



# LCAP/Budget Update For Public Hearing

June 7, 2022





# **2022-23 LCAP Document**

**Budget Overview for Parents**

**2021-22 Supplement (Mid-Year Update)**

**Plan Summary**

**Educational Partner Engagement**

**Goals, Actions, Expenditures and Progress Indicators**

**Increased or Improved Services for Unduplicated Students**

**Actions Tables**

**Federal Addendum**

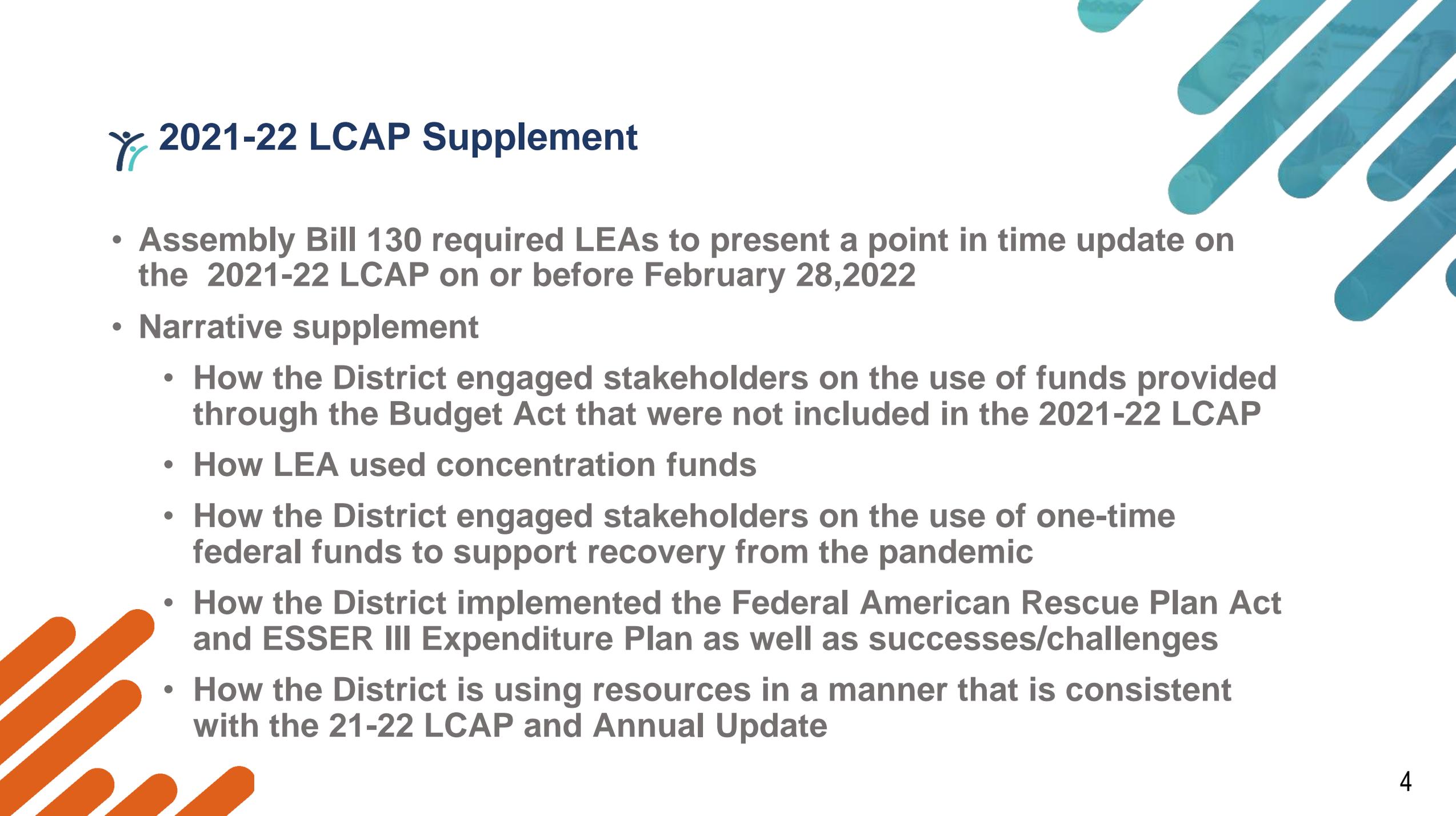
**Attachments**





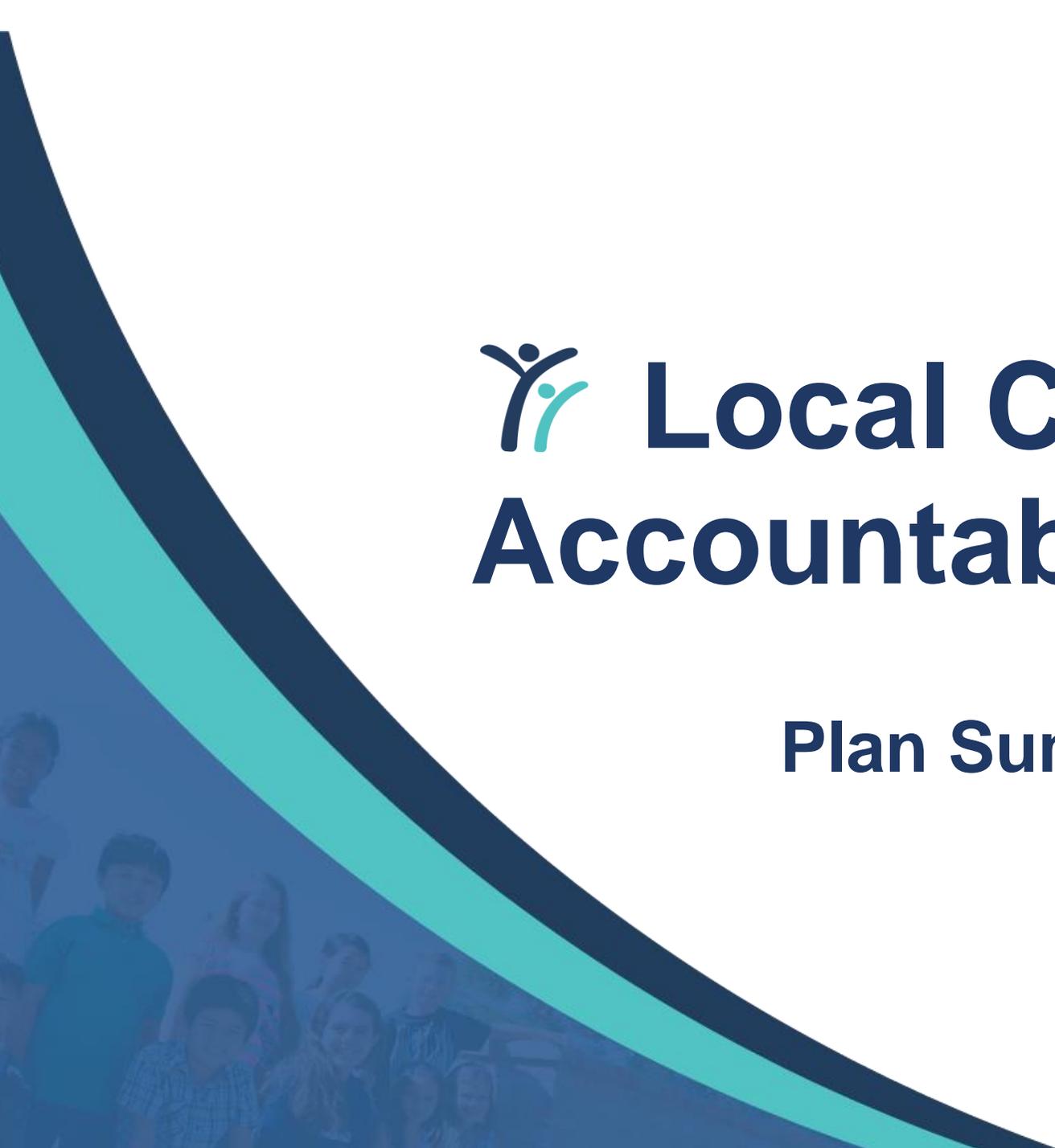
# Local Control Accountability Plan

**2021-22 Supplement**



## 2021-22 LCAP Supplement

- **Assembly Bill 130 required LEAs to present a point in time update on the 2021-22 LCAP on or before February 28,2022**
- **Narrative supplement**
  - **How the District engaged stakeholders on the use of funds provided through the Budget Act that were not included in the 2021-22 LCAP**
  - **How LEA used concentration funds**
  - **How the District engaged stakeholders on the use of one-time federal funds to support recovery from the pandemic**
  - **How the District implemented the Federal American Rescue Plan Act and ESSER III Expenditure Plan as well as successes/challenges**
  - **How the District is using resources in a manner that is consistent with the 21-22 LCAP and Annual Update**



# Local Control Accountability Plan

## Plan Summary



# State and Local Indicators

- Attendance Rates
- Chronic Absenteeism
- MS Dropout Rate
- HS Dropout Rate
- Graduation Rates
- Suspension Rates
- Expulsion Rates
- Stakeholder participation in engagement opportunities
- Performance on local assessments (STAR Ren)
- **Performance on State Assessments**
- A-G Requirements or CTE Pathways
- UC/CSU requirements
- **EL Progress towards proficiency-ELPI**
- EL Reclassification Rate
- **Preparation for College by the EAP in ELA & Math**
- Preparation for college by ELA/Math PSAT NMSQT
- Physics before graduation
- Teachers appropriately assigned/credentialed
- Access to standards aligned instructional materials
- School facilities maintained and in good repair
- Student participation in AP courses
- **Students prepared by CCI**
- AP exams passed with a score of 3 or higher

## Academic Performance

Indicator	Rate	Performance
STAR Renaissance ELA/Literacy Assessment	75%	Meeting or Exceeding Standards
STAR Renaissance Math Assessment	87%	Meeting or Exceeding Standards
PSAT NMSQT-ELA	83%	Meeting or exceeding benchmark
PSAT NMSQT-Math	71%	Meeting or exceeding benchmark
<b>Local:</b> Implementation of Academic Standards	<b>STANDARD MET</b>	



## Academic Progress-English Learners



**68%**

English Learners are demonstrating progress of at least one ELPI level and/or maintenance of ELPI level 4



**31%**

English Learners are reclassified to Fluent English Proficient



## Academic Engagement

Indicator	%	Performance
Chronic Absenteeism	5.9%	Below County and State
Graduation Rate	95.4%	Above County and State
MS Dropout Rate	.3%	Below State
HS Dropout Rate	.6%	Below State
<b>Local:</b> Access to a Broad Course of Study	<b>STANDARD MET</b>	



## Conditions and Climate

Indicator	%	Performance
Suspension Rate	.1%	Below County and State
Local: Basics: Teachers, Instructional Materials, Facilities		STANDARD MET
Local: Parent Engagement		STANDARD MET
Local: Local Climate Survey		STANDARD MET

