

Governor's Proposals for the 2022-23 State Budget and K-12 Education

January 2022

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Governor's Proposals for the 2022-23 State Budget and K-12 Education

January 2022

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January 2022

Dear Workshop Guest:

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Welcome to our presentation on the Governor’s Budget proposal for the 2022-23 fiscal year. We know how important your professional development is, and we work very hard to be your “one-stop shop” for the information you need to manage the policy and financial affairs of your agency.

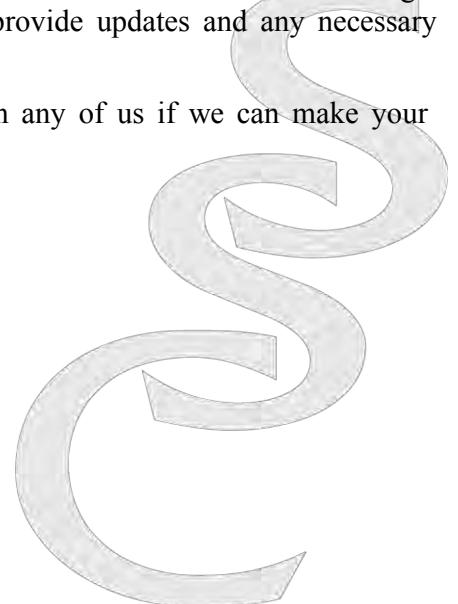
This year, as in every year, we attempt to increase the value of our workshops for you. To that end, we are pleased to remind you of some special features:

- For today’s workshop, we want to ensure that you get maximum value from the research we have done and the materials we have developed. We have, therefore, included a host of resource materials for download from our website at www.sscal.com. We hope that you will use those materials to educate your staff and community on some of the major issues and challenges facing California educators. As part of today’s program, we provide all the workshop materials, a wealth of resources, and our *Special Fiscal Report*. You are welcome to use the resources for enhancing your own local educational agency (LEA) presentations, provided that School Services of California Inc. (SSC) is given credit. Additionally, we have included a “board-ready” presentation that can easily be personalized to your own LEA. These materials are available for workshop participants at <https://www.sscal.com/my-ssc> under “My Workshops.”
- Our staff is, as always, available to respond to your questions about the workshop presentation. Based upon your feedback, we will continue to have a question and answer session at the end of the workshop. Be sure to submit your questions by 10:15 a.m. to ask@sscal.com for the question and answer session. If you have additional questions, just send an *Ask SSC* question from our homepage at www.sscal.com. We will answer any questions that are not answered during the workshop in our *Fiscal Report* right after the workshop.
- Information Updates: As we gather further information about the Governor’s Budget proposal in the coming days, we will continue to provide updates and any necessary corrections through the *Fiscal Report*.

Again, welcome to our workshop and please call upon any of us if we can make your experience more rewarding.

Warmest regards,

John D. Gray
President and CEO



Themes for the 2022-23 Governor's Budget Workshop

A year-and-a-half into the COVID-19 pandemic that gripped our lives in ways that constrained the daily liberties we often take for granted, we started the 2021-22 school year full of hope. We hoped that once again we could deliver on the promise of education to secure prosperous futures for our students through a return to in-person instruction and learning that we know offers more meaningful engagement and interaction between them and the hundreds of thousands of educators and staff dedicated to them. We hoped that through advancements in science we had once and for all “flattened the curve” of COVID-19 and relegated it to a virus like the common cold or seasonal flu that we can reasonably manage in our homes, our schools, and our communities. We hoped for normalcy but planned for continued disruption—cognizant of the fact that the global pandemic may have indeed spawned a “new normal” through something like a mutation of our social, cultural, and economic genes. We did this because hope alone is not a plan.

In many ways, Governor Gavin Newsom's 2022-23 State Budget proposal reflects this hope-but-plan approach to California's future. He remains hopeful that scientists educated and trained at our prestigious public universities will invent better ways to protect us from new threats to our health and to our environment. He is hopeful that our workforce will rise to meet tomorrow's demands and that we, as stewards of the future workforce, will prepare them for the challenge. Governor Newsom has the advantage of prosperity to undergird this hope. In contrast to what would otherwise be a somber moment in history, California enjoys a \$45.7 billion budget surplus that the Governor leverages to fund key initiatives to fight our protracted battle against COVID-19, address climate change, and preempt future threats from natural disasters that have become too common. While he pins his budget hopes on these investments, he plans for budgetary, economic, and social uncertainties that have become part of our collective norm since March of 2020. So, like those of us in education, Governor Newsom knows the importance of a healthy reserve and ensures that his State Budget proposal puts California on sound fiscal footing well into the future. Notably, (unlike education) the state *can* (and indeed *must*) build its savings account.

As we prepare to spend down our local reserves (against both our instincts and industry wisdom), Governor Newsom's 2022-23 education budget provides some shelter from imminent storms forecast for public education. The Governor's Budget heeds calls to protect education from the fiscal impacts of declining enrollment and the students who have vanished from public school rosters amidst COVID-19. He addresses rising costs by maintaining education's purchasing power by funding the cost-of-living adjustment. He doubles down on programs and services he and lawmakers deemed critical to combating the deleterious effects of the health crisis on learning, mental health, and student achievement. For the most part, Governor Newsom's State Budget proposal responds to the collective, palpable fatigue of teachers, staff, and educational leaders, who have worked relentlessly for two years, by restraining the impulse to do one more thing, add one more program that requires the adoption of just one more plan. “*Please don't,*” we begged. Gratefully, he listened.

But the Governor's Budget could do more than give us the room we need to catch our collective breaths. With unprecedented revenues, we could invest more in the Local Control Funding Formula than what's proposed. We can do more (and better) with discretionary resources than with those that come with strings that tie our hands and stifle our agility in an ever-changing environment. We not only share the Governor's hopes for education, we spend our lives in pursuit of them for our children.

Acronyms: Governor's Budget Workshop 2022

21st CCLC	21 st Century Community Learning Centers
AB	Assembly Bill
ADA	Average Daily Attendance
ASES	After School Education and Safety Program
CalPERS	California Public Employees' Retirement System
CalSTRS	California State Teachers' Retirement System
CDE	California Department of Education
COE	County Office of Education
COLA	Cost-of-Living Adjustment
CSPP	California State Preschool Program
CTC	Commission on Teacher Credentialing
CTE	Career Technical Education
DOF	Department of Finance
EC §	Education Code Section
ELO	Expanded Learning Opportunities
ESSER	Elementary and Secondary School Emergency Relief
FY	Fiscal Year
GSA	Grade Span Adjustment
HR	Human Resources
IEP	Individualized Education Program
LAO	Legislative Analyst's Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
MBG	Mandate Block Grant
OPSC	Office of Public School Construction
PERB	Public Employment Relations Board
PIT	Personal Income Tax
RRMA	Routine Restricted Maintenance Account
S/C	Supplemental and Concentration Grant
SB	Senate Bill
SELPA	Special Education Local Plan Area
SPSL	Supplemental Paid Sick Leave
TK	Transitional Kindergarten
UPP	Unduplicated Pupil Percentage

Governor's Proposals for the 2022-23 State Budget and K-12 Education



Governor's Proposals for the 2022-23 State Budget and K-12 Education

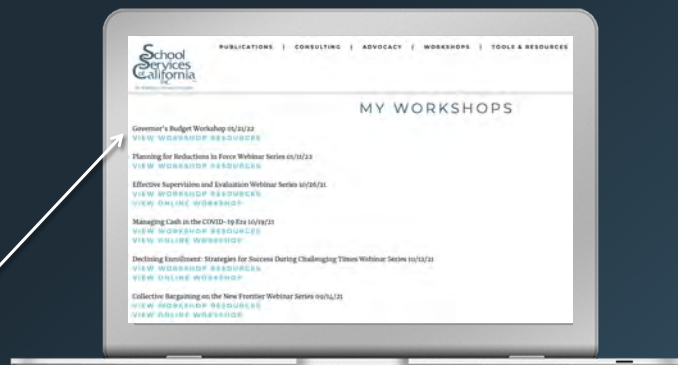
Presented By:

School Services of California Inc. Staff

To download a copy of today's presentation book and other workshop resources, please visit <http://www.sscal.com/my-ssc>

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Resources Download



Downloadable Resources
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Who can access?
To access the workshop resources, you'll need to be logged in with the email address that was used to register for the workshop

Question and Answer Session

- We will include a live question and answer session right after the formal presentation
 - During the presentation, your questions can be submitted via email to Ask@sscal.com
 - Submit your questions by 10:15 a.m. in order to be considered for the question and answer session
 - Any questions not answered will be answered in *Fiscal Report* articles



Notes

Introduction

Themes for the 2022-23 Governor's Budget

- We find ourselves awash in a sea of contradictions—California revenues are extraordinary while Californians find going about their ordinary lives more difficult every day
 - A \$286 billion spending plan aims to tackle COVID-19 head on, building upon and expanding critical services for Californians, and attempting to strengthen the resiliency of the state to address uncertainties and crises we cannot yet see
 - The crisis we can see is acute, and the Governor seeks to address the urgent needs of the pandemic once again through quick legislative action, which is possible due to surging revenues
 - But not every problem can be fixed with cash—while Governor Gavin Newsom strives to keep California open, staffing shortages both long and short term threaten to organically shut down California
- The Governor's Budget is balanced, and we hope California as a whole will find its equilibrium again soon

Governor's Proposals for the 2022-23 State Budget and K-12 Education

State Budget and Economy

- Robust state revenues provide the state General Fund with a surplus of \$45.7 billion for the 2022-23 fiscal year
- Significant increases projected for Personal Income Tax and Sales and Use Tax, two of the Big Three taxes
- The Governor's Budget reflects significant reserves including the Budget Stabilization Account (Rainy Day Fund), the Public School System Stabilization Account, and the general operations reserve
- While there are many positive economic indicators, there is still a level of economic uncertainty due to the unpredictability of COVID-19
- Inflation has become a major concern as the cost of everyday goods and services continue to rise to levels not seen since 1982
- The Federal Reserve's response to inflation, including interest rate hikes, could impact the stock market

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Proposition 98 and the Education Budget

- Proposition 98 in the 2022-23 Governor's Budget reaches an all-time high
 - Provides \$16.1 billion in new revenues for K-14 education
 - But there are strings
 - For the first time, most school districts will be required to spend down their reserves
 - A sizeable share of new funding is proposed for restricted purposes, leaving few resources to address increased costs associated with soaring inflation and rising pension obligations



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Proposition 98 and the Education Budget

- Governor Newsom's education budget proposals appear to recognize the intense pressures local educators are under to serve students amidst the health crisis and be agile in doing so by:
 - ✔ Avoiding new initiatives that require the development and adoption of yet another plan
 - ✔ Building on the critical investments of the 2021 Budget Act to address varied student needs
 - ✔ Heeding concerns about a stubborn decline in student enrollment and attendance and its impact on the fiscal health of school agencies now and into the future
- There's much to be grateful for in the Governor's plan, but we could benefit from proposals that invest in "first, best" instruction and in the educators who dedicate their lives to our children

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Proposed State Budget and LEA Impacts

- The Newsom Administration, thankfully, proposes fewer new initiatives than in 2021-22
 - Core programs receive a significant statutory cost-of-living adjustment (COLA) to address the significant cost increases associated with pensions and historic levels of inflation
 - Proposed changes to the Local Control Funding Formula (LCFF) and special education are relatively straightforward
 - Infrastructure funding for facilities, kitchen facilities, and transportation are welcomed one-time investments
 - As expected, the Administration proposes to ramp up the Expanded Learning Opportunities (ELO) Program and fund lower universal transitional kindergarten (TK) ratios at a time when staffing challenges are (hopefully) at their pinnacle
 - New programs such as Early Literacy and College and Career Pathways aim to enrich California's TK-12 education

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Other Local Agency Operational Considerations

- There are always a number of items that Local Educational Agencies (LEAs) are dealing with in the moment that are not encompassed in the state budget
- LEAs are still in the business of educating students, and existing requirements and deadlines don't go away while the Governor and Legislature negotiate a budget

- ✓ Layoffs
 - ✓ COVID-19 impacts
 - ✓ Minimum wage increase
 - ✓ School bonds
 - ✓ Retirement contribution rates
 - ✓ Other legislation
 - ✓ School Facility Program (SFP)
 - ✓ Local Control and Accountability Plan (LCAP) and the one-time Supplement
- And we could go on . . .



