).</i>
2.3 Expenditures Consistent with Categories Link to ELSB Budget documents. CDE: ELSBGrant@cde.ca.gov				

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 1: ACCESS to HIGH-QUALITY LITERACY TEACHING (Must meet criteria OR provide rationale for not including in plan.)

Category 1 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.1a SUPPORT PERSONNEL Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	Example (action item): <i>By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPSS curriculum.</i>	Example (action item): <i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i> <i>Attached is our job description for the hiring of our literacy coach [Insert Link].</i>	Example (action item): <i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.</i>
	<i>In support of goals 1,2 and 3 by August 2024 January 31, 2022, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the LETRS program, quarterly assessments support, and foundational skills program implementation.</i> <i>Coach was contracted with Consortium on Reading Excellence (CORE) due to inability to fill position within school district.</i>	<i>As seen in our screening data Student Data, our root cause analysis, and our Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i> <i>Attached is our job description for the hiring of our literacy coach Site Resource Teacher - Literacy Coach.</i>	<i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional practices in regards to foundational skills. A literacy coach will be utilized to coach teachers.</i>

	<p><i>In support of goals 1, 2 and 3 by August 2021, acquire a LETRS TOSA to work with staff and literacy coach/CORE consultant focusing specifically on analyzing and supporting benchmark curriculum, across K-3 grade levels.</i></p>	<p><i>As seen in our screening data Student Data, our root cause analysis, and our Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i></p>	<p>Our district Literacy TOSAs are certified in the LETRS program and able to support our faculty as we begin our implementation of LETRS modules.</p>
	<p>In support of goal 3 by September of 2022, find and purchase supplemental curriculum through a curriculum vetting process to the staff for feedback and analysis, across K-3 grade levels.</p> <p>Literacy Action Team will develop and facilitate a plan for literacy instruction and literacy intervention K-3. Currently, the Literacy Action Team members include site teachers from multiple grade levels, a site administrator, and a district administrator. Additional site teachers in grades K-3 will be compensated for time spent on this action item beyond their contractual hours, including training on the supplemental curriculum, literacy instruction, and literacy intervention. Developing the capacity of teachers to implement peer to peer coaching is also a key focus this year.</p> <p>Purchased supplemental curriculum: 95% Core Phonics program K-3 classroom kits and the Phonics Lesson Library. Evaluate effectiveness of this supplemental curriculum to determine if additional materials should be purchased.</p>	<p><i>As seen in our screening data Student Data, our root cause analysis, and our Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i></p>	
<p>3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.</p>	<p>Example (rationale): No action</p>	<p>Example (rationale): [Insert Link] Link to the school's state approved core curriculum website.</p> <p>Or [Insert Link] Link to needs assessment indicating not a priority</p>	<p>Example (rationale):</p>

			<p><i>Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.</i></p>
	<p><i>No action</i></p>	<p><i>Needs Assessment indicating not a priority</i></p>	<p><i>Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.</i></p> <p><i>SJUSD 8-point commitment to equity and social justice</i></p> <ul style="list-style-type: none">● <i>Book studies</i>● <i>Professional development series</i>● <i>Speaker series</i>● <i>Department of Professional Learning and Innovation</i>

<p>3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA</p> <p>Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils.</p>	<p>By September 2021, purchase LETRS program guides and digital support for K-3 faculty, , across K-3 grade levels.</p> <p>By September 2021, District LETRs-trained TOSA will support LETRs training from unit 1 , , across K-3 grade levels.</p> <p>By December 2021, District LETRs-trained TOSA will support LETRs training from unit 2 , , across K-3 grade levels.</p>	<p>As seen in our screening data Student Data, our root cause analysis, and our Needs Assessment, increased student and faculty access to targeted, evidence-based foundational reading skills instruction is an urgent need.</p> <p>As seen in our screening data Student Data, our root cause analysis, and our Needs Assessment, increased student and faculty access to targeted, evidence-based foundational reading skills instruction is an urgent need.</p>	<p>The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)</p> <p>The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)</p>
	<p>By March Fall 2022, District LETRs-trained TOSA will support LETRs training from unit 3, across K-3 grade levels.</p> <p>Late receipt of materials prompted the timeline to be pushed out. Magnitude of time required to actively engage in professional learning necessitated a longer time frame for learning. Staffing deficiencies during pandemic surges necessitated time extension.</p>	<p>As seen in our screening data Student Data, our root cause analysis, and our Needs Assessment, increased student and faculty access to targeted, evidence-based foundational reading skills instruction is an urgent need.</p>	<p>The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)</p>
	<p>By May Winter 2023, District LETRs-trained TOSA will support LETRs training from unit 4, across K-3 grade levels.</p> <p>Late receipt of materials prompted the timeline to be pushed out. Magnitude of time required to actively engage in professional learning necessitated a longer time frame for learning. Staffing deficiencies during pandemic surges necessitated time extension.</p>	<p>As seen in our screening data Student Data, our root cause analysis, and our Needs Assessment, increased student and faculty access to targeted, evidence-based foundational reading skills instruction is an urgent need.</p>	<p>The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)</p>

	<p>By October 2022, receive training support for supplemental curriculum in early literacy, across K-3 grade levels.</p>	<p><i>As seen in our screening data Student Data, our root cause analysis, and our Needs Assessment, increased student and faculty access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i></p>	<p>The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)</p>
<p>3.1d PROFESSIONAL DEVELOPMENT ON THE IMPLEMENTATION OF THE ENGLISH LANGUAGE ARTS/ENGLISH LANGUAGE DEVELOPMENT FRAMEWORK Professional development for teachers and school leaders regarding implementation of the ELA/ELD Framework and the use of data to support effective instruction.</p>	<p>No action.</p> <ul style="list-style-type: none"> - WEST Education Professional Development <ul style="list-style-type: none"> - CORE Practices for ELD spiraled across content - District provided PD - Scholastic Guided Reading - Bi-Weekly grade collaboration time 	<p>Needs Assessment indicating not a priority</p>	<p><i>Our school is currently implementing a state-approved core curriculum that includes Professional development on the implementation of the English Language/English Language development framework. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.</i></p>

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 2: SUPPORT for LITERACY LEARNING (Must meet criteria OR provide rationale for not including in plan.)

Category 2 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the ELA/ELD framework, but only if the Literacy Action Plan also includes professional development for staff on effective use of these materials.	<p>Example (action item):</p> <ul style="list-style-type: none"> By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year. By August 2021, develop monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement. By August 2021, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan. 	<p>Example (action item):</p> <p>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics.</p> <p>Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the SIPPS curriculum for Years 2 and 3. Included in the professional learning plan is the administrative support, monitoring, and communication that will support the implementation and ongoing use of SIPPS.</p>	<p>Example (action item):</p> <p>Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments.</p> <p>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial SIPPS training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant.</p>
	<p>Example (action item):</p> <ul style="list-style-type: none"> By August 2022 (Year 3), purchase the Academic Vocabulary Toolkit curriculum and provide initial and ongoing training of the curriculum throughout the implementation year. 	<p>Example (action item):</p>	<p>Example (action item):</p>

	<ul style="list-style-type: none"> ● By the end of Year 2, May 2022, develop monitoring plan to including data collection to assess implementation of professional learning plan as well as cycles of improvement. ● By the end of Year 2, May 2022, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan. 	<p>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K-3 students are testing below proficiency in vocabulary, in addition to phonemic awareness and phonics.</p> <p>Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the Academic Toolkit curriculum for Year 3. Included in the professional learning plan is the administrative support, and monitoring, and communication that will support the implementation and ongoing use of the Academic Vocabulary Toolkit.</p>	<p>Through purchasing the Academic Vocabulary Toolkit to support our Tier 1 reading instruction for K-3 students, our school will become more intentional in targeting vocabulary acquisition for students. Utilizing the Academic Vocabulary Toolkit curriculum in Tier 1 instruction will allow students to receive additional vocabulary instruction which is necessary to support their core ELA/ELD curriculum.</p> <p>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial Academic Vocabulary Toolkit training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the grant.</p>
	<p>By September 2022, purchase agreed upon supplemental curriculum in early literacy, across K-3 grade levels.</p> <p>By September 2022, develop a monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement, across K-3 grade levels.</p> <p>By September 2022, develop a communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan, across K-3 grade levels.</p> <p>Purchased supplemental curriculum: 95% Core Phonics program K-3 classroom kits and the Phonics</p>	<p>As seen in our screening data Student Data, our root cause analysis, and our Needs Assessment, a majority of our K-3 students are testing below proficiency in phonemic awareness and phonics.</p>	<p>Through purchasing a supplemental curriculum to early literacy to provide foundational reading skills instruction for K-3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the supplemental curriculum will allow students to be placed in differentiated groups based on assessments.</p> <p>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial curriculum training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant.</p>

	Lesson Library. K-3 supplemental decodable texts still pending delivery and training summer 2022.		
3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.	Example (rationale): No action	Example (rationale): [Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments. Or, [Insert Link] link to needs assessment indicating not a priority.	Example (rationale): Our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the use of the assessments.
	No action <ul style="list-style-type: none"> - SIPPS - iReady - RAZ Kids - Lexia - Fountas & Pinnell 	Needs Assessment indicating not a priority.	Our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the use of the assessments.