## College/Career Readiness



**98.7%**

**Completion of 2  
or More College  
Prep Classes**



**83%**

**Scoring 3 or Higher on  
Advanced Placement  
Assessments**



**70%**

**Students Satisfying  
UC/CSU  
Requirements**



# Local Control Accountability Plan

**Educational Partner Engagement**



# Educational Partner Engagement

## **Annual Survey, January 2022**

January-February

27,912 Respondents

19,172 Students

7,087 Parents

1,653 Staff

## **LCAP ThoughtExchange Activity, Spring 2022**

February-March

1,927 Participants

1,101 Staff, 741 Parents, 106 Students

8 languages

1,445 Individual Comments

38,011 Star Rankings



# Local Control Accountability Plan

Progress Indicators



## Achievement and Broad Course of Study

<b>Performance Area</b>	<b>Overall Rate</b>	<b>Subgroups to Monitor</b>
STAR Renaissance ELA/Literacy Assessment	75%	African American, Hispanic, Students with Disabilities (SWD)
STAR Renaissance Math Assessment	87%	African American, Hispanic, SWD
Students Meeting UC/CSU Requirements	70%	African American, Hispanic, SWD, English Learners (EL)

## Engagement and School Climate

Performance Area	Overall Rate	Subgroups to Monitor
Chronic Absenteeism	5.9%	African American, Hispanic
Graduation Rates	95.4%	Homeless, SWD
MS Dropout Rate	.3%	Filipino, Two or more races
HS Dropout Rate	.6%	African American, Hispanic, Two or more races, Pacific Islander
Suspension Rate	.1%	Foster Youth, SED, SWD, African American

# Equity and Access



**Students Per  
Technology  
Devices**



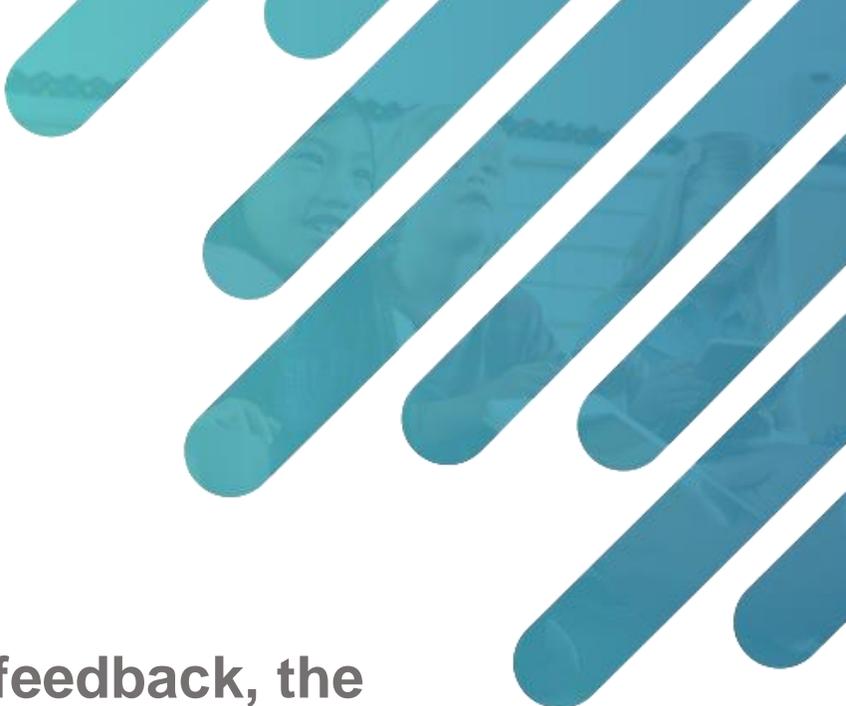
**100%**

**Student Access  
to Standards  
Aligned Materials**



# Local Control Accountability Plan

**Goals, Actions, and Services**



# **Determining LCAP Actions and Expenditures**

## **2022-32 LCAP Focus:**

**After review and careful consideration of stakeholder feedback, the Superintendent and Cabinet have designed the following plan:**

- **Aligned with eight state priorities and three district goals**
  - **Created without using any of the new 2022-23 funding confirmed in the May Revise**
- 



## IUSD LCAP Goals

1. Create a positive school climate and system of support for student personal and academic growth.
  2. Ensure all students attain proficiency in state and local assessments through access to rigorous and relevant learning tools, resources, and skills for all staff & students.
  3. Address barriers limiting student participation in programs and provide equity in allocation of resources.
- 



# Goal 1: Create a positive school climate and system of support for student personal and academic growth.

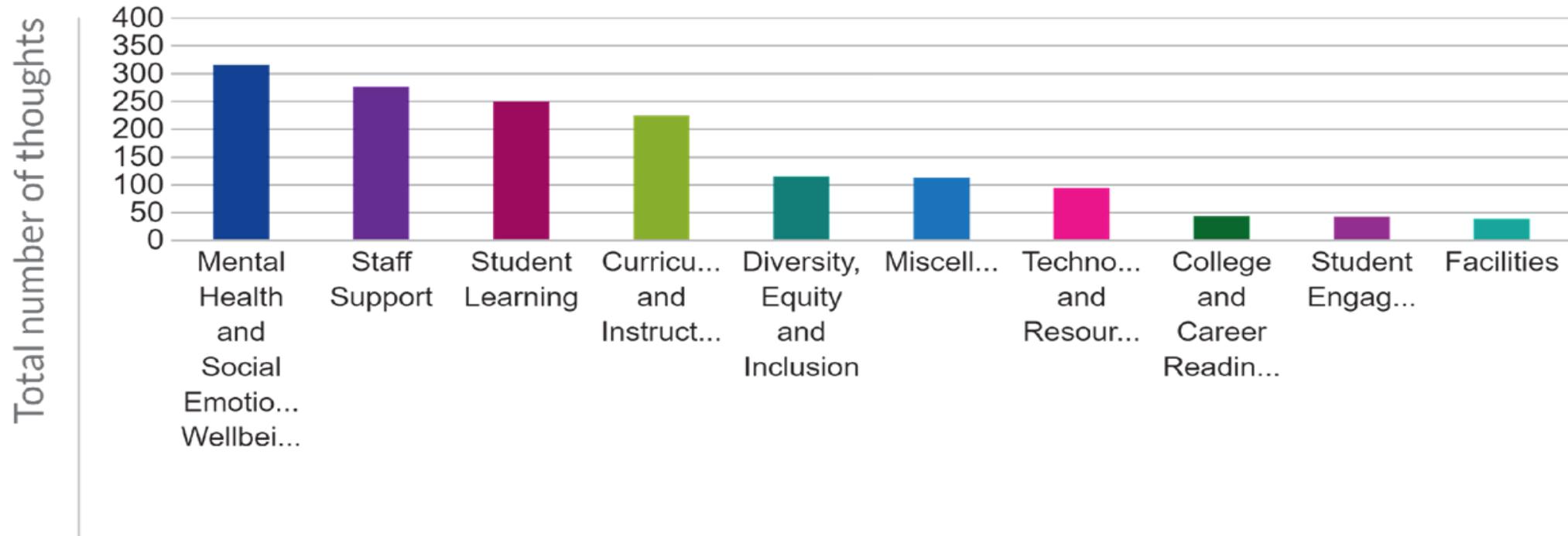
Action #	Action Item	Total	One-Time	Ongoing	21-22 Other
1.2.A	Summer School	\$600,000	\$400,000	\$200,000	
1.2.B	Summer School-Athletic Augmentation	\$30,000	\$30,000		
1.4.A	Project Success/Guidance Assistant/Wellness Support	\$335,000	\$335,000		
1.4.D	ERC-Elem. Resource Counselors	\$1,725,000	\$485,000	\$990,000	\$250,000
1.4.E	Optimistic Advantage	\$100,000	\$100,000		
1.8.A	Graduation Support	\$593,818	\$593,818		
1.8.A	Graduation Support	\$355,682	\$355,682		

	Previous LCAP Item Returning to LCAP
	Stimulus Funds/Other Funding
	Educator Effectiveness Grant



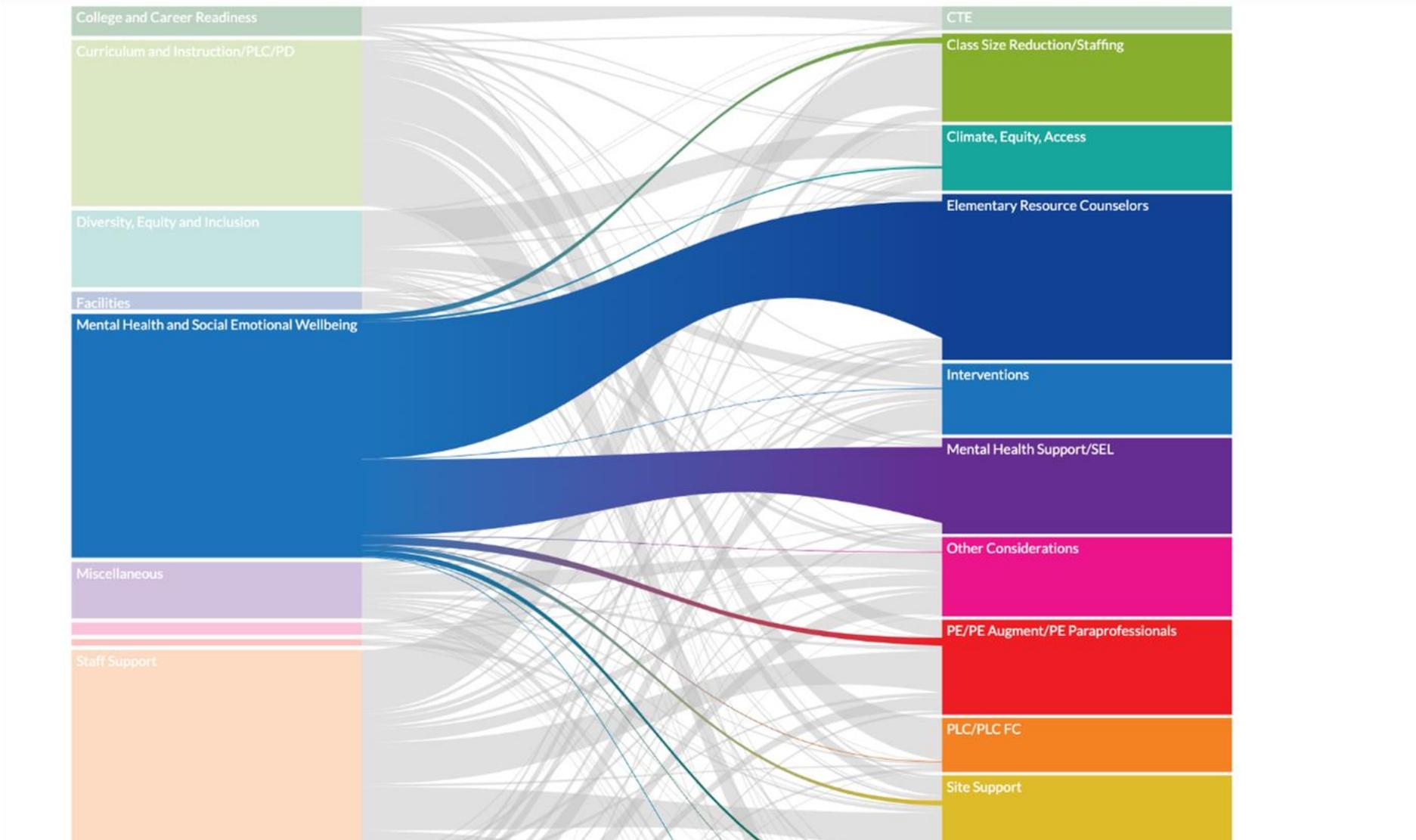
## LCAP Activity 2022-23

### Top Themes by total thoughts





# Goal 1: Student Mental Health Theme Flow Map





# Goal 1: Key Thoughts-Student Mental Health

- ERC should absolutely be funded.** Our students have more emotional needs than ever before. 4.7 ★★★★★ (35 👤)
- Elementary resource counselors should stay and possibly be expanded** Students are socially/emotionally behind and need that additional guidance to develop their intra/interpersonal skills 4.6 ★★★★★ (34 👤)
- Things that should be funded : Elementary Resource Counselors** Support with Student mental health is a significant area of need . 4.6 ★★★★★ (34 👤)
- We need continued elementary school counselor support** Essential to our students mental health and growth. 4.6 ★★★★★ (34 👤)
- ERC support at Elementary Level** Our students are struggling with emotional issues. 4.6 ★★★★★ (33 👤)
- Elementary Resource Counselor** We have many students struggling socially and emotionally at this time 4.6 ★★★★★ (33 👤)
- Continue ERC** Younger students continue to struggle socially and emotionally. The ERC provides incredible support for gen ed teachers 4.6 ★★★★★ (32 👤)