Overview of the State Budget and the State Economy

U.S. Economic Outlook

- The national economy continues to grow, but inflation, labor constraints, and supply and demand imbalances pose threats

Gross Domestic Product

- 2021: 5.6%
- 2022: 4.2%
- 2023: 2.7%

Resumes pre-pandemic trends by the third quarter of 2023

Employment

- Economy will add 200,000 to 400,000 jobs each month
- Unemployment rate reaches 3.4% by the end of 2022
- Labor force participation continues to lag

Inflation

Inflation abates but still higher than pre-pandemic levels due to demand and supply imbalances

- 2021: 5.8%
- 2022: 3.4%
- 2023: 2.8%

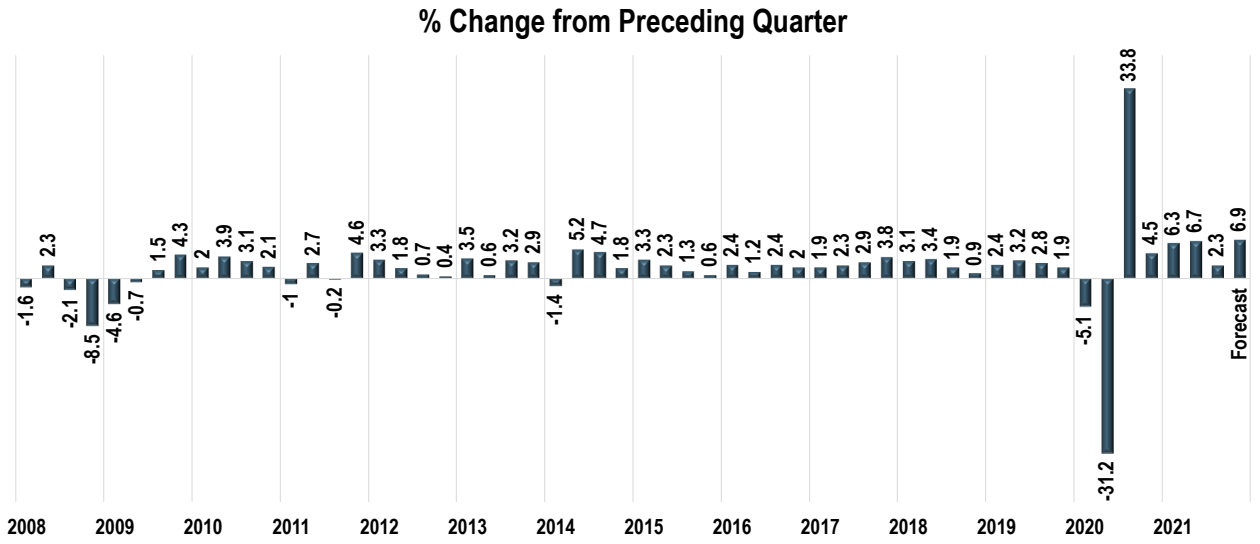
Source: UCLA Anderson Forecast, December 2021

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National Gross Domestic Product



Source: U.S. Bureau of Economic Analysis

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National Economy: Dow Jones Industrial Average

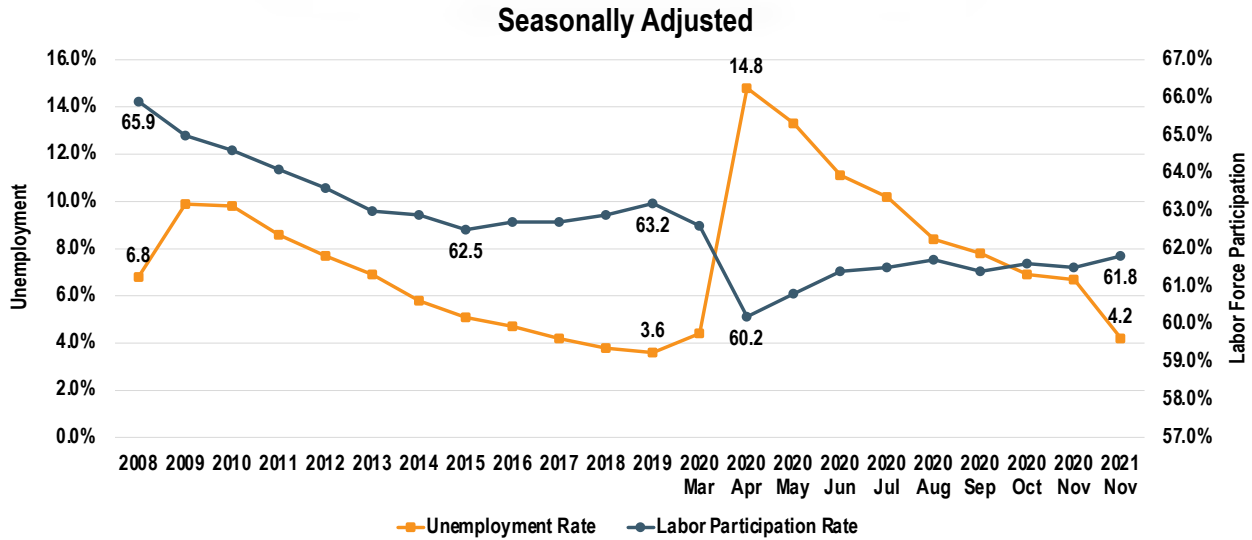


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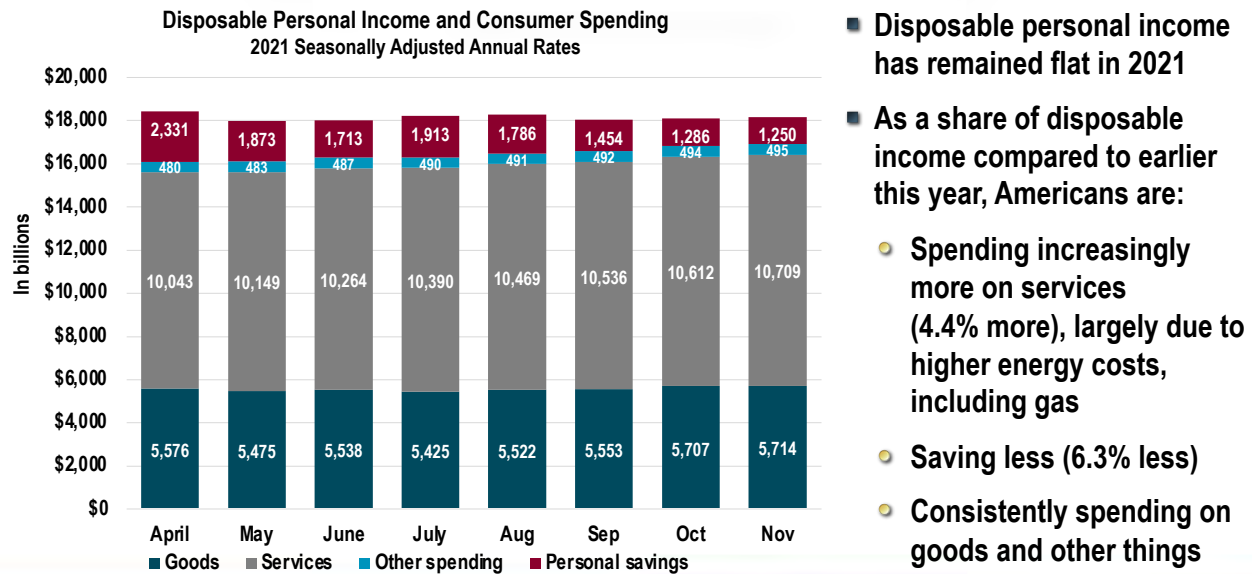
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U.S. Unemployment and Labor Force Participation Rates



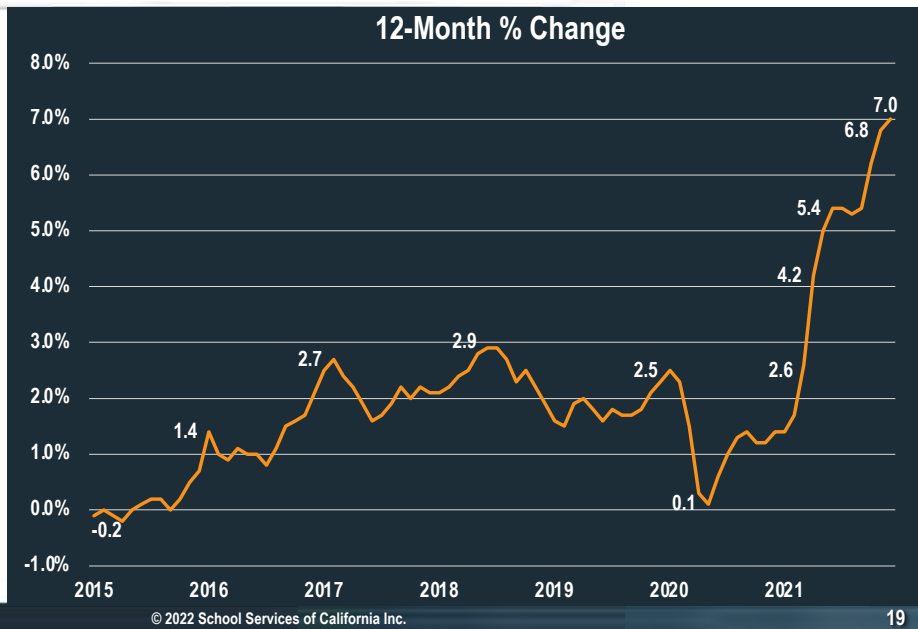
How Americans Spend Their Money



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Inflation

- The confluence of federal stimulus funds, pent up consumer demand for goods, and scarce supplies have contributed to an historic rise in inflation not seen in over 30 years—as measured by the Consumer Price Index—which increased by 7.0% in 2021



Inflation

- The Federal Reserve signaled it will reduce its net asset purchases and may raise historic low interest rates beginning mid-2022, to 2.1% by the end of 2024, in an effort to curb inflation
- Other policies could help or hurt efforts, and inflation may prove resistant to the Fed's monetary policy shifts and instead may require fiscal intervention by Congress and the President

Expired Federal Child Tax Credit Policy	Passage of Build Back Better Act	End of Federal COVID-19 Stimulus	State Stimulus (Golden State Stimulus)
↓	↑	↓	↑

- The impact of the recently enacted federal infrastructure package could exacerbate demand of goods and labor, potentially moderating inflation curbing efforts

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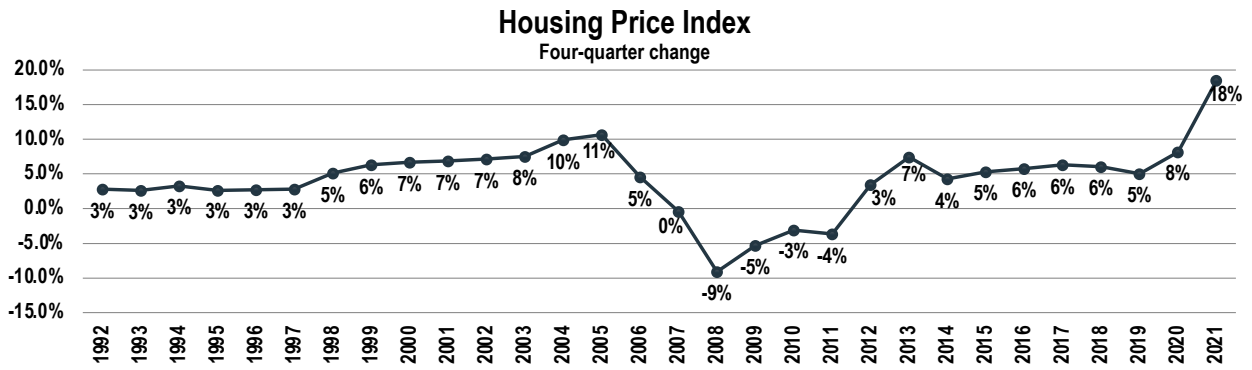
30-Year Fixed Mortgage Rate



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U.S. Housing Costs



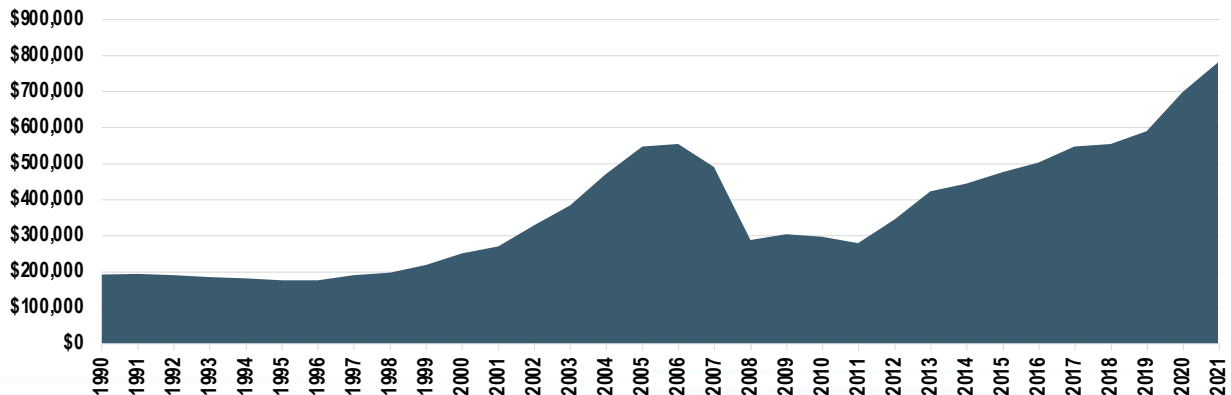
- Housing prices increased to over 18.5% in the third quarter of 2021 compared to a year ago
 - Largest increases occurred east of California in Idaho (35.8%), Utah (30.3%), and Arizona (27.7%)
- Inventory is expected to improve but still far below demand due to supply and labor shortages, sustaining current prices

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California Median Home Prices

- Home prices are soaring
 - In November 2021, the median single family home price was \$782,490
 - Scarce supplies will cause housing prices to remain high, but increased mortgage rates may moderate rising costs as demand cools