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 3: PUPIL SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)

Category 3 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.3a EXPANDED LEARNING PROGRAMS Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.	Example (action item): <i>By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</i>	Example (action item): <i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i> <i>Attached is our job description for the hiring of our literacy coach [Insert Link].</i>	Example (action item): <i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.</i>
	No Action <ul style="list-style-type: none">- Bridges- Camp invention- First Five- Math Camp	Needs Assessment indicating not a priority.	Not a priority based on needs assessment for this literacy grant.
3.3b EXTENDED SCHOOL DAY Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	Example (rationale): No action	Example (rationale): <i>[Insert Link] Link to the school's state approved core curriculum website.</i> <i>Or [Insert Link], link to needs assessment indicating not a priority.</i>	Example (rationale): <i>Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of</i>

			<i>strength. Therefore, we are not including it in this action plan.</i>
	No action - Bridges - Science program - Academic Afterschool Program	Needs Assessment indicating not a priority.	Needs assessment revealed that it is a strength and currently being implemented. Therefore, we are not including it in this action plan.
3.3c CULTURE AND CLIMATE Strategies to improve school climate, pupil connectedness, attendance and to reduce exclusionary discipline practices, including in-school suspensions that may limit a pupil's time in school.	No Action - Morning Meeting - PBIS - Restorative practices - Project Optimism - Second Step - Equity / Social Justice book studies	Needs Assessment indicating not a priority.	Needs assessment revealed that it is a strength and currently being implemented. Therefore, we are not including it in this action plan.
3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.	No Action - PBIS - Restorative practices - Project Optimism - Second Step	Needs Assessment indicating not a priority.	Needs assessment revealed that it is a strength and currently being implemented. Therefore, we are not including it in this action plan.
3.3e EXPANDED ACCESS Expanded access to the school library.	No Action - Currently have school library and digital library - Epic! - Benchmark Library - Partnership with local Sacramento Library - Book donations -	Needs Assessment indicating not a priority.	Needs assessment revealed that it is a strength and currently being implemented. Therefore, we are not including it in this action plan.

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 4: FAMILY AND COMMUNITY SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)

Category 4 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.4a TRAUMA-INFORMED PRACTICES Development of trauma-informed practices and supports for pupils and families.	<p>Example (action item):</p> <ul style="list-style-type: none"> • By December 2021, provide initial training for staff on identifying signs of trauma, as well as trauma-informed supports, specifically de-escalation and restorative practices, to support student literacy instruction. Monthly follow-up training will be provided. • By May 2022, collaboratively design and develop a system to capture student voice to raise staff awareness and inform supports available to pupils as well as families. 	<p>Example (action item):</p> <p>As seen in our root cause analysis [Insert Link], and our needs assessment [Insert Link], a significant percentage of students in our district are experiencing homelessness or are in foster homes where they have experienced trauma. Therefore, trauma-informed practices and supports are priorities.</p> <p>Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].</p>	<p>Example (action item):</p> <p>Development of strategies and implementation of evidence-based supports, including training for teachers and staff on the importance of adult-student connections, de-escalation strategies, and restorative practices in order to ensure positive classroom cultures in each classroom to support high impact literacy instruction.</p> <p>Through supporting teachers' creation of trauma-informed positive classroom environments at our school, student literacy learning is enhanced by reducing students' affective filters and removing barriers to learning associated with trauma.</p>
	No Action <ul style="list-style-type: none"> - Morning Meeting - PBIS - Restorative practices - Project Optimism - Second Step 	Needs Assessment indicating not a priority.	Needs assessment revealed that it is a strength and currently being implemented. Therefore, we are not including it in this action plan.

<p>3.4b MENTAL HEALTH RESOURCES Provision of mental health resources to support pupil learning.</p>	<p>Example (rationale): No action</p>	<p>Example (rationale): [Insert Link] Link to school budget/SPSA/LCAP that indicates allocated funds for mental health resources. Or [Insert Link], link to needs assessment indicating not a priority.</p>	<p>Example (rationale): We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.</p>
	<p>No Action</p> <ul style="list-style-type: none"> - District provide support - Care Soalis - Mental Health Therapist - Social worker - Behaviorist - Counseling 	<p>Needs Assessment indicating not a priority.</p>	<p>Needs assessment revealed that it is a strength and currently being implemented. Therefore, we are not including it in this action plan.</p>
<p>3.4c MULTI-TIERED SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION Strategies to implement multi-tiered systems of support (MTSS) and the response to intervention (RtI) approach.</p>	<p>No Action with these grant funds</p> <ul style="list-style-type: none"> - PBIS - World Relief - DKit (Academic and behavior intervention) 	<p>Needs Assessment indicating not a priority.</p>	<p>Needs assessment revealed that it is a strength and currently being implemented. Therefore, we are not including it in this action plan.</p>
<p>3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS Development of literacy training and education for parents to help develop a supportive literacy environment in the home.</p>	<p>No Action with these grant funds</p> <ul style="list-style-type: none"> - Supported by district - BIA - School Community Worker - WEST Program - Parent University provided by district office - World Relief - Parent Language Classes in partnership with the local church 	<p>Needs Assessment indicating not a priority.</p>	<p>Needs assessment revealed that it is a strength and currently being implemented. Therefore, we are not including it in this action plan.</p>

<p>3.4e PARENT AND COMMUNITY ENGAGEMENT</p> <p>Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs.</p>	<p>No Action with these grant funds</p> <ul style="list-style-type: none"> - Back to School Night - PBIS 	<p><u>Needs Assessment</u> indicating not a priority.</p>	<p>Needs assessment revealed that it is a strength and currently being implemented. Therefore, we are not including it in this action plan.</p>
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Proposed Budget Revision Request

Early Literacy Support Block Grant
 Educator Excellence and Equity Division
 California Department of Education

Instructions:

Each grant recipient must submit this form to reflect proposed changes in expenditures during the grant period of December 1, 2020 through June 30, 2024.

The Total for the four years MUST match the amount listed on the Grant Award Notification.

Object Code	Line Item	Planning Year		Planning Year		Year 1		Year 2		Year 3		Revised Budget Total		Original	Changes	Revisions		
		Original Budget	Planning Year Change (+/-)	Budget Revision	Original Budget	Year 1 Change (+/-)	Year 1 Budget Revision	Original Budget	Year 2 Change (+/-)	Year 2 Budget Revision	Original Budget	Year 3 Change (+/-)	Year 3 Budget Revision	Original Budget Total				
1000 Certified Personnel Salaries		\$3,385.00	-\$0.46	\$3,384.54	\$123,698.00	(\$93,191.90)	\$30,506.10	\$156,849.00	(\$93,141.96)	\$63,707.04	\$34,809.00	\$83,641.00	\$118,450.00	\$216,047.68	\$318,741.00	-\$102,693.32	\$216,047.68	
2000 Classified Personnel Salaries		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$67,411.08	\$67,411.08	
3000 Employee Benefits		\$751.00	\$0.38	\$751.38	\$29,031.00	(\$21,912.41)	\$7,118.59	\$57,131.00	(\$41,034.14)	\$16,096.86	\$26,974.00	\$82,723.60	\$109,697.60	\$133,664.43	\$113,887.00	\$19,777.43	\$133,664.43	
4000 Books and Supplies		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$65,967.00	\$6,918.39	\$72,885.39	\$0.00	\$24,704.25	\$24,704.25	\$97,589.64	\$65,967.00	\$31,622.64	\$97,589.64	
Services and Other Operating Expenditures (excluding Subagreements for Services and																		
5000 Travel		\$0.00	\$0.00	\$0.00	\$53,804.00	(\$53,804.00)	\$0.00	\$14,201.00	(\$14,201.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$68,005.00	-\$68,005.00	\$0.00	
Subagreements for Services																		
5100 (not subject to indirect costs)		\$0.00	\$0.00	\$0.00	\$25,095.00	(\$2,294.94)	\$22,800.06	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$25,095.00	-\$2,294.94	\$22,800.06	
5200 Travel and Conferences		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Professional/Consulting Services &																		
5800 Operating Expenses		\$0.00	\$0.00	\$0.00	\$0.00	\$53,470.27	\$53,470.27	\$0.00	\$558.43	\$558.43	\$0.00	\$0.00	\$0.00	\$54,028.70	\$0.00	\$54,028.70	\$54,028.70	
Capital Outlay																		
6000 (not subject to indirect costs)		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Indirect Costs - Must not exceed																		
7000 LEA's approved rate		\$186.00	\$1.08	\$187.08	\$7,806.00	(\$4,362.61)	\$3,443.39	\$11,118.00	(\$6,152.73)	\$4,965.27	\$2,335.00	\$10,667.67	\$13,002.67	\$21,598.41	\$21,445.00	\$153.41	\$21,598.41	
Total		\$4,322.00	\$1.00	\$4,323.00	\$239,434.00	-\$122,095.59	\$117,338.41	\$305,266.00	-\$147,053.01	\$158,212.99	\$64,118.00	\$269,147.60	\$333,265.60	\$613,140.00	\$613,140.00	\$0.00	\$0.00	\$613,140.00
	Carry Over				-1													
	Total Grant Award																	

**SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

AGENDA ITEM: I-6

MEETING DATE: 06/13/2023

SUBJECT: Special Education Community Advisory Committee
Bylaw Revision

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

DEPARTMENT: Administration

ACTION REQUESTED:

The superintendent is recommending the board approve proposed revisions to the Special Education Community Advisory Committee bylaws.