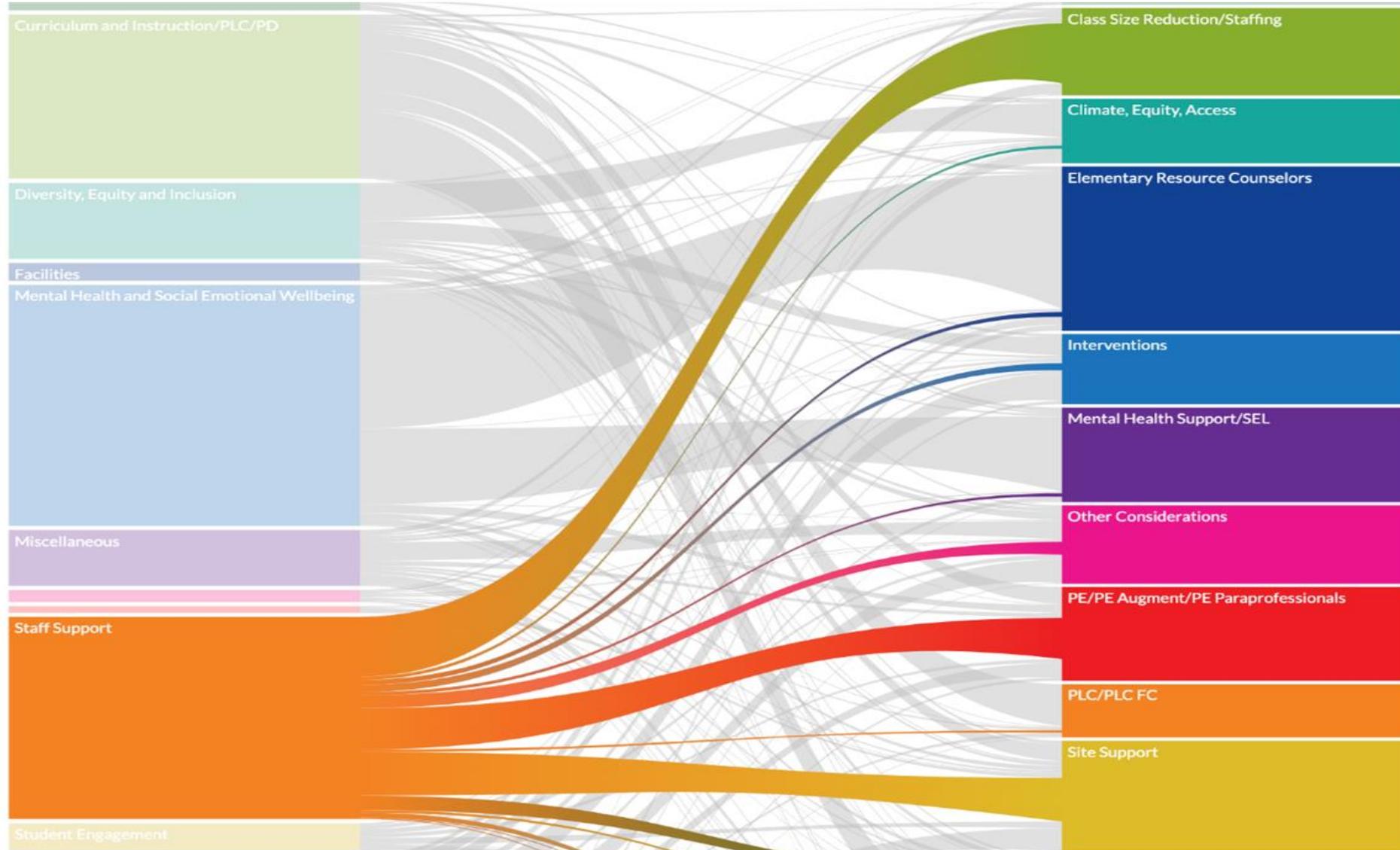


## Goal 2: Ensure all students attain proficiency in state and local assessments through access to rigorous and relevant learning tools, resources, and skills for all staff & students.

Action #	Action Item	Total	One-Time	Ongoing	21-22 Other
2.2.A	Professional Learning Communities	\$1,206,000	\$536,000	\$670,000	
2.3.A	Curriculum/Special Ed TOSAs	\$1,300,000	\$520,000	\$780,000	
2.3.A	Curriculum/Special Ed TOSAs	\$520,000	\$520,000		
2.3.B	Stipends-Mentors/Curriculum Development/Blended Learning	\$500,000	\$500,000		
2.3.C	Education Technology TOSAs	\$390,000	\$130,000	\$260,000	
2.3.D	HS Site Technology Mentors	\$50,000	\$50,000		
2.4.A	Computer Match	\$500,000	\$200,000	\$300,000	
2.4.B	Technology Maintenance Fund	\$600,000	\$200,000	\$400,000	
2.6.A	PE Paraprofessionals	\$867,000	\$205,000	\$362,000	\$300,000
2.6.B	PE Support	\$65,000	\$65,000		

	Previous LCAP Item Returning to LCAP
	Stimulus Funds/Other Funding
	Educator Effectiveness Grant

# Goal 2: Staff Support Theme Flow Map





## Goal 2: Key Thoughts-Staff Support

- I believe there should be smaller class sizes K - 6** Students don't always come in primary that need help. Small class size benefits all students, and beyond to help meet essential standards. 4.7 ★★★★★ (24 👤)
- Smaller Class Sizes** Important for enrichment and intervention 4.6 ★★★★★ (31 👤)
- Elementary PE paraprofessionals should be funded** It is important we have the support in Physical education students to have the proper PE education and to allow teachers to focus on supporting in Oth 4.5 ★★★★★ (35 👤)
- Keep smaller class sizes!** 4.5 ★★★★★ (35 👤)
- Smaller class sizes needs to be prioritized** This is important in elementary school grade levels because teachers need to be able to focus on meeting students individual SEL and academic needs. 4.5 ★★★★★ (34 👤)
- Teachers need more prep time** Teachers are doing this almost entirely on their own time. 4.5 ★★★★★ (32 👤)
- Decrease class size at ALL levels!** Data shows that this has the most impact. 4.4 ★★★★★ (34 👤)
- More money needs to be spent on getting aides into our classrooms. Pay needs to be raised to draw good candidates.** Student achievement is declining, and we need to have 4.4 ★★★★★ (34 👤)



## Goal 2: Key Thoughts-Staff Support Contd.

**Class sizes in Irvine are much larger than expected, particularly in the honors and advanced classes.** Student outcomes are directly and inversely related to class size and parent involvement. Larger classes necessarily limit parent involvement.

4.2 ★★★★★ (48 👤)

**Mental Health/Suicide Prevention** Children are experiencing difficult times and parents are not always able or willing to help

4.0 ★★★★★ (49 👤)

**More information about advanced coursework/honors pathways for marginalized students and parents (eg: info sessions & pamphlets in diff. languages)** LCAP Goal 3 (addressing barriers and equity), disproportionate number of Hispanic students in AP coursework in contrast to overall demographics

3.8 ★★★★★ (11 👤)

**Have programs to connect parent, teachers, more resources for parent and kids** to help them interact with school program teaching

3.7 ★★★★★ (50 👤)

**Elementary Resource Counselors. Teacher Mentors/Curriculum Development Stipends:** As a parent I think having a Counselor at school site is very Important. We want our kids to be able to talk to someone to support them and help.

3.6 ★★★★★ (50 👤)

**Keep student and parent engagement** Intervention sections

3.5 ★★★★★ (23 👤)