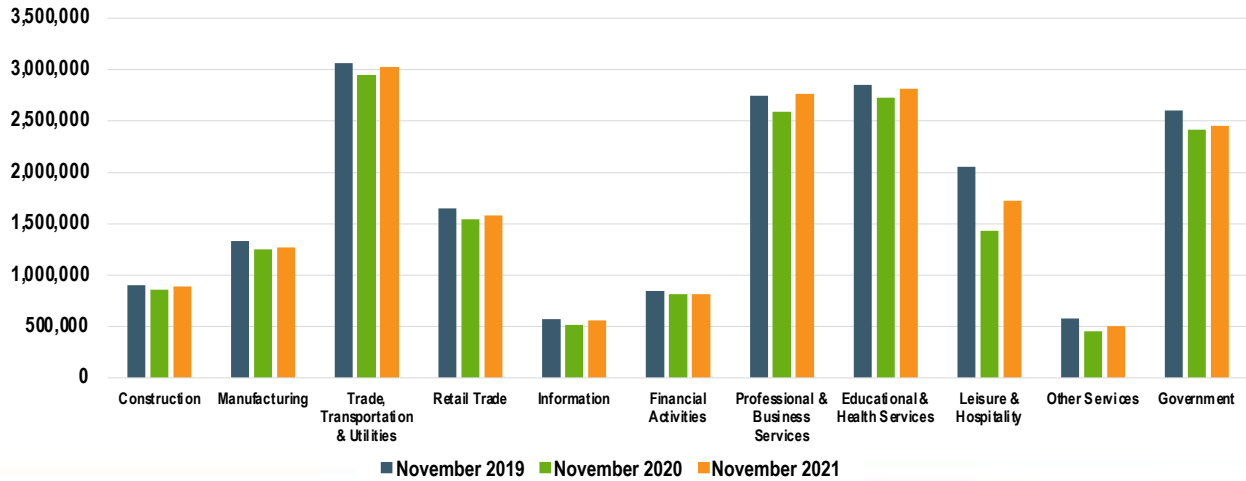
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California Jobs by Industry

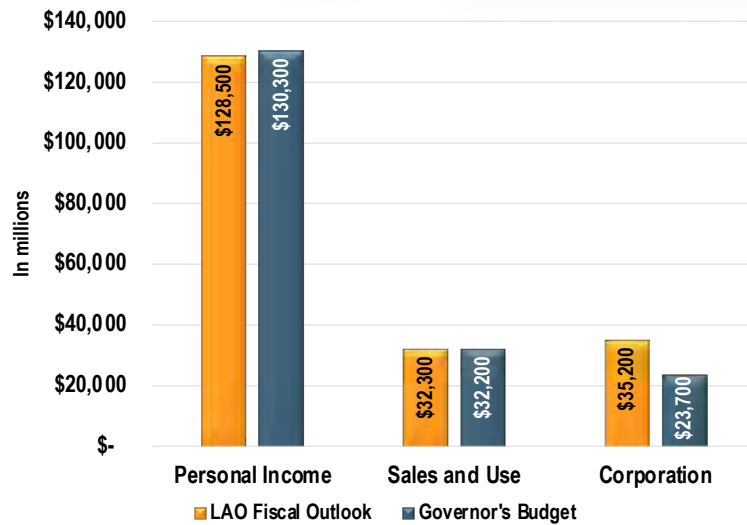
- Every major job sector now exceeds November 2020 levels but are still below pre-pandemic levels
- California's unemployment declined to 6.9% from 7.3% in October



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Big Three Taxes



- In 2022-23, over 95% of state general fund revenue comes from the Big Three tax sources
- Personal income tax (PIT) revenues make up two-thirds of state revenues and 70% of the Big Three revenues
- Nearly 50% of state income tax is paid by just 1% of Californians—the state's highest income earners—making PIT a volatile revenue source

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General Fund Budget Summary

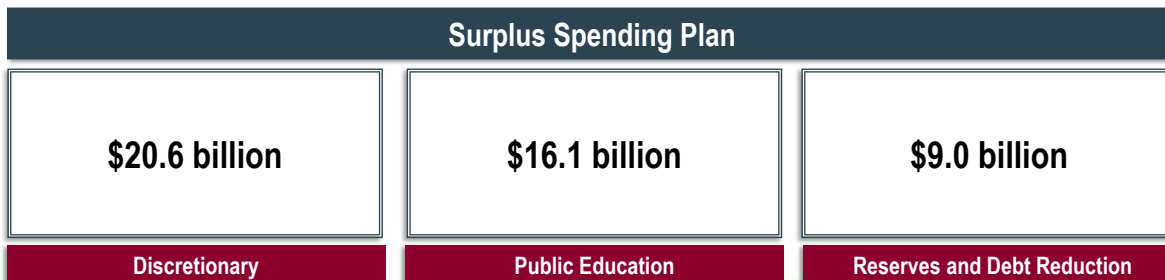
2022-23 Governor's Budget in millions		
	2021-22	2022-23
Prior Year Balance	\$37,011	\$23,650
Revenues and Transfers	\$196,669	\$195,719
Total Resources Available	\$233,680	\$219,369
Non-Proposition 98 Expenditures	\$138,185	\$139,993
Proposition 98 Expenditures	\$71,845	\$73,134
Total Expenditures	\$210,030	\$213,127
Fund Balance	\$23,650	\$6,242
Reserve for Liquidation of Encumbrances	\$3,175	\$3,175
Special Fund for Economic Uncertainties	\$20,475	\$3,067
Public School System Stabilization Account	\$6,663	\$9,725
Safety Net Reserve	\$900	\$900
Budget Stabilization Account/Rainy Day Fund	\$19,303	\$20,868

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Budget Surplus

- Just a little over a year-and-a-half ago, California enacted a budget to address a daunting \$54 billion deficit as a result of the stultifying impact of COVID-19 on our economy
 - We withstood the imposition of tens of billions of dollars in deferred education payments and suspended cost of living adjustments
- The Governor's 2022-23 Budget is built on the solid foundation of an estimated \$45.7 billion budget surplus and proposals that leave California on sound fiscal footing through 2025-26



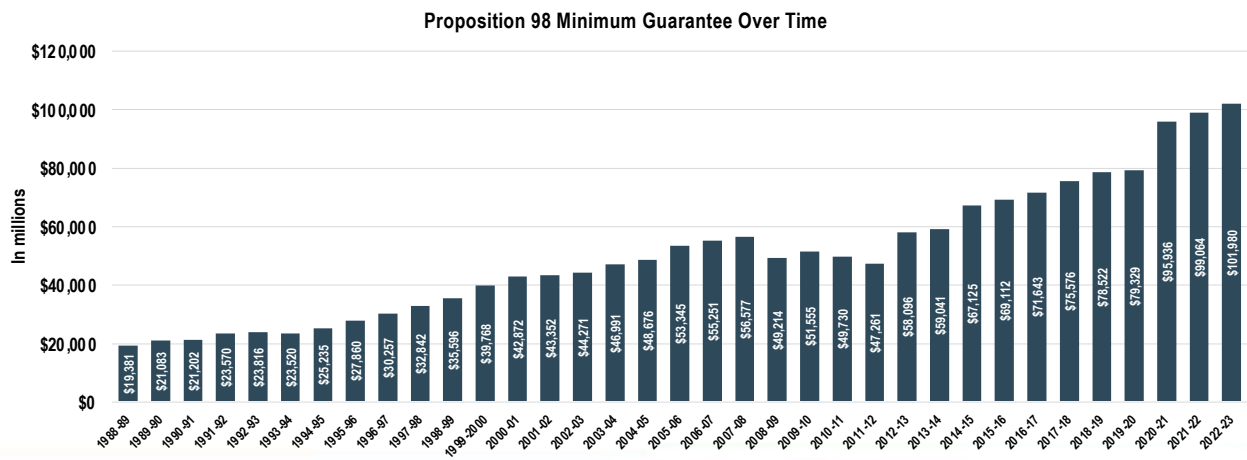
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Proposition 98 and Education Funding

Proposition 98

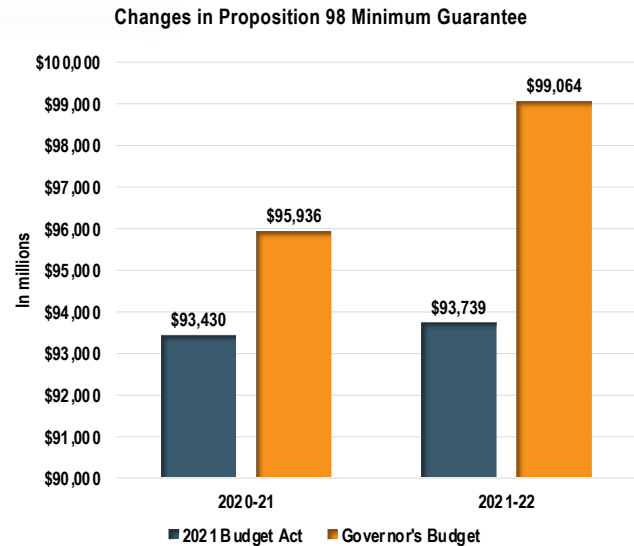
- The minimum guarantee continues its ascent to new heights, reaching \$102 billion in 2022-23
- Since its passage, Proposition 98 has increased by over 426%



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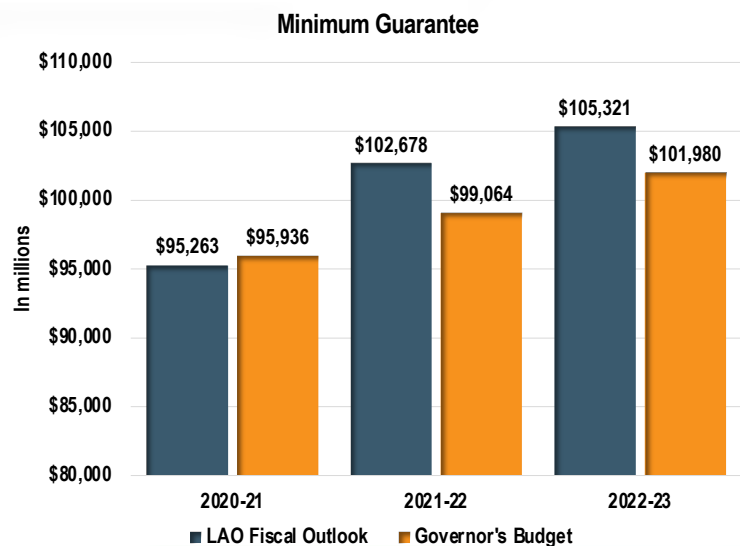
Proposition 98

- The Governor's Budget makes adjustments to the minimum guarantee to reflect changes in state revenues in 2020-21 and 2021-22 from the 2021 Budget Act
 - 2020-21 increased by \$2.51 billion
 - 2021-22 increased by \$5.33 billion
- Across the Budget window, the minimum guarantee is determined by the Test 1 formula, or approximately 38% of state General Fund revenues
 - The Budget includes an adjustment to the minimum guarantee to reflect additional students served by TK (\$639.2 million)



Proposition 98

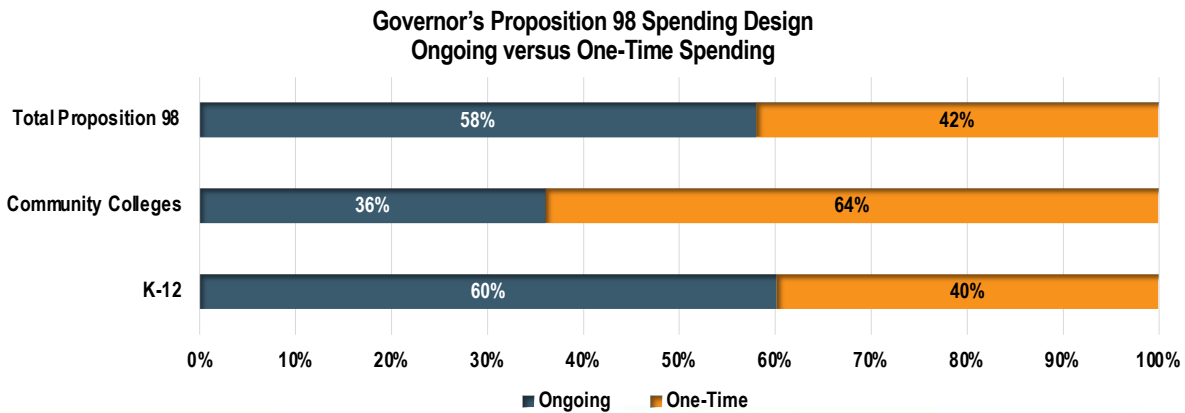
- There are state revenue estimate differences between what the Legislative Analyst's Office (LAO) predicted for California in its 2022-23 *Fiscal Outlook* and the 2022-23 Governor's Budget
 - Because Proposition 98 is determined by Test 1, the revenue differences impact the minimum guarantee in each year of the Budget window
 - In May, the Legislature and the Governor will need to come to an agreement on revenues



Governor's Proposals for the 2022-23 State Budget and K-12 Education

Proposition 98

- The Governor's spending of new Proposition 98 revenues relies heavily on one-time investments
 - General apportionment formulas for K-12 and community colleges are increasing by COLA only, or 5.33%