RATIONALE/BACKGROUND:

The Special Education Community Advisory Committee bylaws were last updated in 2014. Recent legislative changes now allow for the committee to operate under the state's Greene Act rather than the Brown Act while the board has expressed an interest to align practices and standards between committees to better establish expectations and the ability for members of the public to participate. The proposed revisions call out the committee's use of the Greene Act and the district's rules of order; reaffirm the authority, charge and function of the committee to provide input and feedback on the creation and updating of the special education local plan; and aligns practices on meeting dates, staff liaison support, membership selection, terms, officer election, annual organizational meeting, agenda development, public comments during meetings and processes for amendments with those of other board appointment committees. The proposed changes would move membership selection from a pure application process to an appointment by board member and superintendent process mirroring what is used for the LCAP Parent Advisory Committee. In reviewing initial drafts of the proposal, committee members expressed concern over limits to serving on only one committee, had questions around limits to three terms, and expressed a desire to ensure there were appropriate roles for maintaining parent majorities on the committee. Due to the significance of changes proposed, a redline version of the bylaws is not being provided.

ATTACHMENTS:

- A: Proposed Special Education Community Advisory Committee Bylaws
B: Current Special Education Community Advisory Committee Bylaws

BOARD COMMITTEE ACTION/COMMENT:

Special Education CAC – 01/18/2023

Special Education CAC – 03/08/2023

Special Education CAC – 05/24/2023

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 05/15/2023

Superintendent's Cabinet: 06/05/2023

Board of Education – Discussion: 05/23/2023

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

PREPARED BY: Trent Allen, APR, Chief of Staff *TA*

APPROVED BY: Melissa Bassanelli, Superintendent of Schools *MB*

DRAFT

SAN JUAN UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION COMMUNITY ADVISORY COMMITTEE

1 I. Name

2 The name of the committee shall be the Special Education Community Advisory Committee (CAC).

3 II. Authority

4 The Special Education Community Advisory Committee, hereinafter referred to as "the committee,"
5 is a standing committee of the San Juan Unified School District Board of Education as mandated by
6 California Education Code sections 56190-56193. The committee shall operate in compliance with
7 the state's open-meeting laws including the Greene Act~~and~~, Education Code section 35147 and
8 the requirements of these bylaws. In this regard, any number of committee members may meet
9 outside a district-scheduled committee meeting at the same time and place to hear, discuss~~,~~ or
10 deliberate upon any matter within the function of the committee, but shall not take any action on any
11 item of business outside of a district scheduled committee meeting with a quorum of members
12 present.

13 When members of the committee wish to meet and discuss CAC business outside of a district-
14 scheduled committee meeting in which a quorum of members is present:

- 15 A. Meetings will be open to the public.
16 B. Public notice of the meeting will be provided at least 72 hours in advance and will include the
17 date, time~~,~~ and location of the meeting.
18 C. Minutes will be taken of each meeting that will include the subject matter(s) discussed, a record
19 of those in attendance, the location, time and date of each meeting.
20 D. Minutes shall be provided to the committee secretary, chair~~,~~ and staff liaison who will include the
21 minutes as an informational item on the agenda of the next scheduled committee meeting.
22 E. No action shall be taken on any item of business outside of any district-scheduled committee
23 meeting~~with a quorum of members present~~.

24 III. Charge

25 In alignment with Education Code section 56194, the committee:

- 26 A. Advises the Board of Education, superintendent~~,~~ and director of special education regarding the
27 development, amendment~~,~~ and review of the special education local plan area ("SELPA" or "the
28 plan").
29 B. Recommends annual priorities to be addressed by the plan.
30 C. Assists in parent education and in recruiting parents and other volunteers who may contribute to
31 the implementation of the plan.
32 D. Encourages community involvement in the development and review of the plan.
33 E. Supports activities on behalf of individuals with exceptional needs.
34 F. Assists in parent/guardian awareness of the importance of regular school attendance.
35 G. Supports community involvement in the Local Control and Accountability Plan Parent Advisory
36 Committee established pursuant to Education Code section 52063 to encourage the inclusion of
37 parents/guardians of individuals with exceptional needs to the extent the students also fall within
38 one or more of the definitions in Education Code section 42238.01.

48
49 IV. Function

50 The committee is considered one of multiple educational partners that the special education
51 department, superintendent and board consult with and seek advice from in the development and
52 revision of the Local Plan. It is the board's expectation that the committee shall fulfill its charge
53 pursuant to California Education Code. In doing so, the work of the committee shall be aligned with
54 board priorities and available resources, including staff time. At the board or superintendent's
55 direction, the committee may meet and share information, interpretations or recommendations with
56 other committees and district administration pertaining to special education services and actions
57 contained within the plan.

58
59 The committee shall also provide written and/or oral presentations to the board as requested, or at
60 the committee's initiative.

61
62 V. Meetings

- 63 A. Regular committee meetings shall be scheduled during the committee's annual organizational
64 meeting (see section XIII).
- 65 B. Additional meetings of the committee may be called if deemed necessary by the committee
66 chair and staff liaison to ensure adequate time is provided to meet the committee's charge to
67 provide input on the development, amendment and review of the local plan. The superintendent
68 or designee may also call a committee meeting if deemed necessary.
- 69 C. All meetings shall be properly agendized and meet posting and public access requirements of
70 these bylaws, district policies and state law including the Greene Act.
- 71 D. All meeting locations must comply with district policy and state and federal laws.
- 72 E. Meetings shall be conducted using the San Juan Unified Rules of Order as detailed in the
73 appendix of the Board of Education's Governance Handbook.

74
75 VI. Voting and Quorum

76 For the purposes of taking action, a quorum shall consist of a simple majority of the appointed
77 members of the committee, and a quorum shall be present at the time of the agenda item vote. No
78 action may be taken if a quorum is not present. Taking action shall only occur at district-scheduled
79 committee meetings. Non-voting members of the committee shall not be considered when
80 determining quorum for committee business.

81
82 VII. Staff Liaison

- 83 A. The director of special education, or designee, shall serve as staff liaison to the committee and
84 as a non-voting member.
- 85 B. The staff liaison shall serve as a resource providing information and materials to the committee,
86 as well as feedback to district administrators and the board from the committee.
- 87 C. The staff liaison, or designee, shall prepare and post agendas as required for the committee as
88 well as compile minutes of each meeting for the committee's approval.
- 89 D. The staff liaison and other district staff serve under the direction of the superintendent, who
90 prioritizes their time and other resources. Individual committee members shall not direct staff or
91 contact staff to request data or other information. Such requests will come from the committee
92 chairperson to the staff liaison who will determine if staff resources are available and if the
93 request aligns with the charge of the committee and the priorities of the superintendent, board
94 and state law.

95
96 **VIII. Board Liaison**

- 97
98
99
100 A. One board member will serve as a liaison to the committee and will be a non-voting member.
101 The board may also appoint an alternate board member to serve as a liaison in case of
102 absence.
103 B. At their discretion, the board liaison may provide a brief update at committee meetings when
104 properly agendized.
105 C. The board liaison will provide clarification to the committee at their discretion and as deemed
106 appropriate.

107 **IX. Composition**

108 The composition of the committee shall consist of eighteen (18) appointed-members.

- 109 A. Each member of the Board of Education shall appoint two (2) members.
110 1. Appointments are subject to ratification by a majority vote of the board.
111 2. One appointee of each board member must reside within the trustee area of the board
112 member.
113 3. Committee members may only serve on one board-appointed advisory committee at a
114 time.
115 4. Board members are encouraged to appoint parents/guardians of students receiving
116 special education services but may appoint any individual who is eligible for service.
117 B. The superintendent shall appoint four (4) members.
118 1. Two (2) members appointed by the superintendent shall be students who receive special
119 education services from the district. If two (2) or more student members have already
120 been appointed by board members, the superintendent may appoint up to four (4) non-
121 students.
122 2. Appointments are subject to ratification by a majority vote of the board.
123 3. Members appointed by the superintendent may only serve on one board-appointed
124 committee.
125 4. The superintendent is encouraged to make appointments that provide a representation
126 of staff and community voice to the committee but may appoint any individual who is
127 eligible for service.
128 C. A majority of the committee shall be parents/guardians of students who receive special
129 education services from the district. Appointments that would cause a majority of the committee
130 to be composed of non-parents/guardians of students who receive special education services
131 are not allowed.
132 D. Staff or community members appointed to the committee shall be providers of special education
133 services or otherwise engaged in the special education community as determined by the
134 appointing board member/superintendent.
135 E. Non-voting members of the committee shall include the board liaison as determined by the
136 Board of Education, the staff liaison and any additional staff deemed necessary and appropriate
137 by the superintendent. These members shall be in addition to the 18 appointed and voting
138 members of the committee and are not considered when determining quorum for the
139 committee's business.