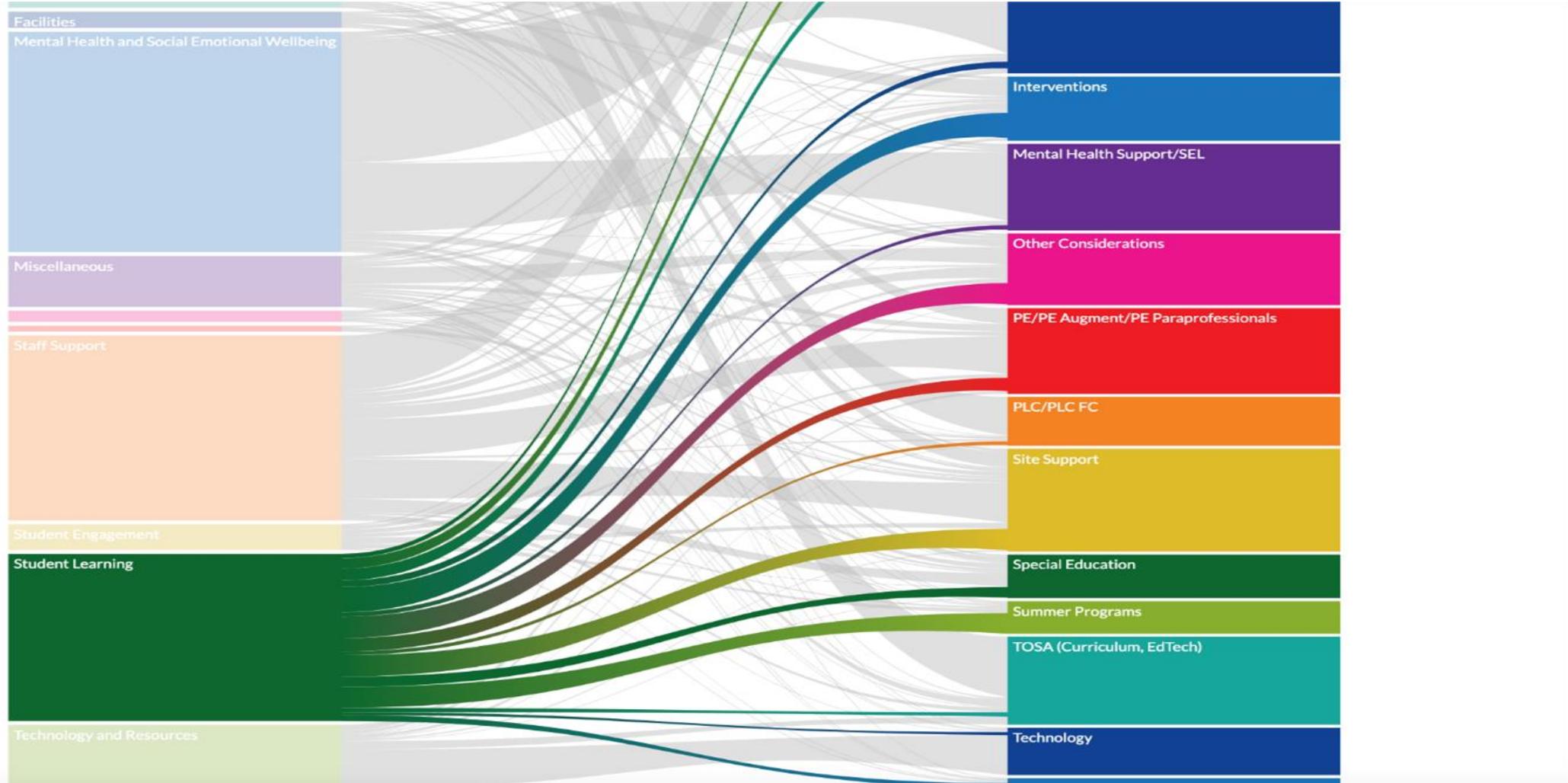


## Goal 3: Address barriers limiting student participation in programs and provide equity in allocation of resources.

Action #	Action Item	Total	One-Time	Ongoing	21-22 Other
3.1.B	Impacted/Interventions Sections 7-12	\$1,230,000	\$1,230,000		
3.2.D	MS Stipends-Student Support/Safety	\$50,000	\$50,000		
3.2.E	HS Allocation for Student Support/Safety	\$285,000	\$285,000		
3.2.F	Equal Opportunity Schools	\$125,000	\$125,000		
3.3.D	Paper (Grade Slam)	\$435,000	\$435,000		
3.3.E	Learning Labs	\$100,00	\$100,000		
3.4.B	Reduce Induction Fees	\$100,000	\$100,000		
3.5.A	Innovative Furniture	\$100,000	\$100,000		
3.6.A	CTE/ROP Sections	\$217,000	\$217,000		

	Previous LCAP Item Returning to LCAP
	Stimulus Funds/Other Funding
	Educator Effectiveness Grant

# Goal 3: Student Learning Theme Flow Map





# Goal 3: Key Thoughts-Student Learning

I would like to continue with ERCs, Tech maintenance, and PE paraprofessionals	4.3	★ ★ ★ ★ ☆	( 35 👤 )
maintain ERC, guidance, PE, computer match funds to keep up our technology	4.3	★ ★ ★ ★ ☆	( 34 👤 )
ERC, Tech. main. and PE paraprofessionals	4.3	★ ★ ★ ★ ☆	( 32 👤 )
Technology maintenance fund should be maintained This will continue to be a need for our district in order to provide the best education for our students	4.2	★ ★ ★ ★ ☆	( 14 👤 )
It is important to maintain the technology that we already posses: fixing Chromebooks, new Chromebooks, chargers, etc.	4.1	★ ★ ★ ★ ☆	( 33 👤 )
Computer match/Maintenance fund Tech is part of daily teaching and having updated and working materials is necessary.	4.1	★ ★ ★ ★ ☆	( 32 👤 )
The tech maint and/or computer match seem important. Having strong technology provides an opportunity for students to gain access to more resources as well improving teacher proficiency	4.0	★ ★ ★ ★ ☆	( 35 👤 )
technology maintenance fund Tech is present everyday in the classroom	4.0	★ ★ ★ ★ ☆	( 35 👤 )
Computer Match Program To make sure we have enough devices to meet the needs of all students at all grade levels	4.0	★ ★ ★ ★ ☆	( 34 👤 )



## Goal 3: Key Thoughts-Student Learning Contd.

**Enhance practical training on life and career skills: communication, collaboration, resume building, interviewing, computer skills, leadership in class** This can help students who are college bound (in their applications and future goals) and also for those who may choose a vocational route. 4.3  (30 )

**Cte is important for students for marketable skills** Kids should have a variety of options in school 4.1  (32 )

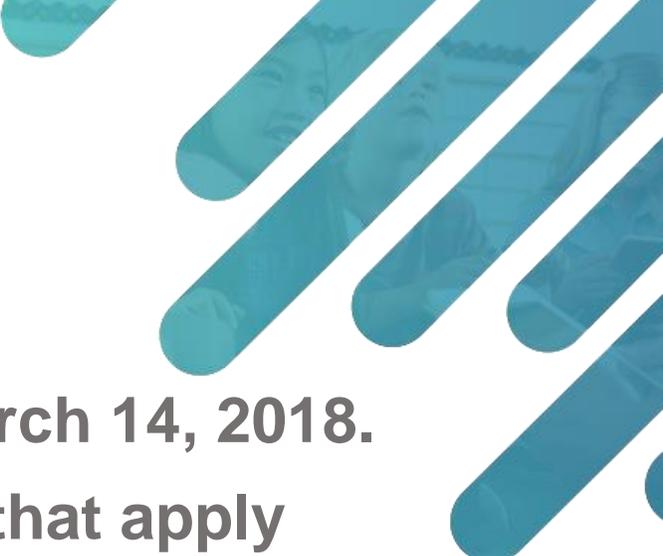
**improve high school support** prepare them for colleges and help with college apps 4.1  (24 )

**Career Technical Education is a vital program.** It helps students explore different interests and career areas to prepare them for college and careers. 4.0  (51 )

**CTE/ROP** Gives students opportunity to explore non-college career opportunities 3.9  (34 )

**CTE/ROP** provides different paths and career options for all students to partake in and explore. going to college is NOT the only path 3.9  (33 )

**CTE sections** My students value the real-world experience we gain from these unique programs (video production, business, comp sci) 3.9  (32 )



## **LCAP Federal Addendum**

- **Adopted by the State Board of Education (SBE) on March 14, 2018.**
- **Within California, Local Educational Agencies (LEAs) that apply for Every Student Succeeds Act (ESSA) funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp).**
- **The LCAP Federal Addendum includes details on how IUSD allocates resources for Title I, Title II, Title III, and Title IV to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.**



## Consolidated Application

- To receive specific categorical funds per school year, the Board of Education must approve the Application For Funding
- IUSD is eligible for the following categorical programs:
  - Title I: Improving Academic Achievement (\$2,903,088)
  - Title II: Improving Teacher Quality (\$536,824)
  - Title III: Ensure English Learners Attain Proficiency in English (\$1,311,348)
- Title IV: Student Support and Academic Enrichment (\$180,838)



## LCFF Budget Overview for Parents

- **Adopted by the State Board of Education (SBE) Executive Director on December 31, 2018;**
  - **The Budget Overview for Parents must be developed in conjunction with, and attached as a cover to, the LCAP for 202-23;**
  - **The Budget Overview for Parents uses language that is understandable and accessible to parents and is information displayed using visuals and graphics.**
- 

---

# IRVINE UNIFIED SCHOOL DISTRICT

## 2022-23 Budget



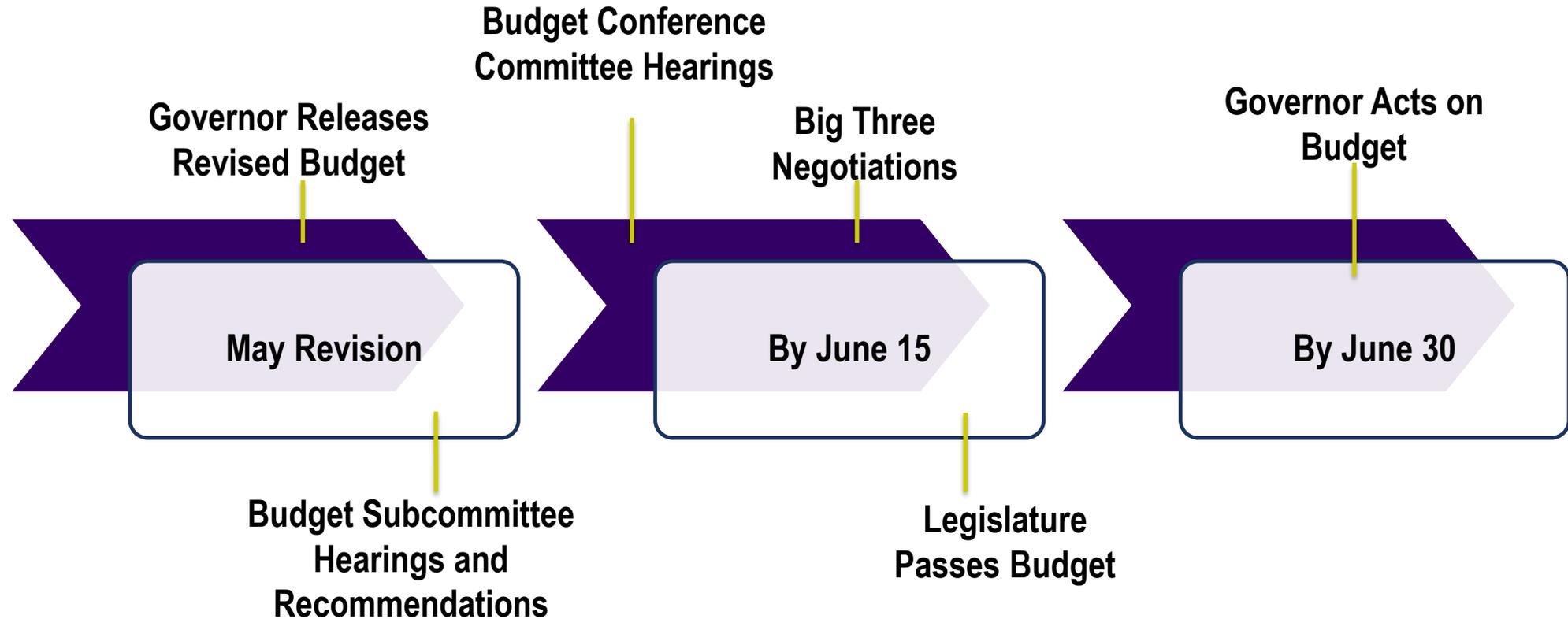
# 2022-23 Budget Development Process

- On May 13, 2022 the Governor released the May Revision to his 2022-23 January State Budget Proposal
- Due to timing and in the absence of a Final State Adopted Budget, districts build budgets based on the Governor's May Revision
  - Where estimates are likely to be approved in the final budget and are readily determinable
- 45 Day Budget Revision – When Final State Budget has material changes from May Revision - Very likely.....
- The District's Budget is officially updated throughout the year
  - First Interim – December
  - Second Interim – March
- Budget assumptions are developed with guidance from:
  - The Orange County Department of Education (OCDE)
  - School Services of California (SSC)
  - The California Association of School Business Officials (CASBO)
  - A variety of other sources....