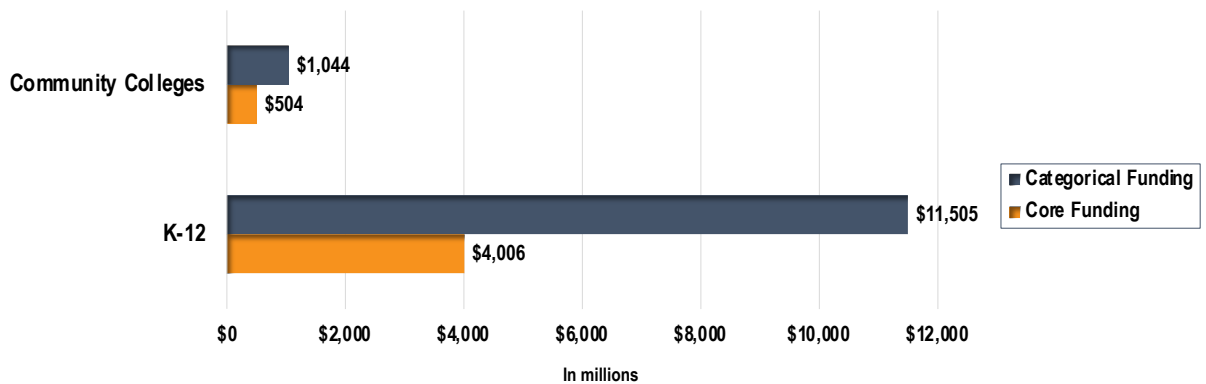


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Proposition 98

- Most of the new Proposition 98 revenues for K-12 and community colleges are earmarked for specific categorical programs or services
 - Total per-student K-12 spending reaches \$15,261 (Proposition 98 only)



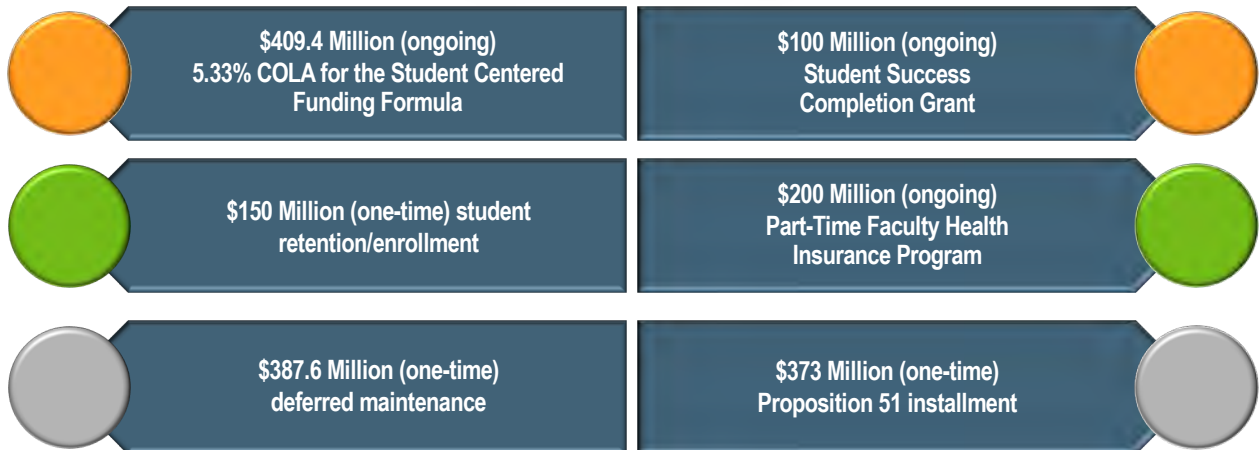
Note: K-12 core funding includes Proposition 98 adjustment for universal TK and lower classroom ratios in TK

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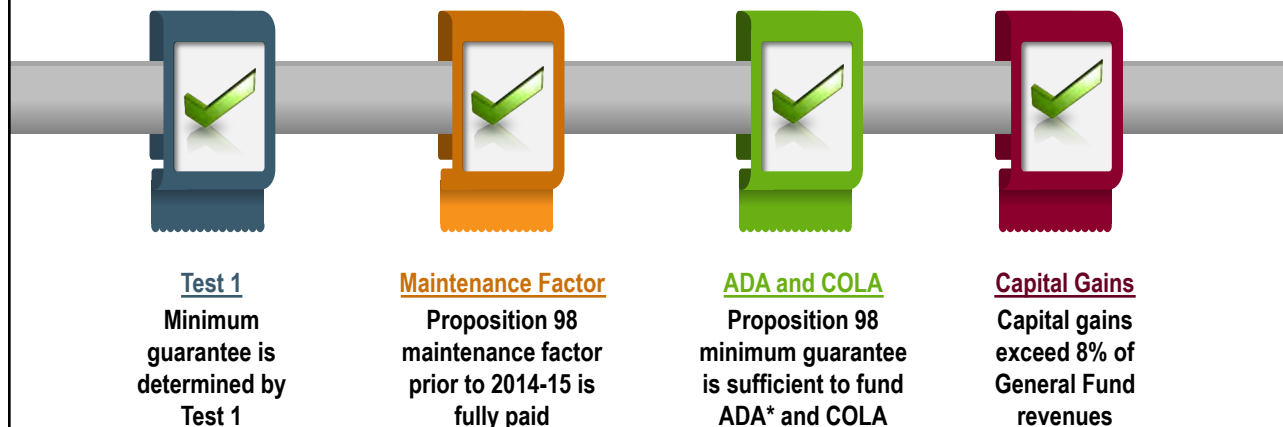
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Rest of Proposition 98—California Community Colleges



Deposit into Proposition 98 Rainy Day Fund

- The education community continues to grapple with the reserve cap
- When the four conditions are met, a state deposit into the Proposition 98 reserve is required

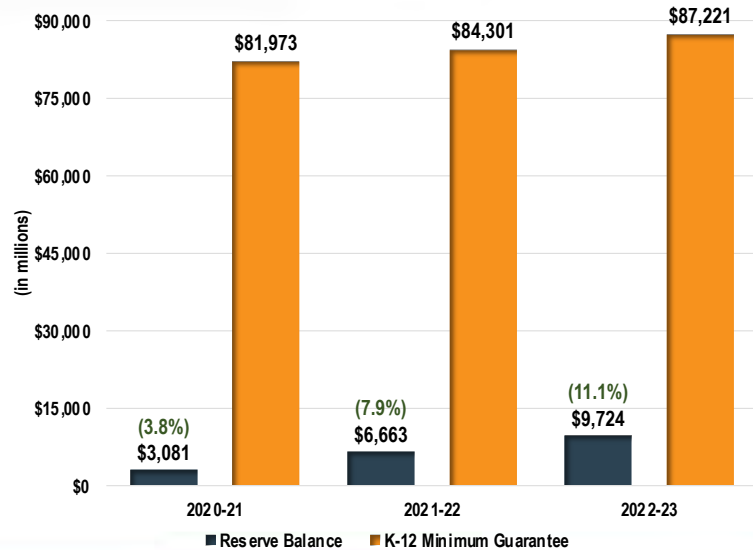


*Average daily attendance (ADA)

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Proposition 98 Reserve

- Proposition 2 (2014) requires the state to deposit funds into the Public School System Stabilization Account when certain conditions are met
- The 2022-23 Governor's Budget makes a required deposit for 2022-23 and adjustments to the deposits in prior years due to changes in state revenues
- When the reserve fund balance is at least 3% of the K-12 minimum guarantee, caps on local school district reserves are triggered

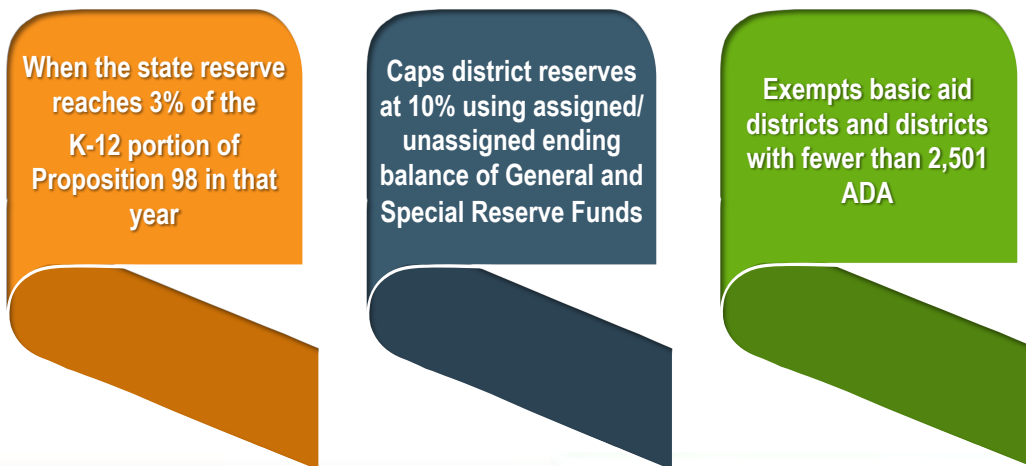


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Reserve Cap

- Senate Bill (SB) 751 (Chapter 674, Statutes of 2017) set the threshold for triggering the cap on district reserves and the limits of how much school districts can maintain in their local reserves



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Reserve Cap Compliance Ideas

- This is an unfortunate law as no district should be penalized for prudent fiscal management

Waiver from the county office of education (COE) for two consecutive years in three-year period

Commit resources, rather than assign



Move resources to other funds (e.g., Fund 20, 35, 40)

Contribute more to restricted programs (e.g., Routine Restricted Maintenance)

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2022-23 LCFF Overview

\$3.3 Billion

Funds the 5.33% statutory COLA

\$70.5 Billion

Total 2022-23 LCFF funding

\$587

Approximate average increase in per-pupil funding (individual amounts will vary)

Average ADA

Proposed change to help school districts with the fiscal impacts of declining enrollment

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2022-23 LCFF Funding Factors

Grade span adjustments (GSAs) applied as percentage increases to the base grants

- Grades K-3—10.4%
- Grades 9-12—2.6%

Unduplicated pupil percentage (UPP)—LEA's enrolled students who are English learners, free or reduced-price meal program eligible, or foster youth



5.33% estimated statutory COLA applied to the base grants

Supplemental and concentration (S/C) grants calculated based on the UPP

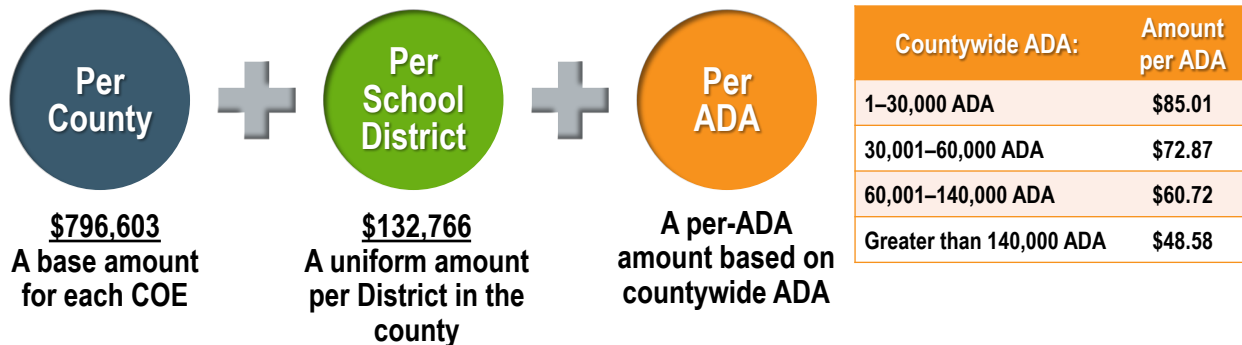
2022-23 LCFF Funding Factors

Grade Span	K-3	4-6	7-8	9-12
2021-22 Base Grant per ADA	\$8,093	\$8,215	\$8,458	\$9,802
5.33% COLA	\$431	\$438	\$451	\$522
2022-23 Base Grant per ADA	\$8,524	\$8,653	\$8,909	\$10,324
GSA	\$886	–	–	\$268
2022-23 Adjusted Base Grant per ADA	\$9,410	\$8,653	\$8,909	\$10,592
20% Supplemental Grant per ADA (Total UPP)	\$1,882	\$1,731	\$1,782	\$2,119
65% Concentration Grant per ADA (UPP Above 55%)	\$6,117	\$5,624	\$5,791	\$6,885

Governor’s Proposals for the 2022-23 State Budget and K-12 Education

County Office of Education LCFF—Operations Grant

- The operations grant combines three components—each receiving the 5.33% statutory COLA

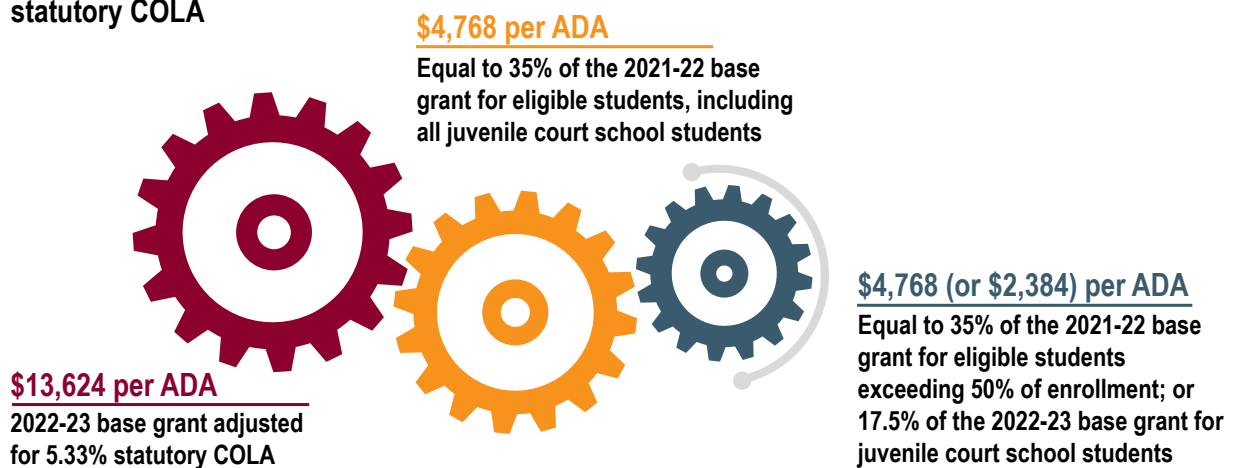


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County Office of Education LCFF—Alternative Education Grant