140
141 X. Selection of Members

142 Selection of committee members shall be determined by the board and superintendent as follows:

- 144 A. The staff liaison will inform the board administrative assistant of all committee vacancies.
145 B. The board administrative assistant will inform the appropriate board member and
146 superintendent of vacancies.
147 C. Interested individuals will submit an application to the board administrative assistant.
148 Applications can be submitted at any time even if an opening is not currently available and will
149 be kept on file for the current school year.
150 D. Each board member and the superintendent shall select individuals to appoint to the committee
151 from those who have applied by notifying the board administrative assistant who shall schedule
152 the appointment for ratification by the board.
153 E. The appointment becomes effective upon ratification of a majority of the board.

154 XI. Term

- 155 A. Committee members shall serve two-year terms.
156 B. A committee member may only serve up to three consecutive full terms for a total of six years.
157 Members who are appointed to fill a vacancy may complete up to three full consecutive terms if
158 reappointed. Board members must notify the board administrative assistant of their intent to
159 reappoint and reappointments must be ratified by majority vote of the board.
160 C. Terms will begin on August 1 and end on July 31. Terms shall be staggered such that nine (9)
161 members' terms will expire in even-numbered years and nine (9) members' terms will expire in
162 odd-numbered years.
163 D. All members should be prepared to attend all regularly scheduled committee meetings. Two
164 unexcused absences from district-scheduled committee meetings within the academic school
165 year will initiate a notice to the appointing board member or superintendent. The appointing
166 individual will determine whether the committee member should continue on the committee.
167 E. Newly elected board members will be given the option to appoint their own committee members
168 or continue with current appointee. New appointments are subject to ratification vote by the
169 board.
170 F. The board member or superintendent who appoints a committee member may remove that
171 committee member at any time and make a new appointment. New appointments are subject to
172 ratification vote by the board.
173 G. Civil and appropriate behavior are expected of all committee participants. Committee members
174 who fail to meet the requirements of board policy 0201 and the district's volunteer code of
175 conduct are subject to removal by majority vote of the board.
176 H. Upon adoption of these bylaws, existing committee members shall be assigned to a trustee as
177 their appointing official and assigned an even or odd year term on the committee. This shall
178 constitute their first term on the committee for purposes of item B above. Additional terms are
179 subject to reappointment. Any existing committee members who become ineligible to serve
180 upon adoption of these bylaws shall be allowed to complete the remainder of their assigned
181 term, subject to removal by their original appointing assigned board member or removal by
182 majority vote of the board.
183

185
186 **XII. Vacancies**

- 187 A. The staff liaison and board administrative assistant shall collaborate to promptly identify any
188 vacancies on the committee and ensure notification of the appropriate board member(s) or
189 superintendent.
190 B. The appropriate board member or the superintendent shall appoint a replacement committee
191 member to serve the remainder of the vacant term. If the board member or superintendent fails
192 to make an appointment within thirty (30) days after notification, the board president will serve a
193 written reminder notice of the need to fully staff the committee to the appropriate board member
194 or superintendent.

195
196 **XIII. Organizational Meeting**

197 The annual organizational meeting of the committee shall occur at the committee's first meeting of each
198 academic year. The committee shall do all of the following at its organizational meeting:

- 199
200 A. Establish an annual schedule of regular meetings.
201 B. Review the committee bylaws and receive training on the Greene Act.
202 C. Elect committee officers (see section XIV).

204
205 XIV. Elections206 Elections shall be held during the committee's organizational meeting, and the committee shall:
207208 A. Seek nominations from all eligible members.
209210 B. With a quorum at the organizational meeting, the committee shall elect by majority vote the
211 following officers:
212213 1. A chairperson who shall be elected for one year and be eligible for re-election for one
214 additional year. The chairperson shall:
215

- 216
- 217 a. Preside at all meetings.
 - 218 b. Coordinate with the staff liaison in developing each meeting's agenda.
 - 219 c. Work with the staff liaison to ensure compliance with the Greene Act and these
220 bylaws.
 - 221 d. Review a draft of meeting minutes prior to their presentation to the committee.
 - 222 e. Prepare or delegate the preparation of the annual summary report and any
223 committee reports.
 - 224 f. Sign all letters, reports and other communications representing the committee.
 - 225 g. Meet with the board liaison, staff liaison, superintendent and/or board president
226 as needed.

227 2. A vice chairperson who shall be elected for one year and be eligible for re-election for
228 one additional year. The vice chairperson shall assume the duties of the chair in the
229 chair's absence.230 3. A membership officer who shall be elected for one year and be eligible for re-election for
231 one additional year. The membership officer shall:

- 232
- 233 a. Welcome and help orient new members to the committee.
 - 234 b. Support the recruitment of new members when vacancies occur.
 - 235 c. Lead a sub-committee to review and provide feedback to staff on recruitment
236 practices used to solicit new committee members with an emphasis on ensuring
237 the participation of parents and guardians of students who receive special
238 education services from the special education local plan area (SELPA).
 - 239 d. Chair sub-committees as directed by the chairperson or committee vote.

240 4. An engagement officer who shall be elected for one year and be eligible for re-election
241 for one additional year. The engagement officer shall work collaboratively with the staff
242 liaison and other committee members to:

- 243
- 244 a. Serve as a resource for members of the public seeking information.
 - 245 b. Create opportunities for learning and engagement on topics related to special
246 education and the actions contained within the local plan.
 - 247 c. Chair sub-committees as directed by the chairperson or committee vote.

248 C. If the committee cannot have an election or does not reach a decision, the board liaison(s) shall
249 select a chairperson to serve until the committee elects a successor.250 D. If an officer position becomes vacant during the course of a year, the chairperson may appoint
any eligible member in good standing to fill the remaining term of the position. If both the
chairperson and the vice chairperson become vacant at the same time, the board liaison shall
appoint officers to fill the vacancies until such time that the committee can elect new officers at a
regularly scheduled meeting.

E. Training for officers shall be held annually.

251 XV. Agendas

252 To provide consistency in how the public may expect to engage with district committees, the
253 committee's agenda and minutes format will mirror that of the school board and other appointed
254 committees.

255 A. Visitor comments

- 257 1. General visitor comments regarding topics not on the agenda shall be heard prior to
258 regular committee discussion or action items.
- 259 2. Visitor comments related to an agendized item shall be heard after the item is presented
260 but prior to discussion by the committee to allow for consideration of comments in the
261 discussion.
- 262 3. Visitor comments will be limited to two minutes. Time shall be extended for those who
263 use a translator or need other communication supports.
- 264 4. Visitors must submit a speaker card to the designated committee member or staff
265 person at the meeting informing the committee of their interest to speak.

266 B. Agenda Items

- 267 1. Agenda item requests from committee members shall be forwarded to the committee
268 chairperson and staff liaison. If the chairperson and staff liaison jointly determine that the
269 topic meets the charge of the committee, is aligned with current board priorities and staff
270 resources are available, the item shall be placed on a future agenda. The superintendent
271 or superintendent's designee may also place an item on the committee agenda in
272 preparation for a future board discussion.
- 273 2. If the chairperson and staff liaison are not in agreement that a requested agenda item
274 meets the charge of the committee, is aligned with current board priorities or can be met
275 with available staff resources, the question may be appealed to the superintendent who
276 shall make a final determination.
- 277 3. To determine if a majority of the board would like committee input on a topic, the
278 committee may, after majority vote, request that the board liaison present the topic to the
279 board president and superintendent. At the discretion of the board president and
280 superintendent, the item may be placed on a board agenda for discussion. A majority of
281 the board, through action or consent, may or may not refer the topic back to the
282 committee for further research and discussion.

283 C. Posting Requirements

- 284 1. Agendas for all meetings must be posted to the committee's webpage at least 72 hours
285 prior to the meeting.
- 286 2. Members of the public who require agendas in an alternative format may request
287 accommodations through the committee's staff liaison.