# From May Revision to Budget Enactment





# State Fiscal Outlook

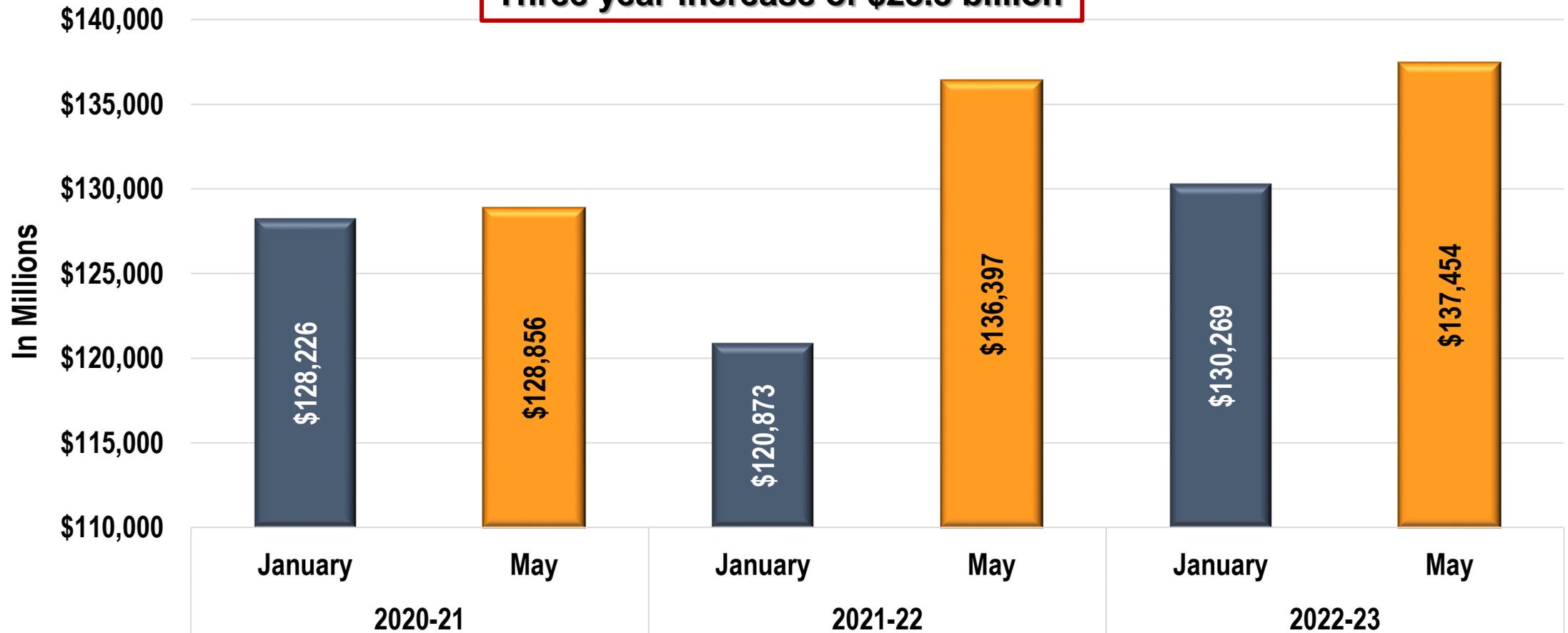
- State revenues from Personal Income Tax, Sales and Use Tax and Corporate Income Tax have increased dramatically from what was budgeted in 2020-21 and 2021-22
- In addition, based on current year the Governor's May Revise estimates for 2022-23 are up dramatically from what was forecast in the January proposal
- Over the three year period newly forecasted state revenues have increased \$55 billion from the estimates used to generate Governor's January Budget proposal
- Increases Proposition 98 by \$19.6 billion.....