- The alternative education grant is calculated on the following factors, including the 5.33% statutory COLA



UPP is based on eligible students enrolled in COE programs meeting eligibility criteria for supplemental and concentration grants

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County Office of Education—Additional LCFF Funding

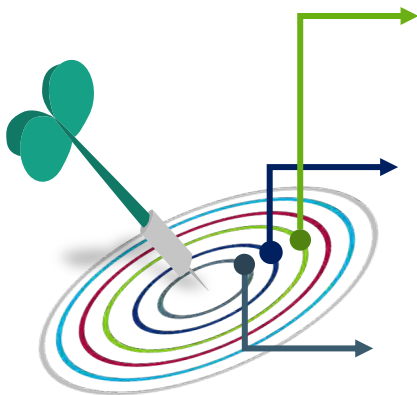
- COEs are provided additional LCFF state aid, increased by COLA each year, for LCAP support



Notes

The Proposed State Budget and Local Agency Impacts

Multiyear Projections



Multiyear projections are required by Assembly Bill (AB) 1200 and AB 2756

Projections are anchored in reliable information as of the date of the projection—they are NOT forecasts

Projections will change any time the underlying factors change

Governor's Proposals for the 2022-23 State Budget and K-12 Education

SSC Financial Projection Dashboard

Planning Factors					
	2021-22	2022-23	2023-24	2024-25	2025-26
DOF Planning COLA	5.07%**	5.33%	3.61%	3.64%	3.62%
CalSTRS***	16.92%	19.10%	19.10%	19.10%	19.10%
CalPERS***	22.91%	26.10%	27.10%	27.70%	27.80%
Unemployment Insurance	0.50%	0.50%	0.20%	0.20%	0.20%

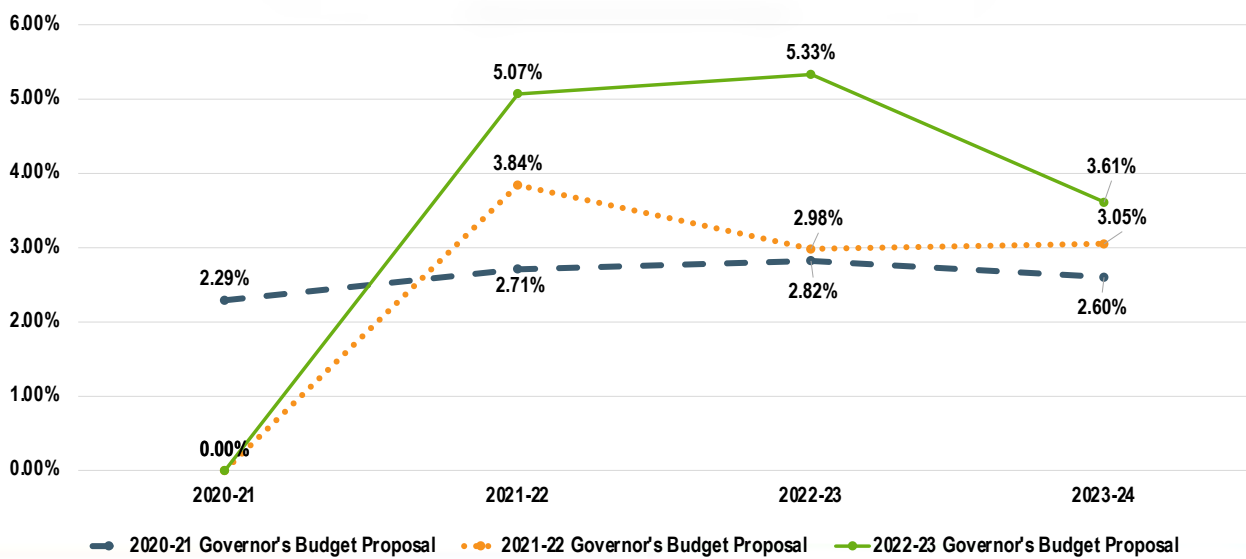
*Department of Finance (DOF)

**Calculated by compounding the unfunded COLA of 2.31% from 2020-21 and the statutory COLA of 1.70%, plus 1.00%, in 2021-22

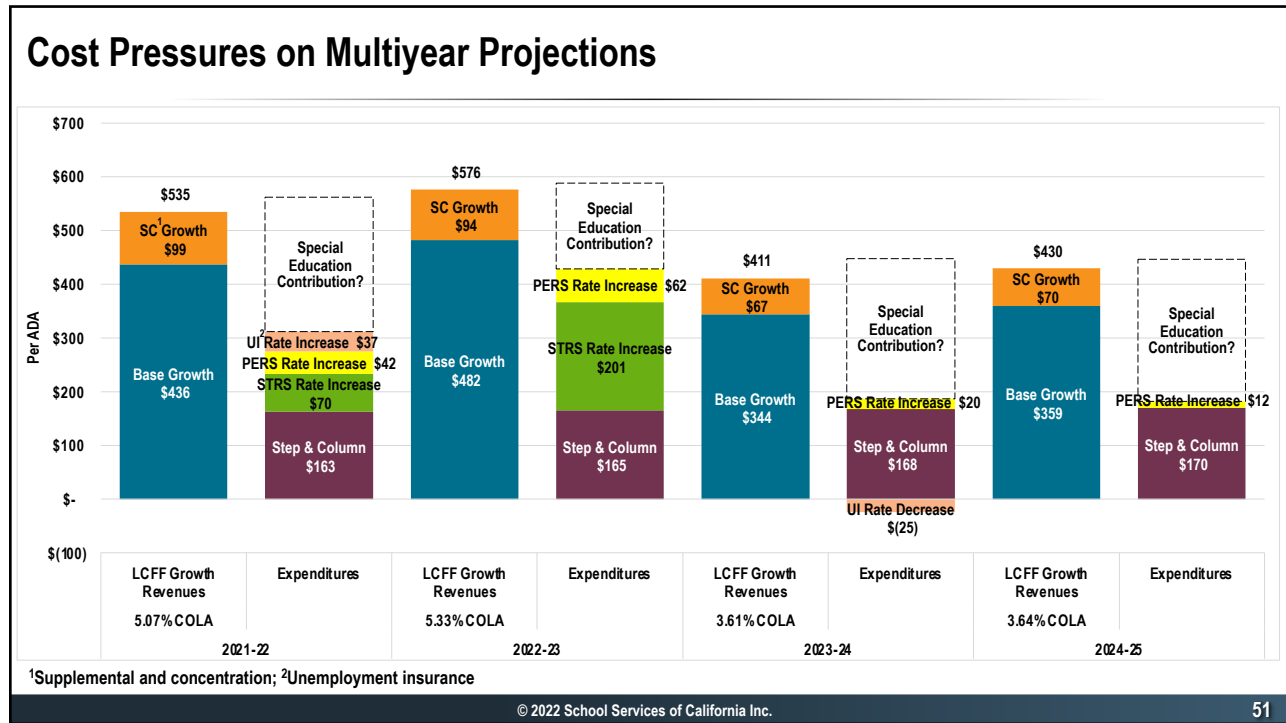
***California State Teachers' Retirement System (CalSTRS); California Public Employees' Retirement System (CalPERS)

- COLA is at higher levels
 - But so are the projected cost increases that are facing LEAs
- The journey the COLA has taken us on has been quite a wild ride

Ch... Ch... Ch... Changing COLAs

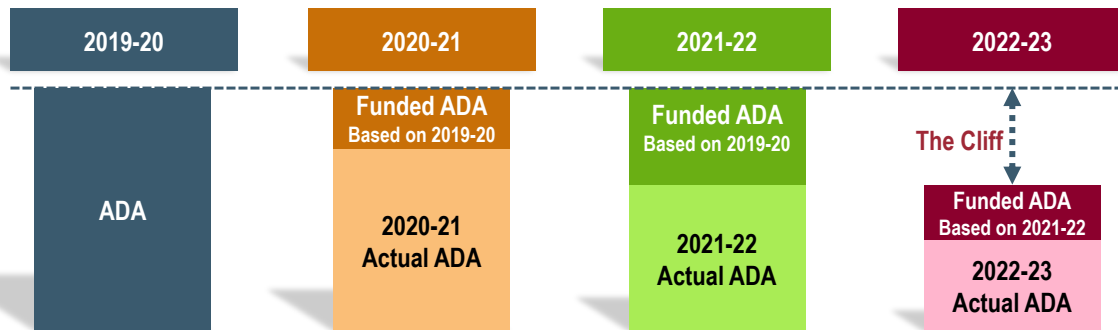


Governor's Proposals for the 2022-23 State Budget and K-12 Education



2022-23 ADA “Cliff”

- The ADA “Cliff” has been well-publicized and the subject of many discussions
 - For charter schools and COEs, the impact is already being felt in 2021-22
- Good news—the Governor and Legislature are listening and hearing your collective voices

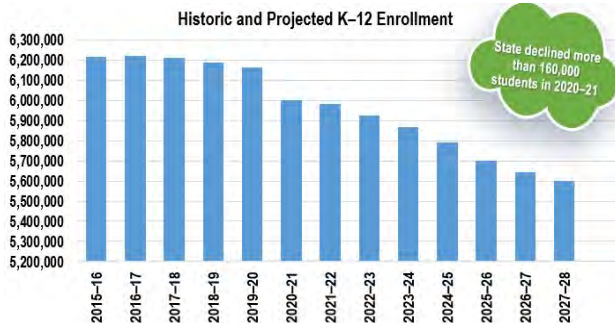


Governor’s Proposals for the 2022-23 State Budget and K-12 Education

2022-23 ADA “Cliff”

- The ADA “Cliff” has become a two-headed monster—the combination is significant

Declining Enrollment



Source: Department of Finance (DOF) Demographic Research Unit, revised June 2021
Actual enrollment data through 2020-21

ADA-to-Enrollment Percentage

- The rate at which children are attending school is on the decline
 - In Person
 - Independent study
 - Unsigned master agreements
 - Homework not returned in a timely manner

ADA Cliff—Proposed Solution

- Many solutions have been entertained, and the Governor included one additional option:

Current Law for School Districts

Education Code Section (EC §) 42238.05(a)(1) provides funding through the LCFF on the greater of:
Current Year ADA
or
Prior Year ADA

Governor’s Proposal for School Districts

Funding would be based on the greater of:
Current-Year ADA,
Prior-Year ADA
or
Computed average ADA using the prior three years’ ADA

Governor's Proposals for the 2022-23 State Budget and K-12 Education

ADA Cliff—Proposed Solution

- Hypothetical scenario for school districts

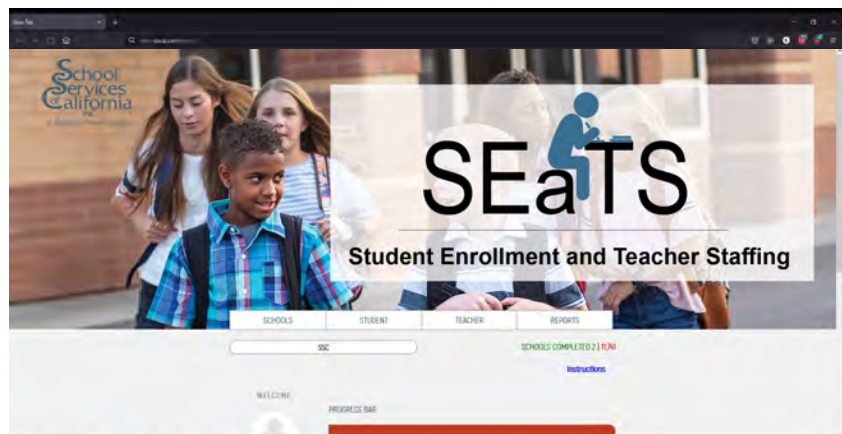
Fiscal Year	Actual ADA	Funded ADA for 2022-23	
2019-20	10,000	Current Law	9,500
2020-21	10,000*	Governor's Proposal	9,833
2021-22	9,500	Difference	333
2022-23	9,250		

*Result of hold harmless

- Goal is to turn the ADA cliff into an ADA softer landing
- The proposed solution would not apply to charter schools, but the Governor intends to engage in outreach and discussions with interested charter school parties
 - No future changes were noted for COEs