289
290 XVI. Annual and Board Reports

- 291 A. The committee chairperson will prepare an annual summary report for the board no later than
292 June 15 of each year.
- 293 1. The report should compare committee activities and products with its charge and
294 function.
- 295 2. The report should be concise and of one to two letter-size pages.
- 296 3. The report will outline work in progress, unforeseen issues and provide a summary of
297 input and feedback collected by and generated from the committee.
- 298 B. The committee chairperson may provide update reports to the board on topics and business
299 directly related to the committee's work.
- 300 1. Written updates may be delivered to board members via email.
- 301 2. Time is provided on each regular agenda of the board of education for board-appointed
302 and other district committees to provide updates. Because the specific committees and
303 topics provided under this agenda item are not agendized in advance for public
304 consideration, updates provided should be brief in nature and for the purpose of
305 informing members of the board. If a topic requires or would benefit from significant
306 board discussion or public participation, it must be agendized as a business item on the
307 board agenda and should not be presented as a committee update report. As a
308 courtesy, the committee chair should notify the staff liaison of their intent to provide an
309 update at a board meeting no later than noon on the day of the meeting.

310
311 XVII. Budget

312 The board will determine the budget, which will cover the operating cost of all board advisory
313 committees.

314
315 XVIII. Amendments

316 As the authorizing and appointing body, the Board of Education must approve changes to the
317 committee bylaws. Amendments can be made in one of two ways:

- 318 A. A majority of the committee at a scheduled and agendized committee meeting, may vote to
319 recommend changes. The staff liaison will present changes supported by a majority vote of the
320 committee to the superintendent for consideration and recommendation to the board.
- 321
322 B. District staff may propose revisions to align the bylaws with Board of Education interests,
323 current practices or changes to legal requirements when necessary. Such recommendations will
324 be presented to the committee for input and feedback prior to being placed on the board agenda
325 for consideration.

326
327
328 Adopted by the Board of Education June 13, 2023

SAN JUAN UNIFIED SCHOOL DISTRICT COMMUNITY ADVISORY COMMITTEE, SPECIAL EDUCATION

BYLAWS

Article I – Name of Committee

- 1.1 The name of the committee shall be the San Juan Unified School District Community Advisory Committee, Special Education. (CAC)

Article II – Purpose

- 2.1 The purpose of the CAC is to advise and advocate for effective Special Education programs and services to the Board of Education and Special Education Administration.
- 2.2 CAC shall represent broad interests in the community and promote a maximum degree of interaction with the Department of Special Education, School District and parents of students with special needs.

Article III – Duties

- 3.1 Advising the administration of the San Juan Unified School District regarding the development and review of the local plan: The San Juan School District shall review and consider comments from the CAC.
- 3.2 The CAC will use information gained from parent and community assessments in making recommendations on annual priorities to be assessed under the plan.
- 3.3 The CAC will assist in parent education regarding Special Education laws and responsibilities and recruit parents and other volunteers who may contribute to the implementation of the plan.
- 3.4 The CAC will facilitate communication between school, parents and community.
- 3.5 The CAC will inform and advise district staff regarding community conditions, aspirations and goals for individuals with special needs.
- 3.6 CAC will provide support and activities to parents, teachers, students and community for any program that affects individuals with special needs.
- 3.7 The CAC will become familiar with the new Federal and State guidelines and the Local Plan for Special Education.

Article IV – Composition of Members

- 4.1 EC 56191 - The members of the community advisory committee shall be appointed by, and responsible to, the governing board of each participating district or county office, or any combination thereof participating in the local plan. Appointment shall be in accordance with a locally determined selection procedure that is described in the local plan. Where appropriate, this procedure shall provide for selection of representatives of

groups specified in Section 56192 by their peers. Such procedure shall provide that terms of appointment are for at least two years and are annually staggered to ensure that no more than one half of the membership serves the first year of the term in any one year. 4.2

- 4.2 EC 56192 The community advisory committee shall be composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs.
- 4.3 EC 56193 At least the majority of such committee shall be composed of parents of pupils enrolled in schools participating in the local plan, and at least a majority of such parents shall be parents of individuals with exceptional needs.
- 4.4 The Director of Special Education and staff liaisons of Special Education shall be continuing non-voting members.

Article V – Nomination, selection and approval of members

- 5.1 The nomination committee will seek nominees who have varying interests so as to maintain a committee, which will represent a broad range of conditions in special Education.
- 5.2 Anyone interested in membership shall attend two meetings before applying for membership.
- 5.3 A person applying for membership will be presented to the San Juan Unified School District Board of Education for appointment as members.
- 5.4 The members of the CAC shall be approved by, and responsible to the San Juan Unified School District Board of Education.

Article VI – Terms of Membership

- 6.1 Each member shall be entitled to one (1) vote on each matter submitted to a vote of the CAC. Members must be present to vote.
- 6.2 A member who is absent from regular meetings for five (5) consecutive months may be contacted by the chairperson or secretary as to continued membership.
- 6.3 A member may be terminated for cause by a majority vote of the total membership of the CAC.
- 6.4 A member may resign by filling out a written resignation to the chairperson or the CAC.
- 6.5 All members shall have full rights and obligations as described in these bylaws.

Article VII – Responsibilities

- 7.1 EC56194 The community advisory committee shall have the authority and fulfill the responsibilities that are defined for it in the local plan. The responsibilities shall include, but need not be limited to, all the following:
- 7.2 Advising the policy and administrative entity of the special education local plan area regarding the development, amendment, and review of the local plan. The entity shall review and consider comments from the community advisory committee.
- 7.3 Recommending annual priorities to be addressed by the plan.
- 7.4 Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.
- 7.5 Encouraging community involvement in the development and review of the local plan.
- 7.6 Supporting activities on behalf of individuals with exceptional needs.
- 7.7 Assisting in parent awareness of the importance of regular school attendance.

Article VIII – Officers of the Community Advisory Committee

- 8.1 The officers shall be a Chairperson, Vice Chairperson, Secretary, Parliamentarian and other officers the committee may deem necessary.
- 8.2 All officers shall be members.
- 8.3 Officers shall be elected annually and shall serve for a term of one (1) year. The term shall be from May to May with Nominations in April and elections in May.
- 8.4 There must be a majority of members present to have an election.
- 8.5 When a vacancy occurs in any office, other than the chairperson for any reason, a member shall be appointed by the chairperson to fill the vacancy of the unexpired term.
- 8.6 In the event the chairperson position becomes vacant, the vice chairperson will succeed as the chairperson.
- 8.7 The officers are as follows:

CHAIRPERSON – The chairperson must be a parent of an individual with exceptional needs currently being served by the local plan and shall not be a district employee. The chairperson shall preside at all meetings of the Community Advisory Committee and shall sign all letters, reports and other communication. The chairperson shall open the meeting by calling the meeting to order. The chairperson shall announce the business to be acted upon, recognize members entitled to the floor, state and put to vote all questions, which are regularly moved, and announce the result of the vote.

VICE-CHAIRPERSON - The vice chairperson must meet the same election requirements as those of the chairperson and shall preside in the absence of the chairperson.

SECRETARY - The District shall be responsible for the minutes of all committee meetings and shall arrange transmittal of a copy to each of the members. The duties also include keeping a register or roll of the members, and to call the roll when

required. The CAC secretary shall have at each meeting a list of all standing and special committees. The CAC secretary shall be responsible for all correspondence as directed by the committee. The Community Advisory Committee may request services from the District.

PARLIAMENTARIAN - The parliamentarian shall have a copy of Robert's Rules of Order, committee bylaws, and a current copy of the local plan.

Article VIII – Meetings

- 9.1 The committee shall meet monthly during the school year September through May or June.
- 9.2 Special meetings may be called by the chairperson or by a majority vote of the committee.
- 9.3 Notice of all regular meetings shall be in writing. Notices will state the day, time and location and shall be communicated to each member not less than five (5) days before said meeting.
- 9.4 A copy of the agenda shall be available not less than 72 hours before the meeting.
- 9.5 All the decisions of the committee shall be by majority vote of the membership consisting of a quorum.
- 9.6 A quorum is a majority of the membership.
- 9.7 All regular and special meetings of the committee shall be conducted using Roberts Rules of Order. The Parliamentarian's interpretation of Roberts Rules of order shall be binding for that meeting.

Article X – Subcommittees and nomination committee

- 10.1 The committee may establish or abolish standing or special committees. These committees may not exceed the responsibility delegated by the Community Advisory Committee.
- 10.2 The chairperson shall designate members and community volunteers for the various subcommittees, unless otherwise specified by the committee and bylaws.
- 10.3 A member shall chair all subcommittees.
- 10.4 The vice chairperson shall be the chairperson of the nominating committee.
- 10.5 The nomination committee shall be composed of the vice chairperson and one other member.
- 10.6 For general election of officers, this committee may ask all members if they want to serve,
- 10.7 A list of nominees will be presented at the regular committee meeting in May. Nominations may be made from the floor at the said meeting.

THESE BYLAWS MAY BE AMENDED BY A MAJORITY OF THE MEMBERSHIP

REVISED 11/2014

**SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

AGENDA ITEM: I-7

MEETING DATE: 06/13/2023

SUBJECT: Revisions to Board Policy 5141.52
Suicide Prevention

DEPARTMENT: Student Support Services

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

ACTION REQUESTED:

The superintendent is recommending that the board discuss the proposed changes to Board Policy 5141.52 Suicide Prevention to reflect the current California School Board Association (CSBA) and Federal Program Monitoring (FPM) guidelines.