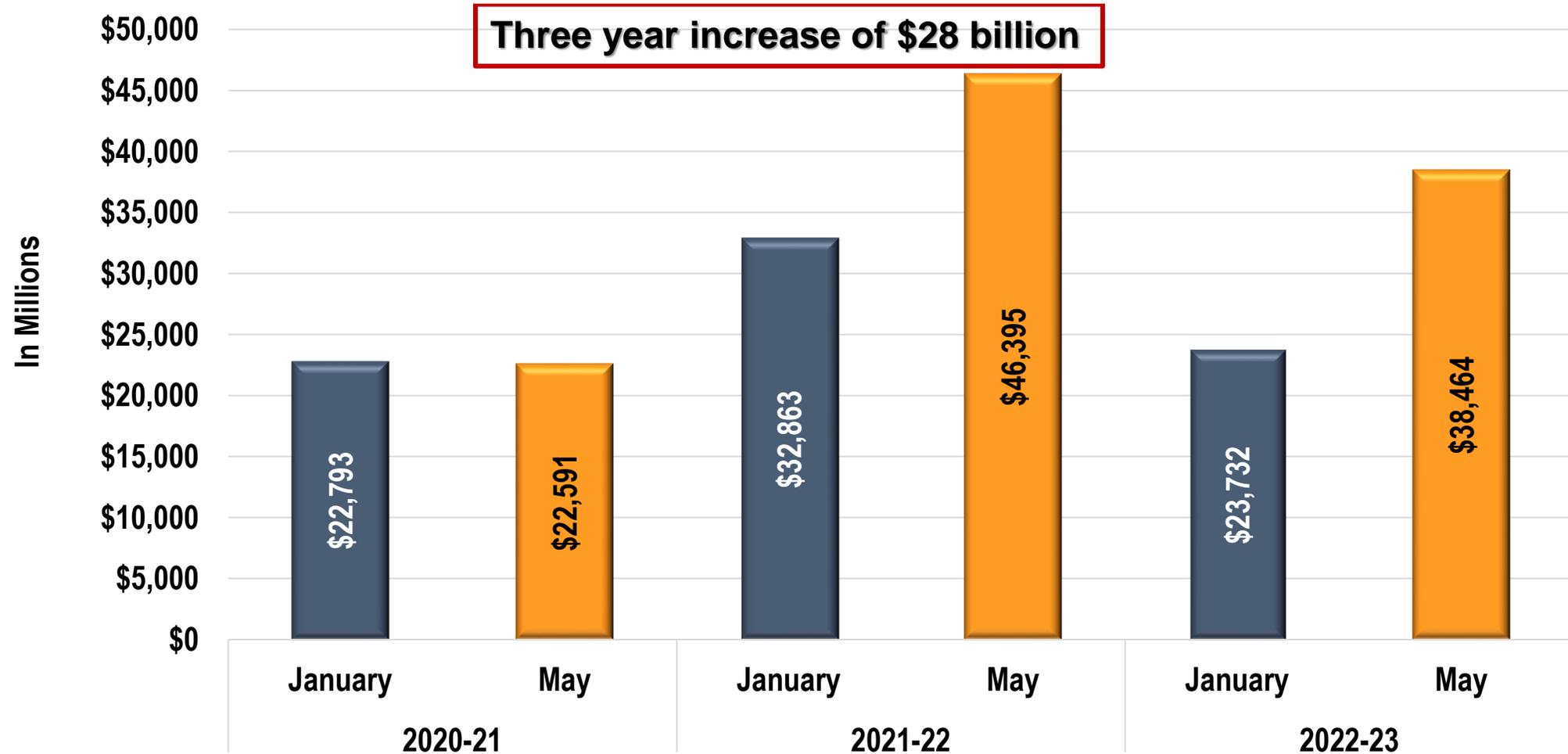
# Personal Income Taxes

Three year increase of \$23.3 billion



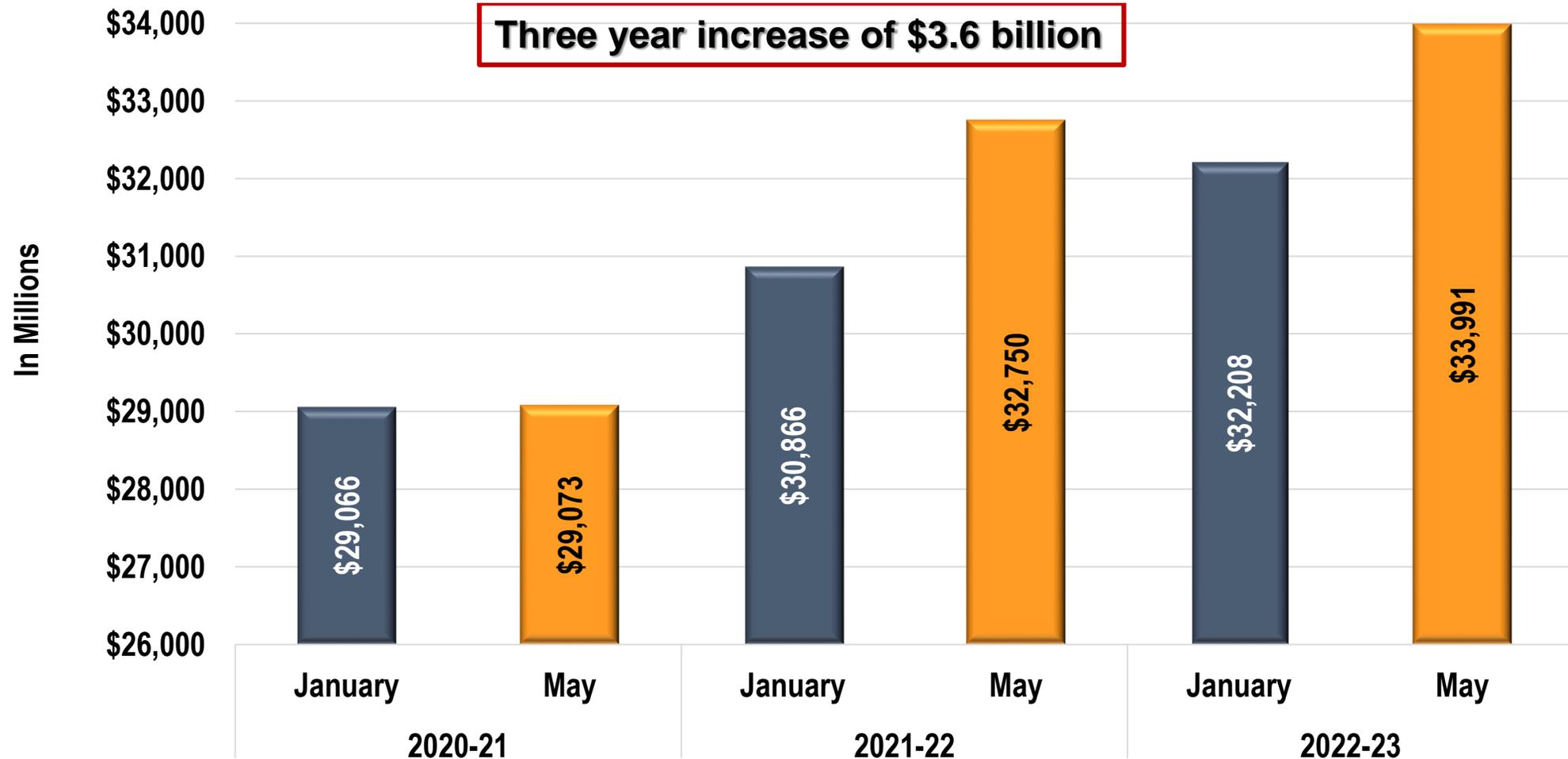


# Corporate Income Taxes





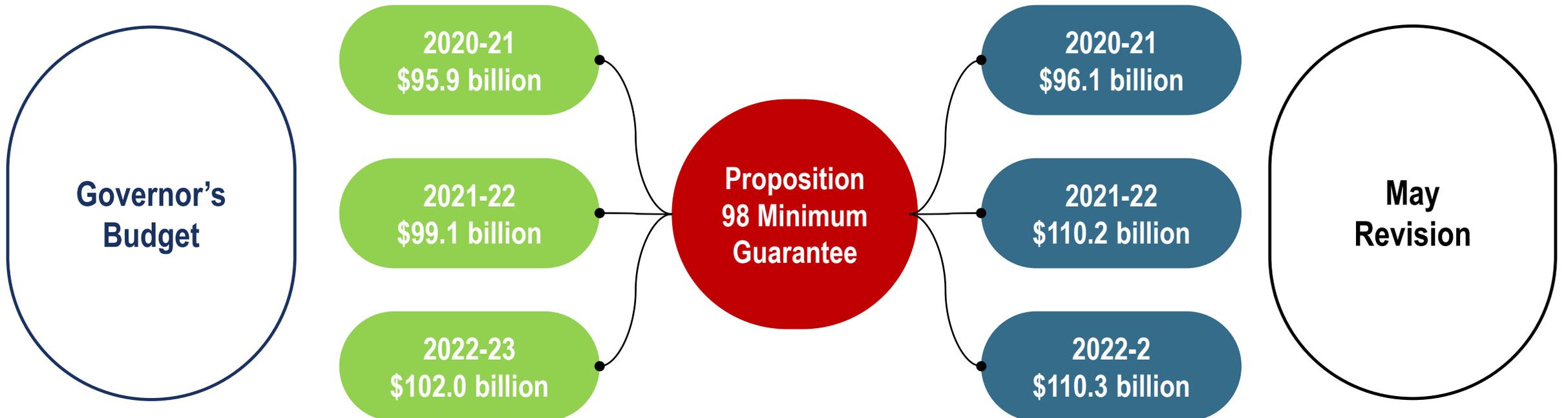
# Sales and Use Taxes





# Proposition 98 Funding

- With increase in state revenues, Proposition 98 funding levels have increased substantially by over \$19.6 billion from the 2022-23 Governor's January Budget proposal for all three fiscal years
- Proposition 98 - \$17 billion K-12 remainder for community colleges



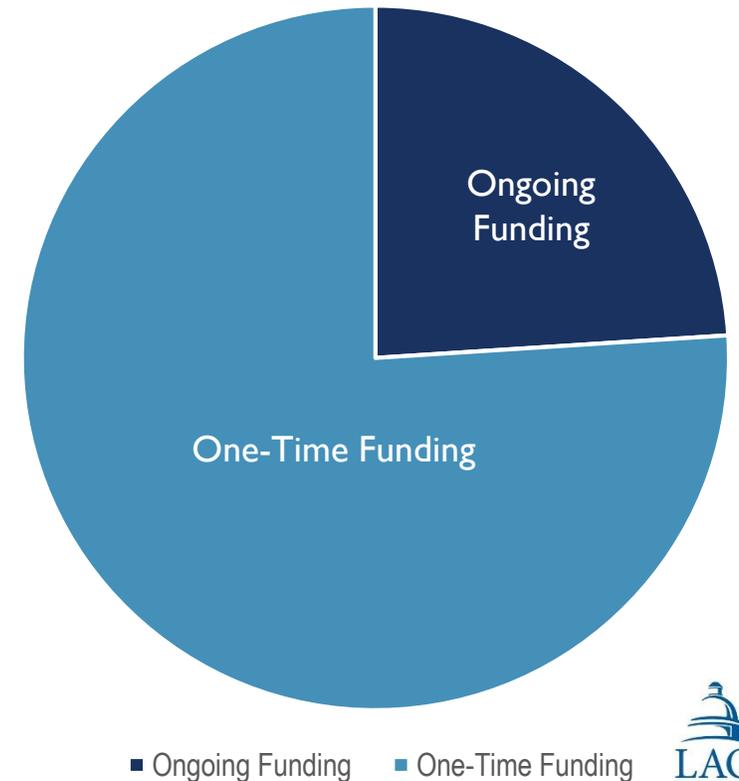


# Governor's Major May Revise Spending Choices

## Allocation of additional \$17 billion in Proposition 98 Funding

■ Ongoing Funding	
■ Additional LCFF Funding above COLA	\$2.1B
■ New LCFF adjustments for declining enrollment districts (offset for baseline attendance declines and COLA)	\$750M
■ Child Nutrition reimbursement rate increase	\$600M
■ Increase in Expanded Learning Opportunities Program	\$400M
■ Other	\$250M
■ <b>Total Ongoing Funding Increase:</b>	<b>\$4.1B</b>
■ One-Time Funding	
■ Discretionary Block Grant	\$8.0B
■ Deferred Maintenance	\$1.9B
■ Community Schools	\$1.5B
■ Teacher and counselor residency programs	\$ .5B
■ Declining enrollment adjustments for charter schools	\$ .5B
■ Math and science professional development	\$ .4B
■ Other	\$ .2B
■ <b>Total One-Time Funding Increase:</b>	<b>\$13.0B</b>

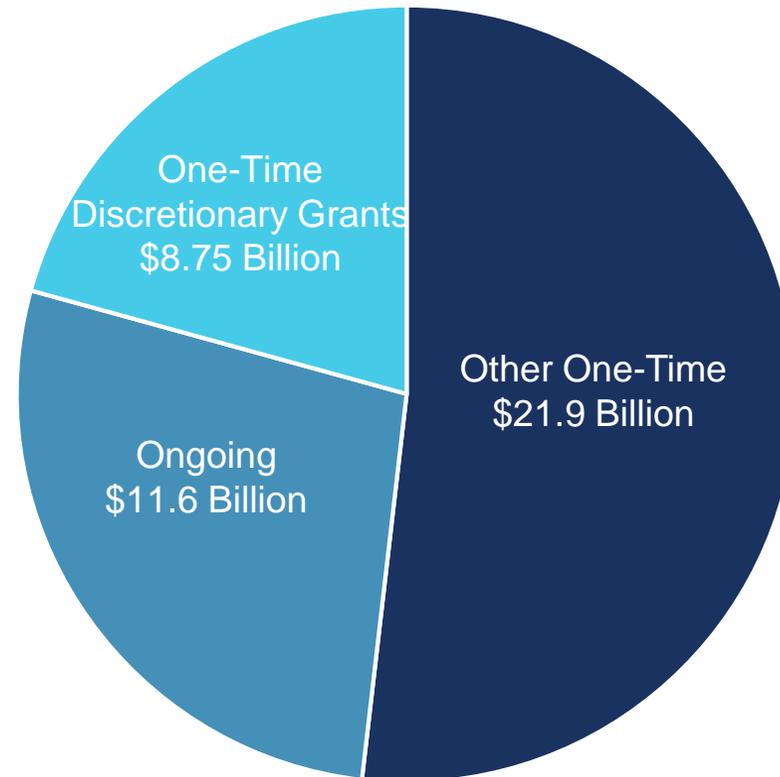
Governor's Major Spending Choices for Schools and Community Colleges





# Governor's Major Spending Choices

Governor's Major Spending Choices for Schools and Community Colleges



■ Other One-Time   ■ Ongoing   ■ One-Time Discretionary Grants





# 2022-23 May Revise Highlights

- The Governor has apparently listened to the education community and the May Revise reflects significant increases in ongoing and one-time unrestricted funding
- Local Control Funding Formula (LCFF)
  - The May Revise includes funding for a Cost-of-Living Adjustment (COLA) of 6.56% to the Local Control Funding Formula (LCFF)
- The May Revise also includes an ongoing augmentation to the LCFF base of \$2.1 billion
- **Ongoing impact to IUSD – approximately \$32.8 million**
- After accounting for annual increases in expenditures of approximately \$9.7 million or roughly 2% of the General Fund annually, approximately \$23 million in ongoing funding available for allocation
- **Included in District's Budget**