SSC's Student Enrollment and Teacher Staffing (SEaTS) Tool

- Powerful tool for scenario analysis
- Allows for the projection of enrollment using three common forecasting methods
- Incorporates TK as a standalone grade with phased implementation
- Calculates staffing demand by school site and helps establish minimum staffing levels



www.sscal.com/seats

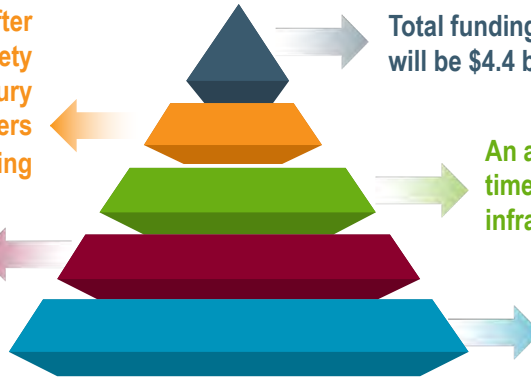
Governor's Proposals for the 2022-23 State Budget and K-12 Education

Expanded Learning Opportunities Program

The largest investment in the Proposition 98 part of the Budget is an additional \$3.4 billion ongoing for the ELO Program

One-time rate increases for After School Education and Safety (ASES) and 21st Century Community Learning Centers (CCLC) will be ongoing

Remember that resources can be braided— State Preschool, special education learning recovery funds, ASES, 21st CCLC



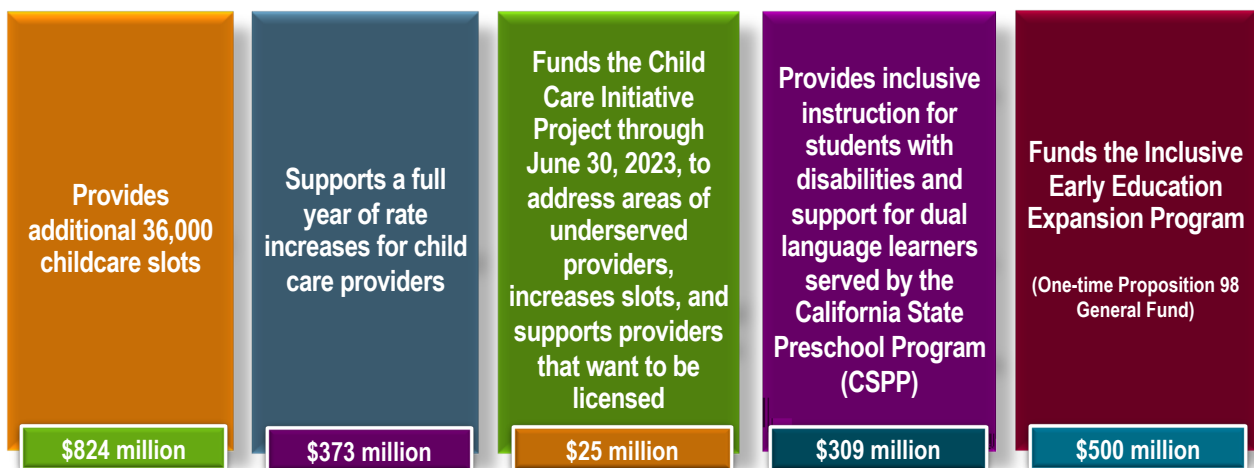
Total funding for ELO Program will be \$4.4 billion annually

An additional \$937 million one-time for ELO Program infrastructure

Statutory language will clarify that literacy tutors and arts and music programming can be incorporated as enrichment options for students

Child Care and Preschool

- Governor Newsom continues to implement the state's Master Plan for Early Learning and Care



Child Care and Preschool

- Governor Newsom proposes several programmatic changes for the CSPP
 - Establish categorical eligibility for age-eligible children with individualized education programs;
 - Twenty-four months of continuous eligibility; and
 - The ability of providers to enroll two-year-olds in their programs
- Governor Newsom rebenchs Proposition 98 to accommodate the cost of expanding Transitional Kindergarten eligibility beginning in 2022-23
 - Within existing Proposition 98 funding, pays for the costs of lower classroom ratios



Child Care and Preschool Reimbursement Rates

- As the state transitions to a single reimbursement rate system that accommodates regional cost differences, beginning January 1, 2022, the General Child Care and State Preschool Reimbursement rates for direct contract providers will be based on the higher of the:

- 75th percentile of the 2018 market rate survey¹
- Per-child reimbursement amount as of December 31, 2021²

¹2018 market rate survey results can be found at: <http://www.cde.ca.gov/fg/aa/cd/documents/csppcontractrateattb.xlsx>

²Beginning in 2022-23, the 5.33% COLA will be applied.

Governor's Proposals for the 2022-23 State Budget and K-12 Education

Early Literacy



\$500 million

Grants available over five years for high-needs schools to train and hire literacy coaches and reading specialists



\$200 million

Grants for LEAs to create or expand multi-lingual school or classroom libraries offering culturally relevant texts to support reading instruction

New one-time investments focused on early literacy

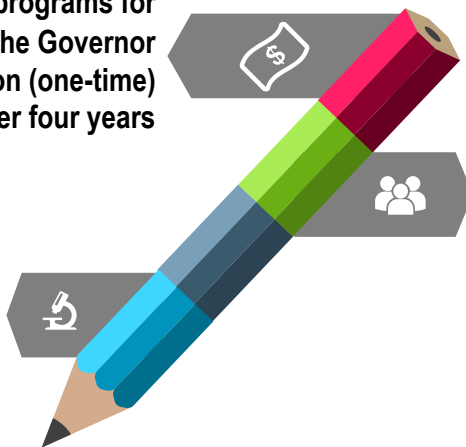
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Career Pathway Programs

To support the development of career pathway programs for critical job needs, the Governor proposes \$1.5 billion (one-time) over four years

Pathway programs focused on technology, health care, education, and climate-related fields



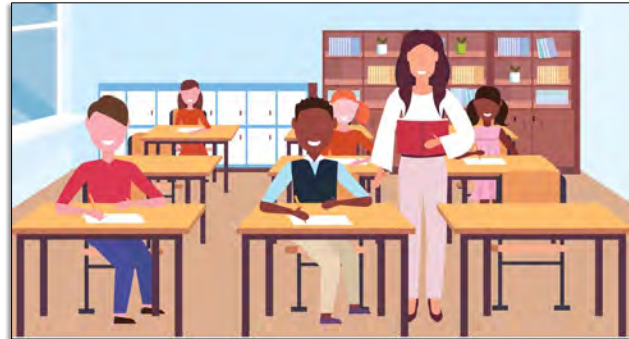
Programs are predicated on developing local partnerships that bring together school systems, higher education institutions, employers, and other relevant community stakeholders

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Dual Enrollment

- Dual enrollment allows high school students to take classes that count towards high school graduation and college credit
- Governor Newsom is proposing a one-time investment of \$500 million (over four years) to strengthen and expand student access and participation in dual enrollment opportunities
 - These opportunities would be coupled with student advising and support services



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Educator Workforce Investments

- The Governor's Budget proposal reflects a continued commitment to strengthening recruitment efforts and increasing the number of qualified teacher candidates
- The investments build upon the \$2.9 billion multiyear package provided in the 2021 State Budget and include \$54.4 million in one-time Proposition 98 and General Fund dollars



Teacher Credentialing Fees

- \$24 million to waive teacher examination fees
- \$12 million to extend the waiver of select credentials fees



Recruit Diverse and Expert Teacher Workforce

- \$10 million to provide grants to develop integrated teacher preparation programs
- \$5.2 million to assist LEAs in improving recruitment and hiring practices
- \$2.3 million for CTC¹ career counselors and recruitment outreach programs



Substitute Flexibility

- Extends statute authorizing a substitute teacher to serve in a substitute teaching assignment for up to 60 cumulative days for any one assignment

¹Commission on Teacher Credentialing

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Governor's Proposals for the 2022-23 State Budget and K-12 Education

School Facility Investments

- Governor Newsom proposes an unprecedented one-time General Fund appropriation of \$2.225 billion for school construction projects through the School Facility Program
- Also proposes an ongoing \$30 million Proposition 98 appropriation for the Charter School Facility Grant Program and to sell the remaining \$1.4 billion in Proposition 51 bonds

School Facility Program (in millions)		
	New Construction	Modernization
Unfunded (Workload) List	\$163.1	\$1,004.2
Acknowledged List	\$1,430.2	\$1,662.8

- The Governor's appropriation would fund approximately 75% of the project applications received by the Office of Public School Construction that are beyond current bond authority

Transportation

- Governor Newsom is proposing \$1.5 billion one-time (available over three years) to support school transportation programs
 - LEAs to receive grants (of at least \$500,000) for the acquisition of electric school buses, construction of bus charging stations, and to support local school bus transportation needs
 - Priority would be given to LEAs with a high concentration of unduplicated pupils as well as small and rural LEAs
- The Governor is also proposing a workgroup to streamline the process of training and licensing new school bus drivers



Governor's Proposals for the 2022-23 State Budget and K-12 Education

Student Nutrition and Universal Meals

\$596 million (on top of \$54 million provided in the 2021 State Budget Act) to fund universal access to subsidized school meals

\$450 million one-time (available over three years) for LEAs to upgrade school kitchen infrastructure and equipment

Beginning in 2022-23, all LEAs are required to provide two free meals per day to any student who requests a meal

\$30 million one-time (non-Proposition 98) for the Farm to School Program and \$3 million ongoing (non-Proposition 98) to expand the regional California Farm to School Network by 16 new positions

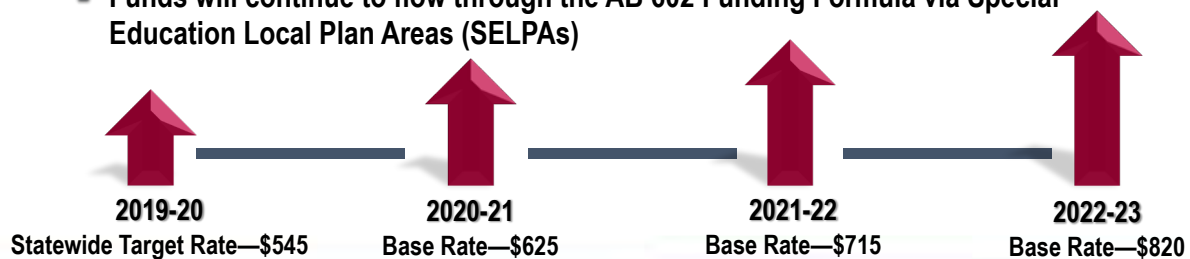
\$3 million one-time to support the School Breakfast and Summer Meal Start-Up and Expansion Grant Program

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Special Education

- In the wake of \$3.1 billion in special education investments over the last three years, Governor Newsom reinforces his commitment to young children and students with disabilities by proposing an integrated package of investments in early prevention and intervention and proposes commitments for ongoing special education funding
 - \$500 million in Proposition 98 General Fund special education funding
 - 5.33% COLA adjustment—\$140.6 million
 - These investments result in a Base Rate increase estimated at \$820 per ADA
 - Funds will continue to flow through the AB 602 Funding Formula via Special Education Local Plan Areas (SELPAs)



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Governor's Proposals for the 2022-23 State Budget and K-12 Education

Proposed Policy Adjustments for Special Education Funding Formula

- The 2019-20 State Budget called for policy changes underscoring the state's commitment to improving special education instruction and services, and the Governor proposes these policy adjustments as part of the \$500 million special education funding proposal:
 - **Amend** the special education funding formula to calculate special education base funding allocations at the LEA level rather than the SELPA level
 - **Consolidate** special education extraordinary cost pools into a single \$6 million pool
 - Two \$3 million cost pools currently exist, including one targeted for small SELPAs
 - Reimbursements are for amounts above the cost threshold and are typically less than 40% of requested reimbursement
 - **Allocate** Educationally Related Mental Health Services funding directly to LEAs
 - Allowable use of these funds expanded in 2020-21 to any behavioral or mental health service

Special Education Proposed Policy Amendments

- Incorporate a **Special Education Addendum** to the Local Control and Accountability Plan (LCAP)
 - Link special education and general education planning
 - Target inclusion of parents of students with disabilities in the LCAP development process
- Create a special education resource lead to develop comprehensive Individualized Education Program (IEP) best practices and establish an expert panel to create a **model IEP template**
- Establish an **alternate diploma** and alternative coursework options for students with disabilities to demonstrate completion of the state graduation requirements

Preliminary workgroup results for a model IEP template and pathways to an alternate diploma were posted in December 2021 by the California Department of Education

Early Childhood Impact

- Substantial investments in TK and universal Pre-K provide access to early prevention and intervention supports, including literacy and inclusive services for thousands of California young children
 - National Forum on Early Childhood Policy and Programs has found that high-quality early childhood programs can yield a \$4-\$9 dollar return per \$1 invested
 - Participation in high-quality early care can help children avoid special education, grade repetition, early parenthood, and incarceration—all outcomes that imply large costs for government and for society*
 - Children and parents who participate in programs are more likely to be employed; thus, revenue from their taxes and enhanced buying power can positively contribute to the economy*