Action anticipated: 06/27/2023

RATIONALE/BACKGROUND:

As a part of the 2022-23 Federal Program Monitoring (FPM) audit, a finding was made to update Board Policy 5141.52 Suicide Prevention. Suicide Prevention policy must now include a section for Grades TK-6 to be written at an elementary reading level.

ATTACHMENT(S):

A. Proposed Revisions to Board Policy 5141.52 Suicide Prevention

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 05/15/2023, 06/05/2023

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: 1,2 Focus: N/A

Action: N/A

Strategic Plan: N/A

PREPARED BY: Dominic Covello, Director, Student Support Services

APPROVED BY: Debra Calvin, Ed.D., Associate Superintendent, Educational Services



Linda C.T. Simlick, J.D., General Counsel

Melissa Bassanelli, Superintendent of Schools 

Board Policy Manual
San Juan Unified School District

Policy 5141.52: Suicide Prevention

Original Adopted Date: 06/27/2017 | Last Revised Date: 11/17/2020 | Last Reviewed Date: 11/17/2020

The Governing Board recognizes that suicide is a leading cause of death among youth, prevention is a collective effort that requires stakeholder engagement, and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior, its impact on students and families and other trauma associated with suicide, the superintendent or designee shall develop measures, strategies, practices, and supports for suicide prevention, intervention, and postvention.

In developing policy and strategies for suicide prevention, intervention, and postvention, the superintendent or designee shall consult with school and community stakeholders such as administrators, other staff, parents/guardians, and students; school-employed mental health professionals such as school counselors, school psychologists, school social workers, and school nurses; suicide prevention experts such as local health agencies, mental health professionals, and community organizations; law enforcement; and, in developing policy for grades K-6, the county mental health plan. (Education Code section 215).

The board shall ensure that measures and strategies for students in grades K-6 are age appropriate and delivered and discussed in a manner that is sensitive to the needs of young students. (Education Code section 215)

Measures and strategies for suicide prevention, intervention, and postvention shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, interns school counselors, and other district employees who interact with students, including, as appropriate, substitute teachers, coaches, expanded day learning staff, crossing guards, tutors, and volunteers, as described in the accompanying administrative regulation.
2. Instruction to students in problem-solving, coping, and resiliency skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others.
3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students.
4. The review of materials and resources used in awareness efforts and communications to ensure they align with best practices for safe and effective messaging about suicide.
5. The provision of information to parents/guardians regarding risk and protective factors, warning signs of suicide, the severity of the youth suicide problem, the district's suicide prevention curriculum, the district's suicide prevention policy and procedures, basic steps for helping suicidal youth, the importance of communicating with appropriate staff if suicide risk is present or suspected, access to suicide prevention training, and/or school and community resources that can help youth in crisis
6. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

7. Crisis intervention procedures for addressing suicide threats or attempts.
8. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide.
9. Establishment of district and/or school-site crisis intervention team(s) to ensure the proper implementation and review of this policy and other district practices related to the emotional and behavioral wellness of students, including, but not limited to, the oversight of mental health and suicide prevention training, collaboration with community mental health organizations, identification of resources and organizations that provide evidence-based treatment, collaboration to build community response, and compliance with Education Code section 215

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code section 215)

Suicide Prevention Explanation for TK-6th Grade

San Juan Unified School District wants to keep all students safe. We have people who can help if you are not feeling okay.

We work together with the county mental health plan so students can get free help if they need it.

We also have ways to get help on our website at: <https://www.sanjuan.edu/suicideprevention>

We can help all students, including those who:

- Feel sad or depressed;
- Feel anxious or upset;
- Have lost someone to suicide;
- Are disabled;
- Have mental illness;
- Have substance use disorders;
- Are homeless or in and out-of-home settings like foster care; or
- Who are LGBTQ

To keep students healthy and prevent self-harm, San Juan Unified School District uses Second Step and Signs of Suicide to teach students:

- To be mindful of their self and their feelings;
- How to be kind to everyone;
- How to make good decisions;
- What to do if someone is being mean or a bully;
- How to ask for help;
- How to get help for others; and

If you need help or someone to talk to you can ask a school staff person for help. School staff can only help within the authorization and scope of their credential or license. Only

those with the right training and license can diagnose or treat mental illness. Every staff person, however, must be kind and caring.

School staff are trained by experts to help:

- Look for students who are in crisis or display warning signs;
- Find the right mental health services at school and outside school; and
- Refer students and families to those services.

If school staff hear or see any warning signs, they will ask a counselor to help the student. Any student who is in crisis will not be left alone. The school counselor will decide the risk of harm and how best to help the student.

If students try to hurt themselves at school, staff will:

- Remain calm and let the principal know what is happening;
- Get emergency medical services for the student;
- Be caring and stay with the student until help arrives;
- Offer help to the student and their family; and
- Help the student come back to school when they are ready.

If students try to hurt themselves away from school, staff will:

- Let the principal know what is happening;
- Offer help to the student and their family; and
- Help the student come back to school when they are ready.

After a student has or knows someone who has had, a crisis, staff will:

- Share what happened with only those who need to know;
- Make a plan with the family to help the student;
- Help the student make up any missed work;
- Be caring and help the student in school; and
- Follow up with the student and family often to see what help is needed.

If someone dies by suicide staff will:

- Send a team to the school to help anyone who is in need, and
- Offer help to any families who are in need.

If any student ever needs help, they can:

- Ask any staff person for help;
- Fill out a school request for help form;
- Text NAMI to 741-741 to be connected to a free, trained crisis counselor on the Crisis Text Line;
- Call the National Alliance on Mental Illness (NAMI) at 1-800-950-6264
- Call the Crisis Hotline at 1-800-991-5272; or
- Call the National Suicide Prevention Lifeline at 1-800-273-8255

If a referral is made for mental health or related services for a student in grade K-6 who is a Medi-Cal beneficiary, the superintendent or designee shall coordinate and consult with the county mental health plan. (Education Code

section 215)

District employees shall act only within the authorization and scope of their credential or license. Nothing in this policy shall be construed as authorizing or encouraging district employees to diagnose or treat mental illness unless they are specifically licensed and employed to do so. (Education Code section 215)

The board shall review, and update as necessary, this policy at least every five years. (Education Code section 215)

The superintendent or designee shall post this policy on the district's website, in a prominent location and in a manner that is easily accessible to parents/guardians and students. (Education Code section 234.6)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State References	Description
Ed. Code 215	Suicide prevention policies
Ed. Code 215.5	Student identification cards; inclusion of safety hotlines
Ed. Code 216	Suicide prevention online training programs
Ed. Code 234.6	Bullying and harassment prevention information
Ed. Code 32280-32289.5	School safety plans
Ed. Code 49060-49079	Student records
Ed. Code 49602	Counseling and confidentiality of student information
Ed. Code 49604	Suicide prevention training for school counselors
Gov. Code 810-996.6	Government Claims Act
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act
W&I Code 5698	Emotionally disturbed youth; legislative intent
W&I Code 5850-5886	Children's Mental Health Services Act
Management Resources References	Description
California Department of Education Publication	Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2019
California Department of Education Publication	Model Youth Suicide Prevention Policy
California Department of Education Publication	Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008
CALSCHLS Publication	California School Staff Survey (CSSS)
CALSCHLS Publication	California School Parent Survey (CSPS)
CALSCHLS Publication	California Healthy Kids Survey (CHKS)
CDC and Prevention Publication	School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009
Court Decision	Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554
Each Mind Matters Publication Heard Alliance	Making Headlines: Guide to Engaging the Media in Suicide Prevention in California, 2012
Publication Mental Health Svcs Oversight & Accountability Pub	K-12 Toolkit for Mental Health Promotion and Suicide Prevention, 2017
Nat'l Assoc. of School Psychologists Publication	Striving for Zero: California's Strategic Plan for Suicide Prevention 2020-2025
Suicide Prevention Resource Center Publication	Preventing Suicide: Guidelines for Administrators and Crisis Teams, 2015
	After a Suicide: A Toolkit for Schools, 2nd Edition, 2018

U.S.Dept.ofHealth&HumanServices
Publication

U.S.Dept.ofHealth&HumanServices
Publication

Preventing Suicide: A Toolkit for High Schools, 2012

National Strategy for Suicide Prevention: Goals and Objectives for Action, rev.
2012