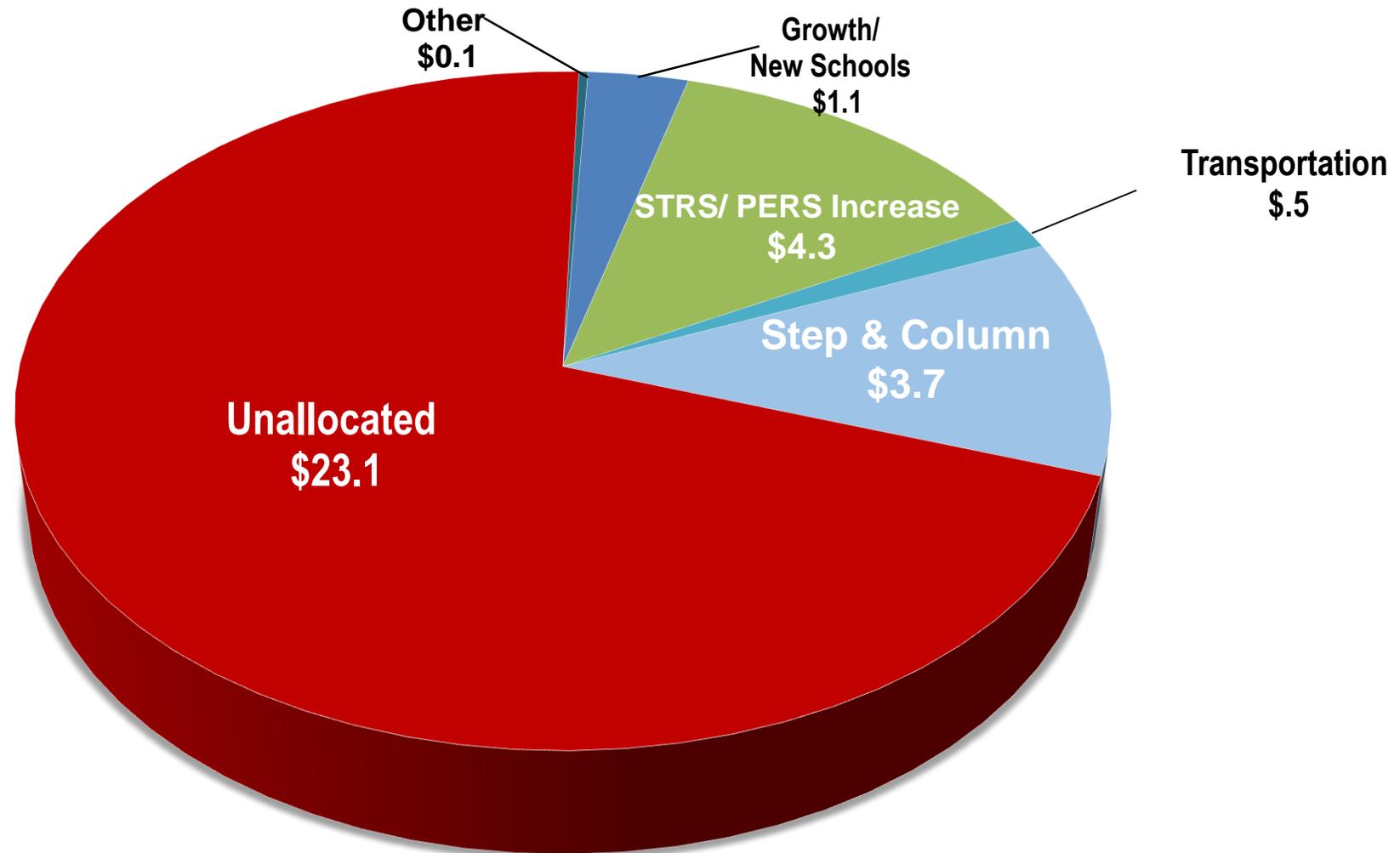
# 2022-23 LCFF Funding

	<b>May Revision</b>	<ul style="list-style-type: none"><li>▪ Provides an additional \$2.1 billion in ongoing Proposition 98 General Fund to increase LCFF funding<ul style="list-style-type: none"><li>▪ Applied through the existing formula, which subsequently increases the GSAs, as well as supplemental and concentration grants</li></ul></li></ul>
	<b>Assembly</b>	<ul style="list-style-type: none"><li>▪ Assembly Bill (AB) 1948 (Ting, D-San Francisco)—15% COLA for LCFF<ul style="list-style-type: none"><li>▪ Increases LCFF funding by approximately \$5.6 billion</li><li>▪ Increases number of students identified as low-income</li></ul></li></ul>
	<b>Senate</b>	<ul style="list-style-type: none"><li>▪ \$5 billion, growing to \$10 billion by 2024-25, for a permanent ongoing increase</li></ul>



# Utilization of Ongoing \$32.8 M Funding

(\$ in millions)





# 2022-23 May Revise Highlights

- The May Revise also proposes a one-time \$8 billion Discretionary Block Grant for LEAs for the 2022-23 fiscal year
  - This equates to approximately \$1,500 per ADA – For **IUSD \$52.5 million**
  - The funding would be distributed on a per-ADA basis using 2021-22 **Second Principal Apportionment (P-2)** reported ADA
  - Expenditure of these funds is determined by the local governing board and can be used for any one-time purpose
  - **Not included in District's budget at this time.....**





# Discretionary Block Grant

	<b>May Revision</b>	<ul style="list-style-type: none"><li>Proposes one-time \$8 billion Discretionary Block Grant for LEAs for the 2022-23 fiscal year</li></ul>
	<b>Assembly</b>	<ul style="list-style-type: none"><li>Learning Recovery Block Grant to support students and staff<ul style="list-style-type: none"><li>Does not specify an amount</li></ul></li></ul>
	<b>Senate</b>	<ul style="list-style-type: none"><li>\$10 billion in one-time, formula-based funds spread over multiple years for a COVID-19-related Learning Recovery Block Grant</li><li>\$5 billion one-time, formula-based funds for student enrichment materials in music, arts, technology, instructional materials, etc.</li></ul>



# January Budget vs. May Revision

Item	Governor's Budget	May Revision
LCFF Funding Increase	\$3.3 billion	\$6.1 billion
Proposition 98 Minimum Guarantee		
2020-21	\$95.9 billion	\$96.1 billion
2021-22	\$99.1 billion	\$110.2 billion
2022-23	\$102.0 billion	\$110.3 billion
2022-23 Statutory COLA	5.33%	6.56%
One-Time Discretionary Funds	\$0	\$8 billion



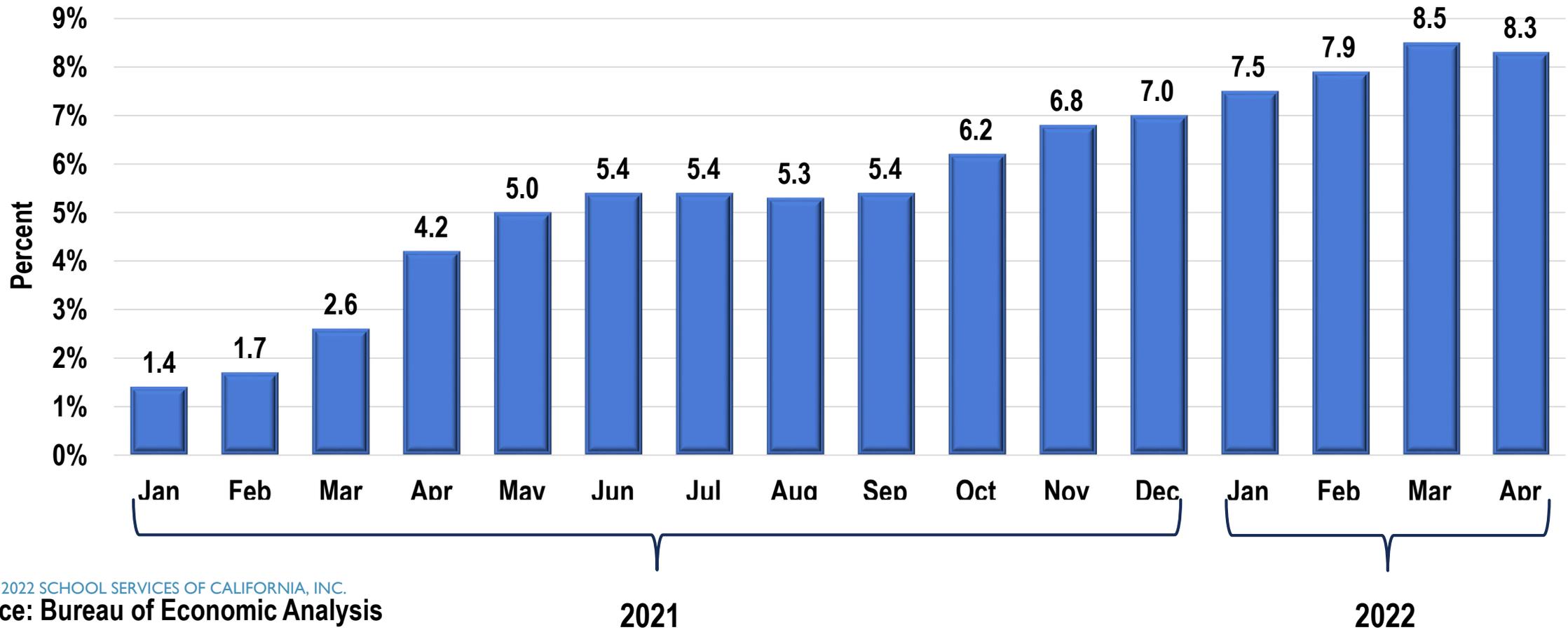
# Risks to the State Budget



- Inflation and fears of prolonged inflation pose the most immediate risk to the economy
- Federal reserve may continue need to raise interest rates to quell inflation concerns
- Supply chain bottlenecks continue to aggravate supply and demand, which exacerbates inflationary pressures
- Top 1% California tax payers generate more than 50% of state taxes, many of which are driven by Capital Gains Taxes
- Significant shift in inflation will have a negative impact on the stock market thus increasing the volatility of Capital Gains
- The Ukraine-Russia War and impact on global economy