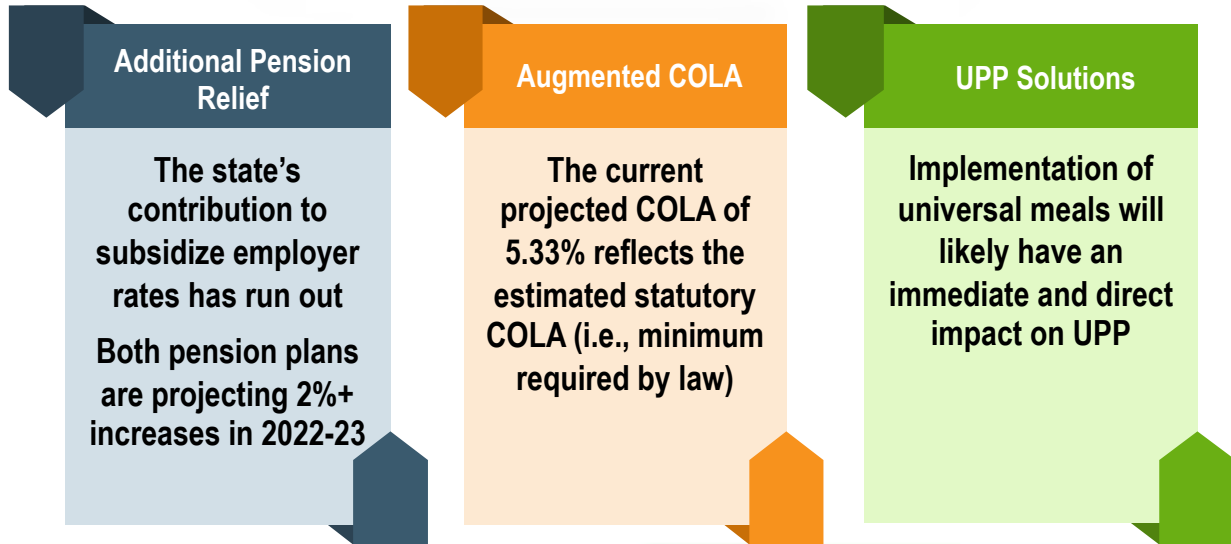
*Center for High Impact Philanthropy, 2015 Invest in a Strong Start for Children

Special Education Impact—Early Education Investments

- Inclusive Early Education Expansion Program
 - \$500 million one-time for infrastructure necessary to support general and special education students in inclusive classrooms
- Early Identification
 - \$2 million one-time (General Fund) to incorporate early identification for learning disabilities into preschool assessment tools, including a process for follow-up by expert evaluators
 - \$60 million one-time (Proposition 98) to provide training for educators on effective use of these tools
- Preschool
 - \$110.6 million for the State Preschool Program to fund new requirements for providers that at least 10% of students served are students with disabilities

Governor's Proposals for the 2022-23 State Budget and K-12 Education

What's Not in the Proposed Budget



Notes

SSC School District and Charter School Financial Projection Dashboard 2022-23 Governor's Budget

This version of School Services of California Inc.'s (SSC) Financial Projection Dashboard is based on the 2022-23 Governor's Budget proposal. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and ten-year T-bill planning factors per the latest economic forecasts. We have also updated the Local Control Funding Formula (LCFF) factors. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF PLANNING FACTORS					
Factor	2021-22	2022-23	2023-24	2024-25	2025-26
Department of Finance Statutory COLA ¹	1.70%	5.33%	3.61%	3.64%	3.62%
Planning COLA	5.07% ²	5.33%	3.61%	3.64%	3.62%

LCFF GRADE SPAN FACTORS FOR 2022-23				
Entitlement Factors per ADA*	K-3	4-6	7-8	9-12
2021-22 Base Grants	\$8,093	\$8,215	\$8,458	\$9,802
Statutory COLA at 5.33%	\$431	\$438	\$451	\$522
2022-23 Base Grants	\$8,524	\$8,653	\$8,909	\$10,324
Grade Span Adjustment Factors	10.4%	–	–	2.6%
Grade Span Adjustment Amounts	\$886	–	–	\$268
2022-23 Adjusted Base Grants ³	\$9,410	\$8,653	\$8,909	\$10,592

*Average daily attendance (ADA)

OTHER PLANNING FACTORS						
Factors		2021-22	2022-23	2023-24	2024-25	2025-26
California CPI		5.78%	3.69%	2.90%	2.75%	2.60%
California Lottery	Unrestricted per ADA	\$163	\$163	\$163	\$163	\$163
	Restricted per ADA	\$65	\$65	\$65	\$65	\$65
Mandate Block Grant (District)	Grades K-8 per ADA	\$32.79	\$34.54	\$35.79	\$37.09	\$38.43
	Grades 9-12 per ADA	\$63.17	\$66.54	\$68.94	\$71.45	\$74.04
Mandate Block Grant (Charter)	Grades K-8 per ADA	\$17.21	\$18.13	\$18.78	\$19.46	\$20.16
	Grades 9-12 per ADA	\$47.84	\$50.39	\$52.21	\$54.11	\$56.07
Interest Rate for Ten-Year Treasuries		1.93%	2.50%	2.90%	3.00%	2.60%
CalSTRS Employer Rate ⁴		16.92%	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Rate ⁴		22.91%	26.10%	27.10%	27.70%	27.80%
Unemployment Insurance Rate ⁵		0.50%	0.50%	0.20%	0.20%	0.20%

STATE MINIMUM RESERVE REQUIREMENTS	
Reserve Requirement	District ADA Range
The greater of 5% or \$71,000	0 to 300
The greater of 4% or \$71,000	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and higher

¹Applies to Special Education, Child Nutrition, Foster Youth, Adults in Correctional Facilities Program, American Indian Education Centers/American Indian Early Childhood Education, and Mandate Block Grant.

²Amount represents the 2021-22 statutory COLA of 1.70% plus an augmentation of 1.00%, compounded with the 2020-21 unfunded statutory COLA of 2.31%.

³Additional funding is provided for students who are designated as eligible for free or reduced-price meals, foster youth, and English language learners. A 20% augmentation is provided for each eligible student with an additional 65% for each eligible student beyond the 55% identification rate threshold.

⁴California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) rates in 2021-22 were bought down by a prior year \$2.3 billion payment from state of California. Rates in the following years are subject to change based on determination by the respective governing boards.

⁵Unemployment rate in 2021-22 and 2022-23 are final based on the 2021 State Enacted Budget, and the subsequent years' rates are subject to actual experience of the pool and will be calculated in accordance with California Unemployment Insurance Code Section 823(b)(2)

Other Operational Considerations

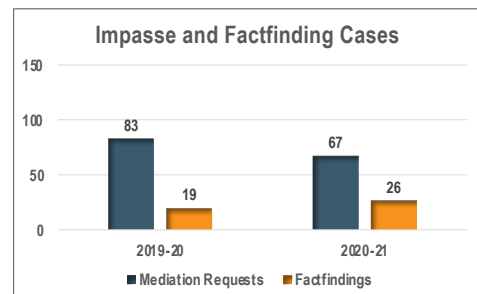
The Collective Bargaining Landscape

- With the spotlight on employee recruitment and retention, the bargaining table experienced an intensified focus on employee compensation
- One-time emergency funding provides opportunity to address compensation, but in some cases, the need outweighs the resources available



While the number of LEAs that settled at the local bargaining table is good news, it is important to maintain focused on the fiscal implications in the out years of bargaining agreements made to address today's challenges

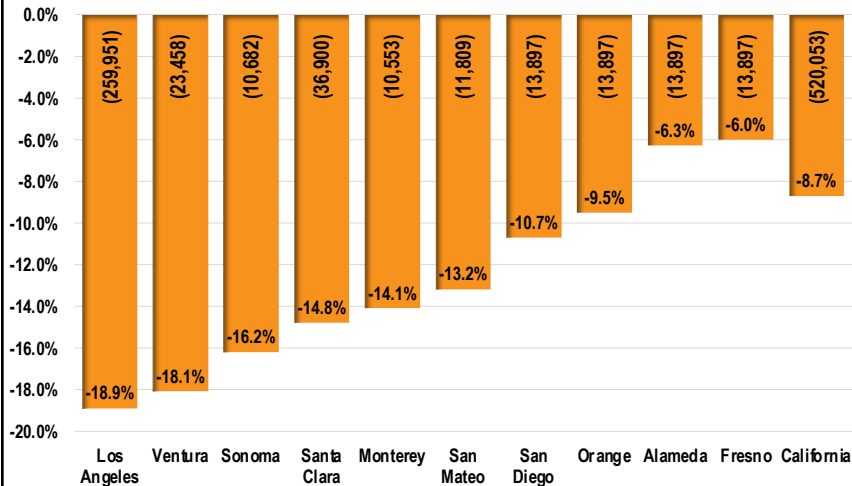
During fiscal year 2020-21, the Public Employment Relations Board (PERB) received 67 impasse requests, with the number of mediation requests decreasing from the prior year—but a higher number continued to factfinding



Source: PERB 2020-21 Annual Report

Governor's Proposals for the 2022-23 State Budget and K-12 Education

Declining Enrollment Projections 2021-22 to 2030-31



- Most areas in the state are affected by declining enrollment, but to differing degrees:
 - 10 counties are projected to lose 10,000 or more students between 2021-22 and 2030-31
 - 19 counties will lose students at a rate faster than the statewide average of 8.7%
- Enrollment trends for each LEA are unique to the community and student populations they serve
- Enrollment trends impact the bottom line—in the current year and the out-years

Source: Department of Finance

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Collective Bargaining Challenges—Declining Enrollment

- In LEAs experiencing declining enrollment, there may be the need to make staffing and operational adjustments, despite having received a COLA

5% LCFF COLA Scenarios—Example		
	No Enrollment Change	2.5% Decline
Description	District 1	District 2
Prior-Year Funded ADA	10,000	10,000
Prior-Year \$ Per ADA	\$10,000	\$10,000
Prior-Year Total	\$100,000,000	\$100,000,000
Current-Year Funded ADA	10,000	9,750
Current-Year \$ per ADA	\$10,500	\$10,500
Current-Year LCFF Dollars	\$105,000,000	\$102,375,000
Percentage Increase	5.00%	2.375%

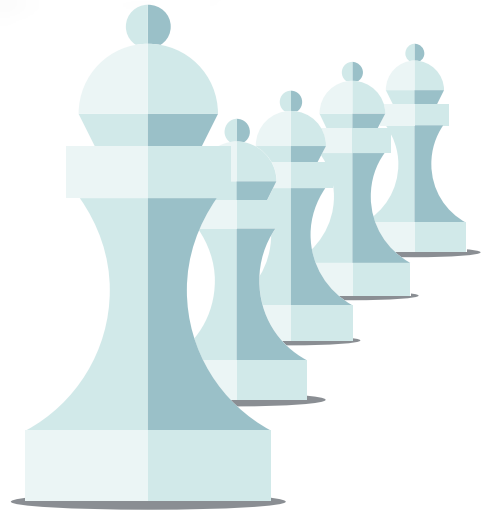
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Operational Advice—Collective Bargaining Key Communication

- Communicating the fiscal impact of COLA, step and column, health and welfare increases, salary increases, and other significant expenditures at the bargaining table is critical
- The augmented LCFF and infusion of targeted and restricted dollars signal a change in LEA funding—not all funds are available for personnel expenditures
 - Inform the school community by including detailed financial information to explain the “what” the “why” and the “when”

Some recognition is needed by both management and employee groups that we are in this together, the parties have more things in common than not—navigate the moving pieces together!



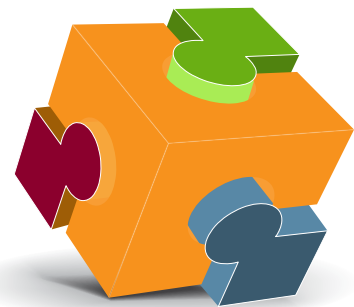
Collective Bargaining and the Impact of AB 438

What's the same?