Website	Suicide Prevention Messaging - https://simbli.eboardsolutions.com/SU/WgC4PLLjrBOIBeSNRS804g==
Website	National Action Alliance for Suicide Prevention - https://simbli.eboardsolutions.com/SU/tud4tHfNpPl5tEY5Fj036A==
Website	Mental Health Services Oversight and Accountability Commission - https://simbli.eboardsolutions.com/SU/BfqjBIPvJqdkl8ILZ1o91g==
Website	HEARD Alliance - https://simbli.eboardsolutions.com/SU/CZqVMxuR72Oxcslsh5XaSU0iA==
Website	Each Mind Matters: California's Mental Health Movement - https://simbli.eboardsolutions.com/SU/qpka5RPTtcMrmjmbnWkpnA==
Website	Crisis Text Line - https://simbli.eboardsolutions.com/SU/fHZ6qL5YDq7TZgyB6pMx8A==
Website	CalSCHLS - https://simbli.eboardsolutions.com/SU/MhvMT2GZ5w18eNbppUL7Aw==
Website	California Mental Health Services Authority - https://simbli.eboardsolutions.com/SU/x1slsh1z08IKZajDnul97LIRQ==
Website	National Child Traumatic Stress Network - https://simbli.eboardsolutions.com/SU/fsMX0e6GO4nOQplus2T5QtsUQ==
Website	Substance Abuse and Mental Health Services Administration - https://simbli.eboardsolutions.com/SU/fqslshmylnfeqyQnF2VZzO15g==
Website	Suicide Prevention Lifeline - https://simbli.eboardsolutions.com/SU/afV0kpluspY6dedsMutWePi1w==
Website	Suicide Prevention Resource Center - https://simbli.eboardsolutions.com/SU/2cfjFY4ju3lrj8NMBvPa0g==
Website	Trevor Project - https://simbli.eboardsolutions.com/SU/YGdplusizjTY5ffqCzyaC432A==
Website	American Academy of Pediatrics - https://simbli.eboardsolutions.com/SU/pQA5jsiFzEUmkj21atlW8w==
Website	American Association of Suicidology - https://simbli.eboardsolutions.com/SU/2epimFF2un2Frplus9gZent5w==
Website	American Foundation for Suicide Prevention - https://simbli.eboardsolutions.com/SU/FEUu0bQA19UxSaw3Wtfi0A==
Website	American Psychological Association - https://simbli.eboardsolutions.com/SU/whnZxkEv3ftXlzAgq4Eknw==
Website	California Department of Education, Mental Health - https://simbli.eboardsolutions.com/SU/U8ybLhoblshezvvd8YxPB

	<u>Kw==</u>
Website	California Department of Health Care Services, Mental Health Services - https://simbli.eboardsolutions.com/SU/lhJ9IBnSx33gyv3jSdm7LQ==
Website	Centers for Disease Control and Prevention, Mental Health - https://simbli.eboardsolutions.com/SU/zlJgm8LIDIJLplusGWxslshSbPEQ==
Website	National Association of School Psychologists - https://simbli.eboardsolutions.com/SU/2Pbs2elshfyVi8hrLAnCIslhQ==
Website	National Institute for Mental Health - https://simbli.eboardsolutions.com/SU/IYEsleokeWiWcCFo92HqaA==
Website	American School Counselor Association - https://simbli.eboardsolutions.com/SU/R1gqYp24tGNHpluszwmaMrEvg==
Cross References	Description
1112	Media Relations - https://simbli.eboardsolutions.com/SU/LF90a5qrtghw8s6slsh1EkuGw==

1220	Citizen Advisory Committees - https://simbli.eboardsolutions.com/SU/VpmY5dBSFWLE6fitdNcyzQ==
1240	Volunteer Assistance - https://simbli.eboardsolutions.com/SU/qFyhC51HaVsQFQzFLm0YRw==
1240	Volunteer Assistance - https://simbli.eboardsolutions.com/SU/gp4G3BPHWAehbbQHFpaZ5w==
1400	Relations Between Other Governmental Agencies And The Schools - https://simbli.eboardsolutions.com/SU/fGVkBWqAW5f7R0efuJslshE8Q==
4112.21	Interns - https://simbli.eboardsolutions.com/SU/EUMgWZcsxX4LIVGsyQgcslshQ==
4112.21	Interns - https://simbli.eboardsolutions.com/SU/nVUKLJpL7qBcm03lhmyzZg==
4121	Temporary/Substitute Personnel - https://simbli.eboardsolutions.com/SU/kWWplushTUCj5AOzT8NFZ00sg==
4121	Temporary/Substitute Personnel - https://simbli.eboardsolutions.com/SU/I2ouVhYqbn28DGWvkrhfbw==
4127	Temporary Athletic Team Coaches - https://simbli.eboardsolutions.com/SU/tFsIshGeYr4IFkWQMdxApd7Q==
4127	Temporary Athletic Team Coaches - https://simbli.eboardsolutions.com/SU/4WsIshjRx5UPBHhsIshDdc3EvLUQ==
4131	Staff Development - https://simbli.eboardsolutions.com/SU/Y7plusilztj3ftUgCbuaRe6Zw==
4227	Temporary Athletic Team Coaches - https://simbli.eboardsolutions.com/SU/jibgSBE1lsIshHI1WQeUjAYOA==
4227	Temporary Athletic Team Coaches - https://simbli.eboardsolutions.com/SU/dQBCGplusplusB7rrtgX2a0MjTjQ==
4231	Staff Development - https://simbli.eboardsolutions.com/SU/KplusvmMR0UfwuQLmVUF43MxQ==
4327	Temporary Athletic Team Coaches - https://simbli.eboardsolutions.com/SU/NsH9CF0fRmN9i6L7KNcpxA==
4327	Temporary Athletic Team Coaches - https://simbli.eboardsolutions.com/SU/2fDbSTiKeplusTJplusRaUGPcyTw==
5125	Student Records - https://simbli.eboardsolutions.com/SU/AyD9BtGtdFVWKpLLJRfKkg==

5125	Student Records - https://simbli.eboardsolutions.com/SU/FjngwutA6C28FKEKsuA26g==
5131	Conduct - https://simbli.eboardsolutions.com/SU/kxlhIZLAe9BjIQjn6XIMIA==
5131.2	Bullying - https://simbli.eboardsolutions.com/SU/P0SaZB8b2XpiRZWcqXRopw==
5131.2	Bullying - https://simbli.eboardsolutions.com/SU/F3rJiBawCs1rYV3uu2slshYbg==
5131.6	Alcohol And Other Drugs - https://simbli.eboardsolutions.com/SU/tmDSY1JD4DoIKullRPmd1Q==
5131.6	Alcohol And Other Drugs - https://simbli.eboardsolutions.com/SU/EnzYnJtrNZfvZ1rmq1P1JA==
5141.22	Infectious Diseases - https://simbli.eboardsolutions.com/SU/G1Vg8GN7sV8ny68xDFz4cA==
5141.22	Infectious Diseases - https://simbli.eboardsolutions.com/SU/PdRreVZguea3oDj4B2TMCg==

5141.22-E(1)	Infectious Diseases - https://simbli.eboardsolutions.com/SU/U6MEL1TPyQ3cckcesASJWg==
5141.4	Child Abuse Prevention And Reporting - https://simbli.eboardsolutions.com/SU/v7StAUnbvAg7U2ppk779NQ==
5141.4	Child Abuse Prevention And Reporting - https://simbli.eboardsolutions.com/SU/GeKymcboeBtAjDadu50HCA==
5142	Safety - https://simbli.eboardsolutions.com/SU/KXELVZdU5xwB1LonaEeUYA==
5142	Safety - https://simbli.eboardsolutions.com/SU/W22k2kydfwP7luRyuZkMyQ==
5145.3	Nondiscrimination/Harassment - https://simbli.eboardsolutions.com/SU/nBVtjbNlvzN3sOVCaplus661q==
5145.7	Sexual Harassment - https://simbli.eboardsolutions.com/SU/sj4AaOzURMrry6slsh6YH6PsQ==
5145.7	Sexual Harassment - https://simbli.eboardsolutions.com/SU/7EIRrYUGqfJ2Xpbplusk0qn1Q==
5145.71	Title IX Sexual Harassment Complaint Procedures - https://simbli.eboardsolutions.com/SU/PiUTOof6MocYDXloslshYBjRA==
5145.9	Hate-Motivated Behavior - https://simbli.eboardsolutions.com/SU/mtmRaPICsIPBD5vKpluslg0SQ==
5148	Child Care And Development - https://simbli.eboardsolutions.com/SU/pDJcnHIJlkfyjqkjo0Sf3A==
6142.8	Comprehensive Health Education - https://simbli.eboardsolutions.com/SU/slsh87FncZHVmDf2IJbWZYAog==
6164.2	Guidance/Counseling Services - https://simbli.eboardsolutions.com/SU/VNt371916pP8aoletK3LDA==

**SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

SUBJECT: Revisions to Board Policy 5141.33 Head Lice

AGENDA ITEM: I-8

MEETING DATE: 06/13/2023

DEPARTMENT: Student Support Services

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

ACTION REQUESTED:

The superintendent is recommending that the board discuss the proposed changes to Board Policy 5141.33 Head Lice, which reflects the current California School Boards Association (CSBA) language.

Action anticipated: June 27, 2023.