# Inflation

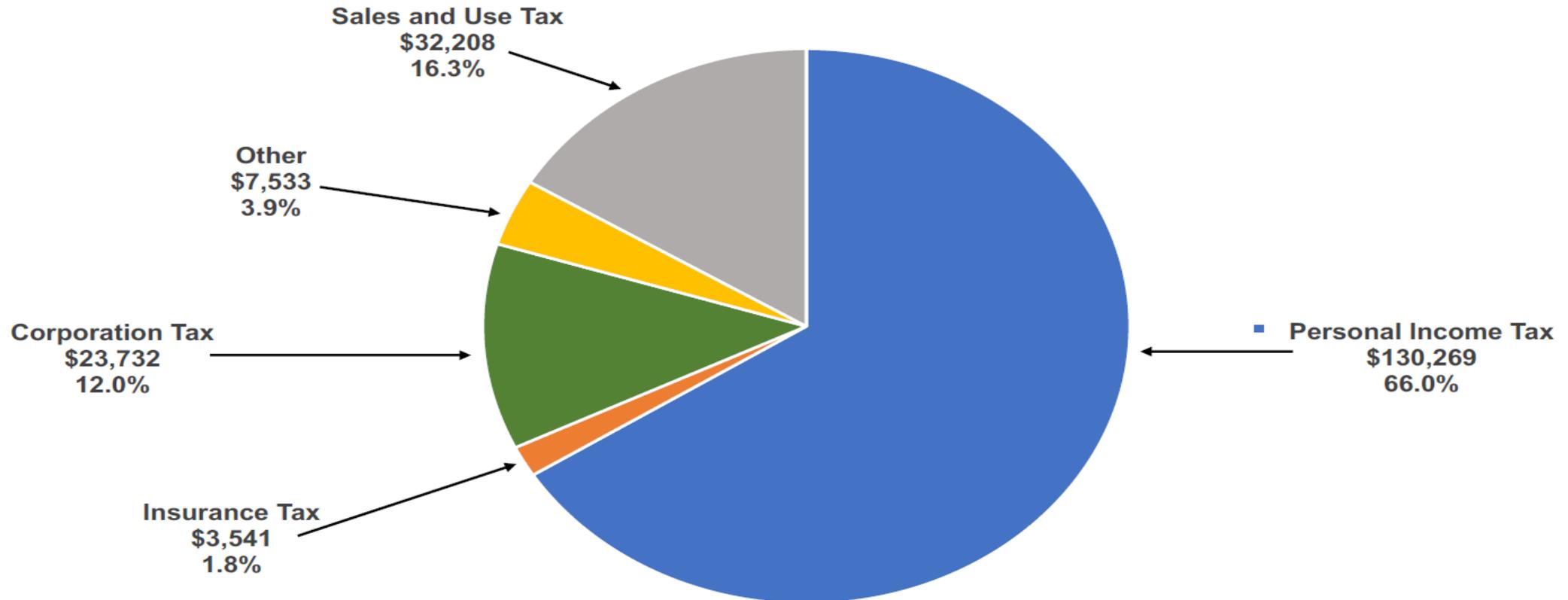


© 2022 SCHOOL SERVICES OF CALIFORNIA, INC.  
Source: Bureau of Economic Analysis



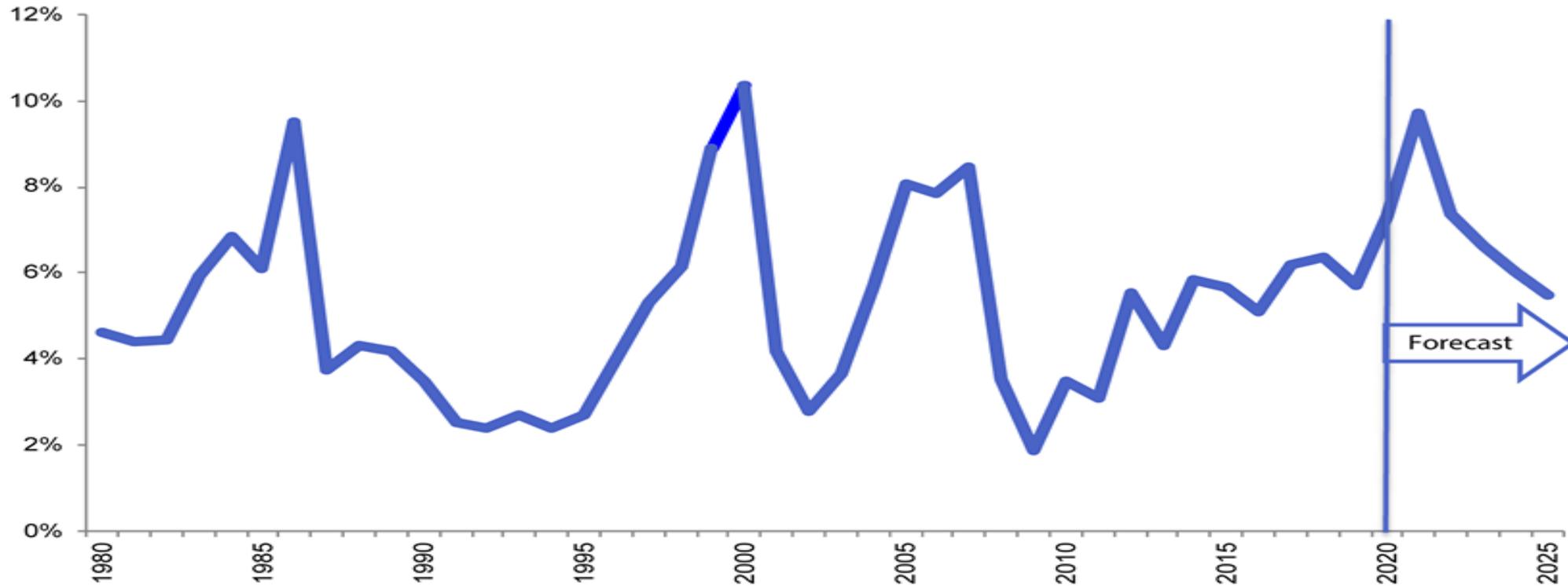
# 2022-23 State Revenues

(Dollars in millions)





# Capital Gains as a Share of Personal Income



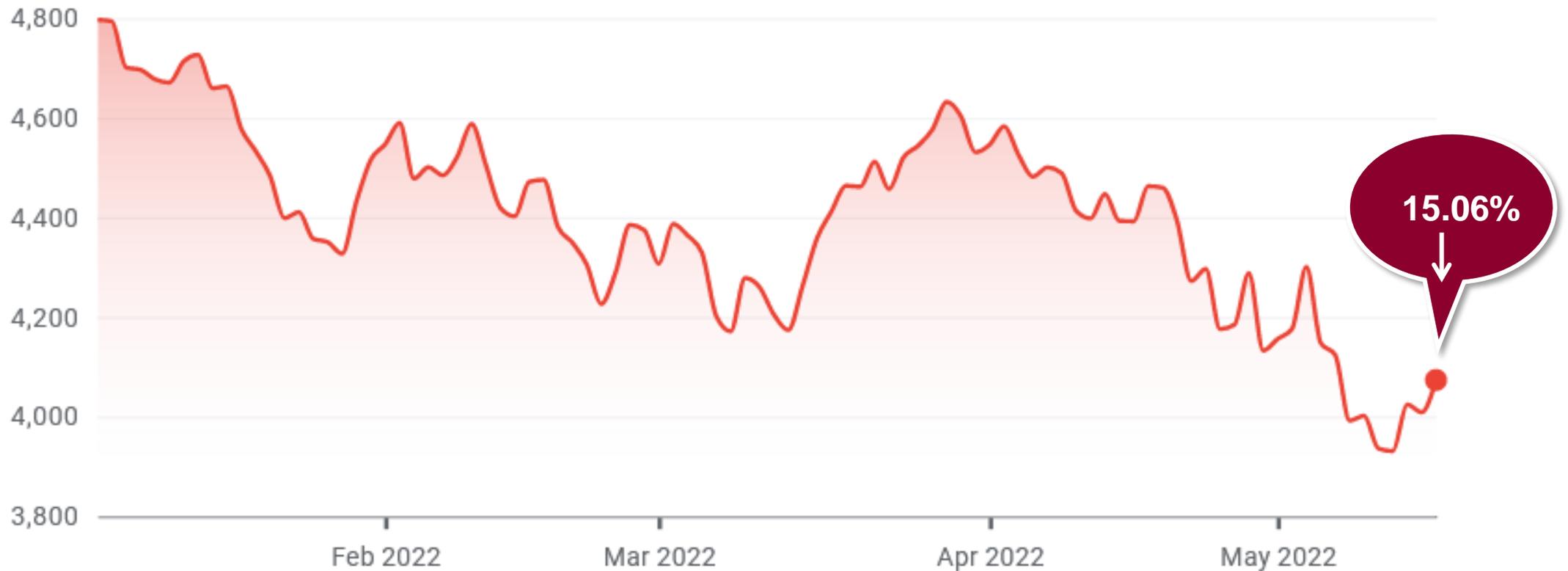
© 2022 SCHOOL SERVICES OF CALIFORNIA, INC.

Source: Page 164 of the 2022-23 May Revision Budget Summary



# Standard and Poors 500

## S&P 500 Index Year to Date





# Building 2022-23 LCAP/Budget

- Utilizing input from numerous stakeholders through the LCAP process, IUSD has leveraged use of one-time resources over multiple fiscal years
- Approximately \$8 million in “one-time” investments were targeted to drop off at end of 2022
- In recognition, current year one-time resources set aside
- Unallocated from 2020-21 \$8 million
- Utilization of Federal Stimulus Funds where appropriate





# Budget Prioritization Focus Areas

Description	LCAP 2022-23 One-Time
<b><u>Summary by Major Category:</u></b>	
Goal 1	\$2,299,500
Goal 2	\$2,926,000
Goal 3	\$2,642,000
Total LCAP funded	<b>\$7,867,500</b>
<b>Identified LCAP items Funded with State/Federal resources</b>	<b>(\$1,475,682)</b>
Total One-time funding allocated	<b>\$6,391,818</b>
Total One-time funding available from General Fund:	\$8,000,000
<b>General Fund remainder for future LCAPS:</b>	<b>\$1,608,182</b>



# 2021-22 thru 2024-25 Budget Forecast

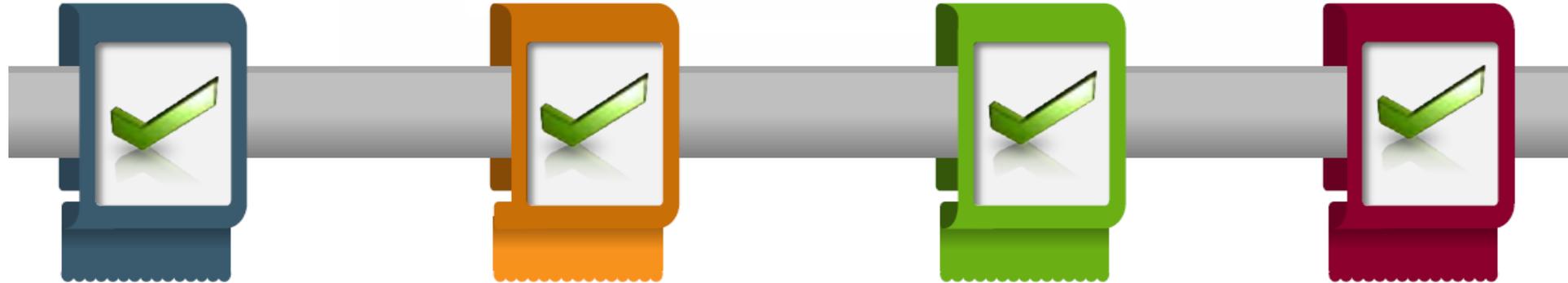
## Unrestricted General Fund

Description	2021-22 Estimated	2022-23 Projected	2023-24 Projected	2024-25 Projected
Total Revenues	\$357,219,075	\$390,457,044	\$414,983,259	\$435,691,058
Total Expenditures	(\$288,004,427)	(\$301,064,428)	(305,444,215)	(\$311,231,110)
EXCESS (DEFICIENCY)	\$69,214,648	\$89,392,616	\$109,539,044	\$124,459,948
Other Sources/Uses	(\$72,096,696)	(\$70,577,979)	(\$67,984,947)	(\$69,355,151)
Net Increase/(Decrease)	(\$2,882,048)	\$18,814,637	\$41,554,097	\$55,104,797
Beginning Balance	\$48,534,125	\$45,652,077	\$64,466,714	\$106,020,811
<b>Projected Ending Balance</b>	<b>\$45,652,077</b>	<b>\$64,466,714</b>	<b>\$106,020,811</b>	<b>\$161,125,608</b>



# Reserve Cap Limit

- When specific criteria are triggered District reserves are capped at 10%- unrestricted assigned and unassigned
- These criteria are scheduled to be met in 2022-23
- Substantial COLA along with carryover funds may require the District to commit fund balances previously assigned



Test 1  
Minimum  
guarantee is  
determined by  
Test 1

Maintenance Factor  
Proposition 98  
maintenance factor  
prior to 2014-15 is  
fully paid

ADA and COLA  
Proposition 98  
minimum guarantee  
is sufficient to fund  
ADA\* and COLA

Capital Gains  
Capital gains  
exceed 8% of  
General Fund  
revenues



# 2021-22 thru 2024-25 Budget Forecast

## Unrestricted General Fund

Description	2021-22 Estimated	2022-23 Projected	2023-24 Projected	2024-25 Projected
<b>Estimated Ending Fund Balance</b>	<b>\$45,652,077</b>	<b>\$64,466,714</b>	<b>\$106,020,811</b>	<b>\$161,125,608</b>
Revolving Cash/Stores	\$350,000	\$350,000	\$350,000	\$350,000
State Recommended DEU	\$9,591,000	\$9,873,000	\$9,236,532	\$9,308,904
Contingency Reserve	\$5,000,000			
Reserved for 2022-23 LCAP	\$6,391,818			
Reserved for 2023-24 LCAP	\$1,608,182			
Site Department Carryover	\$11,500,000			
Other Un Assigned/Assigned	\$11,211,077	\$29,743,714	\$71,934,279	\$126,966,704
<b>Committed Fund Balance:</b>				
Contingency Reserve		\$5,000,000	\$5,000,000	\$5,000,000
Site Department Carryover		\$11,500,000	\$11,500,000	\$11,500,000
Reserve for 2023-24 LCAP		\$8,000,000	\$8,000,000	\$8,000,000



# Ongoing Challenges

- The LCFF represents well over 90% of Unrestricted Revenue (for IUSD 94%), yet funding disproportionately benefits districts with high concentrations of disadvantaged students
- Large influx of State and Federal one-time funding
- District-wide/State-wide Enrollment
- State revenues very volatile
  - Heavily dependent on high income earners driven largely by capital gains from the stock market
  - Inflation at least a temporary concern – may cause stock market volatility and negatively impact 2022-23 State Capital Gains
- Uncertainty remains how the economy will fully return after COVID....





**Thank you!!**