RATIONALE/BACKGROUND:

Board Policy 5141.33 required revisions based on current recommendations from the California Department of Public Health (CDPH), the Centers for Disease Control (CDC) and the California School Nurses Organization (CSNO). The proposed revisions also reflect the current language of the California School Boards Association (CSBA).

ATTACHMENT(S):

A. Proposed Revisions to Board Policy 5141.33 Head Lice

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 05/15/2023, 06/05/2023

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: 1.2 Focus: N/A

Action: N/A

Strategic Plan: N/A

PREPARED BY: Dominic Covello, Director, Student Support Services

APPROVED BY: Debra Calvin, Ed.D., Associate Superintendent, Educational Services
Linda C.T. Simlick, J.D., General Counsel
Melissa Bassanelli, Superintendent of Schools *YMB*

PC

Board Policy Manual
San Juan Unified School District

Policy 5141.33: Head Lice

Original Adopted Date:
06/09/1992

Child Care
Facilities, rev.
March 2012

~~Because head lice are not uncommon and are easily spread, the Superintendent or designee shall send information about the treatment and control of head lice to parents/guardians as needed to prevent the spread of infestations. As part of the health curriculum, teachers shall stress the importance of preventive measures.~~

~~The Governing Board recognizes that responsibility for the treatment of head lice rests with the home. When lice or untreated nits are found, the student shall be sent home as soon as possible with proper parental notification.~~

~~(cf. 5112.2—Exclusions from Attendance)~~

~~Staff shall make every effort to maintain the privacy of students identified as having head lice and excluded for treatment.~~

The Governing Board recognizes that head lice infestations among students require treatment but do not pose a risk of transmitting disease. The superintendent or designee shall encourage early detection and treatment in a manner that minimizes disruption to the educational program and reduces student absences.

The superintendent or designee may distribute information to parents/guardians of students regarding routine screening, symptoms, accurate diagnosis, and proper treatment of head lice infestations. The superintendent or designee also may provide related information to school staff.

School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible.

If a student is found with active adult head lice, they shall be allowed to stay in school until the end of the school day. The parent/guardian of any such student shall be given information about the treatment of head lice and encouraged to begin treatment of the student immediately and to check all members of the family. The parent/guardian also shall be informed that the student shall be checked upon return to school the next day and allowed to remain in school if no active head lice are detected.

Upon the student's return to school, the school nurse or designee shall check the student for active head lice. If it is determined that the student remains infected with head lice, the school nurse or designee shall contact the student's parent/guardian to discuss treatment. As needed, staff may provide additional resources and/or referral to the local health department, health care providers, or other agencies.

If a student is found consistently infested with head lice, they may be referred to a multidisciplinary team, which may consist of the school nurse, representatives from the local health department and social services, and other appropriate individuals to determine the best approach for identifying and resolving problems contributing to the student's head lice infestations.

When it is determined that one or more students in a class or school are infested with head lice, the principal or designee may, at their discretion, notify parents/guardians of students in that class or school and provide them with information about the detection and treatment of head lice.

Staff shall maintain the privacy of students identified as having head lice.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State References	Description
Ed. Code 48320-48325	School attendance review boards
Ed. Code 49451	Physical examinations: parent's refusal to consent
Management Resources References	Description
California Department of Public Health Publication A Parent's Guide to Head Lice, 2008	
California Department of Public Health Publication Guidelines on Head Lice Prevention and Control for School Districts and Child Care Facilities, rev. March 2012	Guidelines on Head Lice Prevention and Control for School Districts and Child Care Facilities, rev. March 2012
and California School Nurses Organization Pediculosis Management, Position Statement, rev. 2011	Pediculosis Management, Position Statement, rev. 2011
Website CSBA District and County Office of Education Legal Services— https://simbli.eboardsolutions.com/SU/UdykszdmPETuDslshXk6R5akQ==	CSBA District and County Office of Education Legal Services— https://simbli.eboardsolutions.com/SU/UdykszdmPETuDslshXk6R5akQ==
Website Centers for Disease Control and Prevention, Parasitic Disease Information, Head Lice— https://simbli.eboardsolutions.com/SU/BTFtri35haXU7YhH6Y8R1Q==	Centers for Disease Control and Prevention, Parasitic Disease Information, Head Lice— https://simbli.eboardsolutions.com/SU/BTFtri35haXU7YhH6Y8R1Q==
Website American Academy of Pediatrics— https://simbli.eboardsolutions.com/SU/pQA5jsiFzEUmkj2latlW8w==	American Academy of Pediatrics— https://simbli.eboardsolutions.com/SU/pQA5jsiFzEUmkj2latlW8w==
Website California School Nurses Organization— https://simbli.eboardsolutions.com/SU/y9UnslshTdDn6hY1DMTI3f6eQ==	California School Nurses Organization— https://simbli.eboardsolutions.com/SU/y9UnslshTdDn6hY1DMTI3f6eQ==
Website California Department of Public Health— https://simbli.eboardsolutions.com/SU/plusKghL3enZRJOzDybeVsugA==	California Department of Public Health— https://simbli.eboardsolutions.com/SU/plusKghL3enZRJOzDybeVsugA==
Cross References	Description
5113 Absences And Excuses— https://simbli.eboardsolutions.com/SU/rgTxSVxmuryHBVd5eslhYWdg==	Absences And Excuses— https://simbli.eboardsolutions.com/SU/rgTxSVxmuryHBVd5eslhYWdg==
5113 Absences And Excuses— https://simbli.eboardsolutions.com/SU/zeplusNG5PZWvJr4OJghPOe8Q==	Absences And Excuses— https://simbli.eboardsolutions.com/SU/zeplusNG5PZWvJr4OJghPOe8Q==
5125 Student Records— https://simbli.eboardsolutions.com/SU/AyD9BtGtdFVWKpLLJRfkkg==	Student Records— https://simbli.eboardsolutions.com/SU/AyD9BtGtdFVWKpLLJRfkkg==
5125 Student Records— https://simbli.eboardsolutions.com/SU/FjngwutA6C28FKEKsuA26g==	Student Records— https://simbli.eboardsolutions.com/SU/FjngwutA6C28FKEKsuA26g==
5141.3 Health Examinations— https://simbli.eboardsolutions.com/SU/TtgA5FIY4DAtlEqJRKRCxw==	Health Examinations— https://simbli.eboardsolutions.com/SU/TtgA5FIY4DAtlEqJRKRCxw==
5141.3 Health Examinations— https://simbli.eboardsolutions.com/SU/KjteGxRujGtsjm9cNL0Aw==	Health Examinations— https://simbli.eboardsolutions.com/SU/KjteGxRujGtsjm9cNL0Aw==

Legal Reference:

EDUCATION CODE

48320-48325 School attendance review boards

49451 Physical examinations: parent's refusal to consent

Management Resources:

California Department of Public Health Publication: A Parent's Guide to Head Lice, 2019

California Department of Public Health Publication: Guidelines on Head Lice Prevention and Control for School Districts and Child Care Facilities, rev. July 2020

California Department of Public Health Publication: Head Lice Factsheet, January 2022

California School Nurses Organization. Pediculosis Management, Position Statement, rev. 2022

Caring For Our Children. National Health and Safety Performance Standards Guidelines for Early Care and Education Programs, 2019

Centers for Disease Control. Head Lice Information for Schools, 2015.

National Association of School Nurses. Head Lice Management in Schools (Position Statement), 2020

Websites:

American Academy of Pediatrics: <http://www.aap.org>

California Department of Public Health: <http://www.cdph.ca.gov> California

School Nurses Organization: <http://www.csno.org>

Centers for Disease Control and Prevention, Parasitic Disease Information, Head Lice:
<http://www.cdc.gov/parasites/lice/head>

**SAN JUAN UNIFIED SCHOOL DISTRICT
TENTATIVE BOARD AGENDA ITEMS
2022-2023**

JUNE 27

California School Dashboard Local Indicators – R	Slavensky
LCAP – A [Public Hearing 06/13/23]	Slavensky
Choices Charter School California School Dashboard Local Indicators – R	Ginter
LCAP Choices Charter School – A [Public Hearing 06/13/23]	Ginter
Community Eligibility Provision – R	Camarda
Adoption of the 2023-2024 Budget – A [Public Hearing 06/13/23]	Stahlheber
San Juan Education Foundation Update – R	Allen
*Revisions to BP 5141.52 Suicide Prevention – A [Discussed 06/13/23]	Calvin
*Revisions to BP 5141.33 Head Lice – A [Discussed 06/13/23]	Calvin
*2022-2023 Actuarial Report (OPEB) – A	Oropallo
*Charter School 2021-2022 Audit Reports (Aspire, Atkinson, CMP, GIS, GV, OFY) – A	Stahlheber
*CARES Act Budget Modification (ECE) – A	Townsend-Snider
*2023-2024 School Plan for Student Achievement (SPSAs) – A	Calvin
*Special Education Local Plan – A	Calvin

D=discussion; A=action; *=consent; R=report; PC=public comment