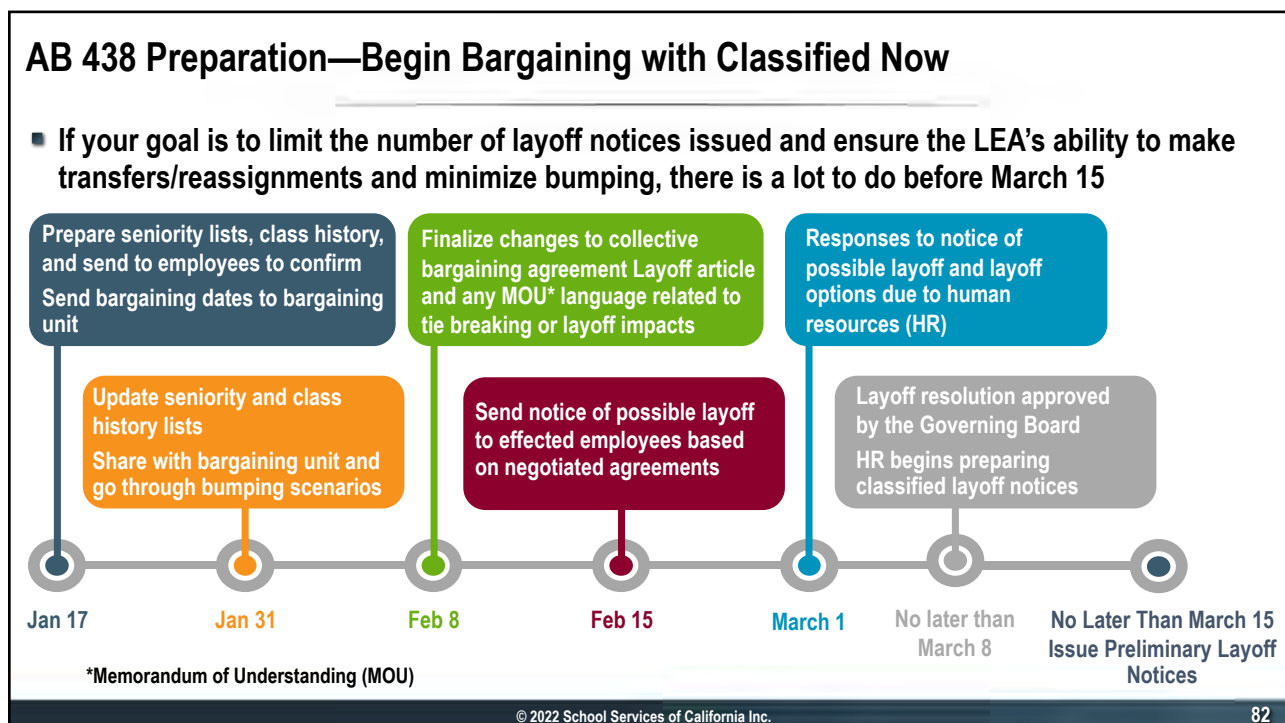
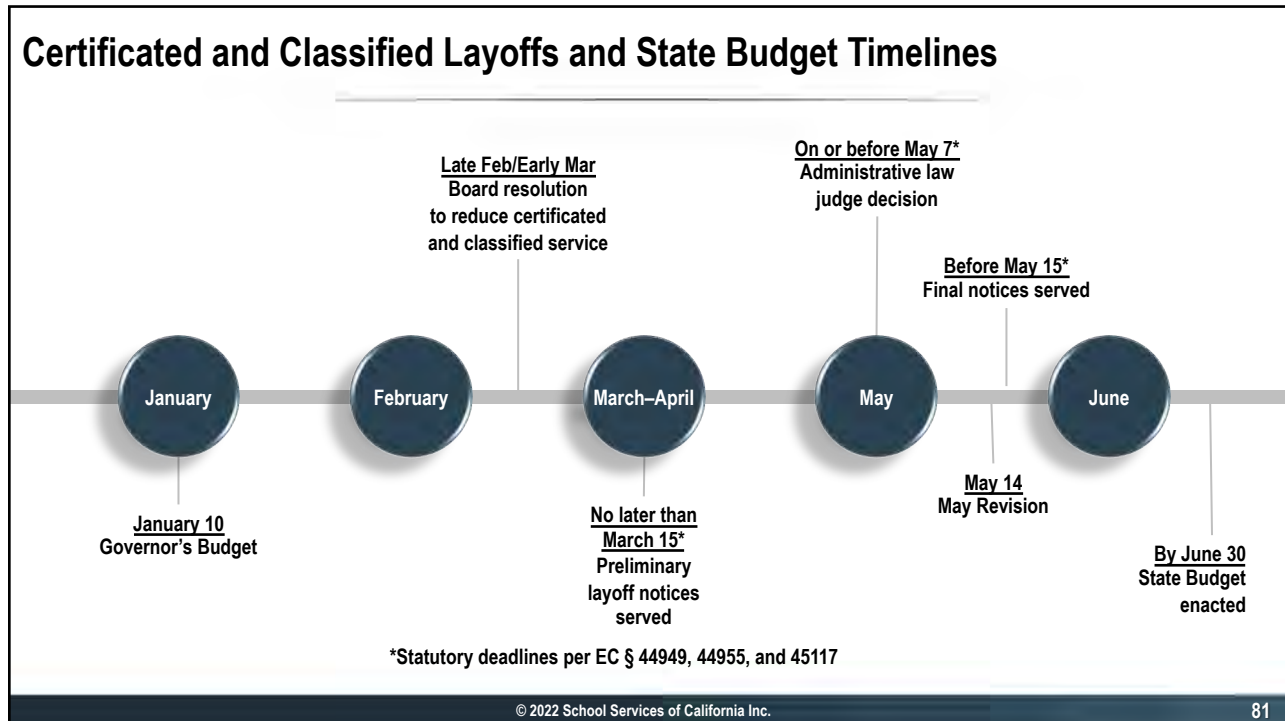
- The following have always been negotiable:
 - Decisions to reduce classified positions in assigned time
 - The definition of seniority
 - Bumping rights

What's changed with the passage of AB 438?

- What's negotiable hasn't changed
- AB 438 will require LEAs to renegotiate their layoff articles which are based upon the 60-day layoff process contained in the old EC § 45117
- There are a few new things to consider bargaining, such as
 - Breaking ties in seniority
 - Assignment and reassignment language
 - A “No Partial FTE” bumping rule



Governor's Proposals for the 2022-23 State Budget and K-12 Education



Employment Trends—Recruitment and Retention Stressors

Many HR departments are under extreme pressure to meet new (and old) staffing demands by hiring new employees

Staffing shortages are no longer limited to areas such as math and special education—they exist throughout the LEA in both certificated and classified ranks



LEAs tend to lean towards traditional practices, but this moment calls for reframing the approach to recruitment

Remember: Vacant positions do not contribute to the instructional program, provide support services, or contribute to operational efficiency and compliance efforts

It is important to understand your data—determine how many employees are resigning and identify the job classifications that reflect a high turnover risk

The Great Resignation of 2021

- During the last year of the COVID-19 pandemic, workers leaving their jobs has become the predominant workforce trend
- This phenomenon has been described as “The Great Resignation,” or the “Big Quit”
 - Data from the U.S. Bureau of Labor Statistics confirms that The Great Resignation is happening across all industries

4.3 million employees quit their jobs in August—this was a record-breaking month

This rate represents 2.9% of the entire workforce

Total voluntary separations increased in November 2021 to 4.5 million

The resignation rate of 3% represents one of the highest rates in 2021

Resignation increases were reflected in food services, health care, transportation, warehousing, and utilities

National state and local education separations were 0.9% in November 2021

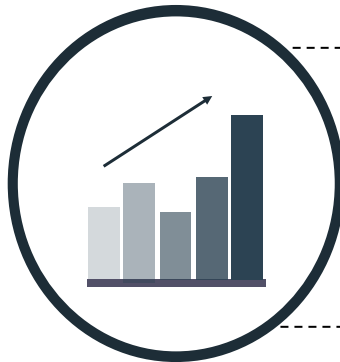
Source: U.S. Bureau of Labor Statistics

Are California Educators Retiring Early?

In February 2021, CalSTRS published correspondence indicating that there was an uptick in teacher retirements between 2019 and 2020

In the second half of 2020, the number of retirements increased 26% over the same period in 2019

CalSTRS reached out to the recent retirees in 2020-21 with a survey to learn more about the decision to retire



The survey presented two questions:

- Did you decide to retire earlier than planned?
- If so, what contributed to your decision?

62% of respondents indicated that they retired earlier than planned

Top three reasons for early retirement:

- 56%: Challenges of teaching during the COVID-19 pandemic
- 35%: Did not want to work remotely
- 35%: Risk of exposure to COVID-19

Source: CalSTRS

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The Teacher Shortage

The teacher pipeline has not been immune from The Great Resignation, which has exacerbated an existing dismal recruitment landscape

- The heart of the problem is that the teacher shortage results in California students in classrooms staffed by substitutes and teachers who are not fully prepared to teach
 - Additional staffing needs and employee leaves brought on by the pandemic, have stressed substitute pool levels to an all-time low



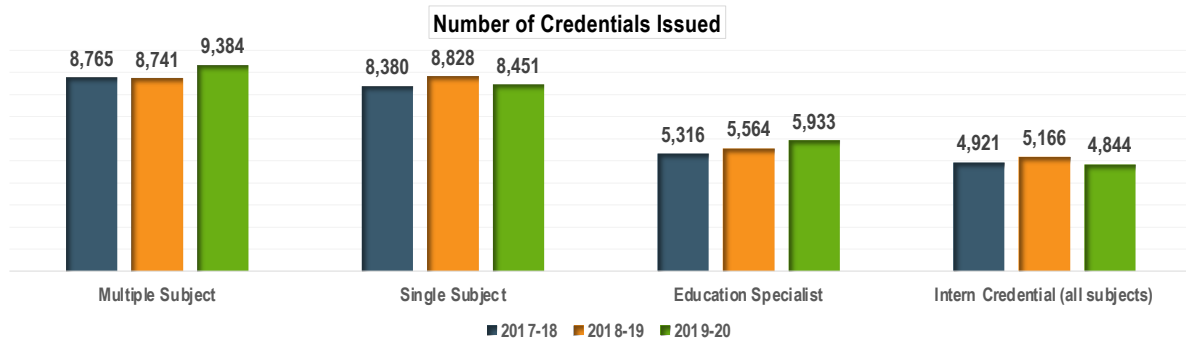
- The Governor's Budget recognizes the teacher shortage by infusing funding into numerous teacher candidate pathways
 - The outcomes of building the pipeline now will not be immediate as we wait for teacher candidates to complete their training programs

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The Teacher Shortage—Is There Progress?

- Despite the demand for more educators, the number of credentials issued over a three-year period does not indicate that the number of highly qualified teachers entering the workforce is keeping pace with the demand
 - Multiple Subject and Educational Specialist credential issuances reflect an increase while Single Subject and Intern credentials issued (all subject areas) decreased



Source: California Commission on Teacher Credentialing

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Educator Employment Trends: The Road Ahead

Historically, CalSTRS retirement data has experienced an uptick during unprecedented events or during periods of economic distress

The largest number of CalSTRS service retirements on record was in 2009-10 during the Great Recession

The data indicates that the increased attrition rates experienced during the pandemic are similar to past numbers during times of economic distress

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Addressing Staffing Shortages: Operational Advice

- Workforce shortages require a strategic recruitment approach—focus on the factors within your control and remove internal practices which create barriers in your ability to hire

Employment Requirements	Recruitment Procedures	Job Descriptions and Organizational Structures
<ul style="list-style-type: none"> Examine testing requirements to determine if the test aligns with the assigned work Ensure application requirements reflect the job qualifications Identify application requirements that are eliminating candidates from consideration and remove them 	<ul style="list-style-type: none"> Evaluate recruitment cycles and minimize processing time for new hires by utilizing technology Address contract language that is restrictive and limits internal transfers and reassignments Set standards to prioritize recruitment within the HR department 	<ul style="list-style-type: none"> Update job descriptions for legal compliance and to reflect the current work requirements of positions Reorganize departments experiencing high turnover due to organizational challenges or staffing misalignments

National employment trends and other external factors will influence recruitment capabilities—consider restructuring existing positions to fulfill current needs

Employee Compensation Trends

- In response to the pervasive workforce shortages, the employment landscape has experienced an uptick in the examination of LEA recruitment profiles
- Compensation structure is an essential component of the recruitment profile, but it is not the only detail that is important
 - Salary schedules for all classifications are interconnected and influence promotional compensation and retention factors
 - Examining compensation is more than simply increasing salary across the schedules



Communication regarding specific compensation details which require consideration will demonstrate an intentional approach to addressing employee compensation

Operational Advice: Employee Compensation Analysis

- Employee compensation includes essential components and there is not a one size fits all when it comes to LEA compensation structures
 - Compensation programs are largely related to funding configurations of an LEA
 - It is imperative that the cost of salary schedule changes is shared along with the identified funding source—include the long-term fiscal implications

Compensation Component	Operational Consideration
Salary Schedule Compaction	Are the salaries of lower classifications approaching or exceeding the salary of higher classifications?
Squared salary schedules	Is salary schedule movement equal? Do employees experience variance in compensation increases when they advance on the salary schedule?
Stipends	Are they offered for honorarium degrees and/or hard to fill positions?
Longevity programs	Longevity is a powerful retention tool—is the required duration of employment too long to reward longevity?
Initial salary placement practices	Adjust initial salary placement practices to enhance recruitment efforts

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Minimum Wage

- Starting January 1, 2022, state minimum wage increases to:
 - \$15.00 per hour for employers with *more than* 25 employees
 - \$14.00 per hour for employers with *fewer than* 25 employees

Minimum Wage	Effective Date: > 25 Employees	Effective Date: ≤ 25 Employees	Exempt Minimum Salary (Weekly)	Exempt Minimum Salary (Monthly)	Exempt Minimum Salary (Annually)
\$14.00/hour	January 1, 2021	January 1, 2022	\$1,120	\$4,853	\$58,240
\$15.00/hour	January 1, 2022	January 1, 2023	\$1,200	\$5,200	\$62,400

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Minimum Wage

Legislative Proposals
Be on the lookout for legislative proposals and/or ballot initiatives on the horizon

Ordinances
There are many cities and counties in California with [minimum wage ordinances](#) requiring a higher minimum wage than the state; therefore, employers must follow the stricter standard that is most beneficial to employees

Minimum wage at \$15.00 per hour
After the state minimum wage reaches \$15.00 per hour for all employees, the rate will be adjusted annually for inflation based on the national consumer price index for urban wage earners and clerical workers*

Employers Are Required by Law to Comply
Salary schedules which illustrate wages below the minimum wage, even if no employees are paid that wage, are detrimental to an LEA’s recruitment capabilities—salary schedule cells that are below the minimum wage should be removed

*California Department of Industrial Relations FAQ: https://www.dir.ca.gov/dlse/sb3_faq.htm

CalPERS Employer Contribution Rates

- Governor Newsom did not propose providing relief towards the CalPERS for LEAs
- Based on the latest information from CalPERS, the employer contribution rate for 2022-23 would increase from the current rate of 22.91% to 26.10%

	Actual		Projected			
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Employer Contribution Rate	22.91%	26.10%	27.10%	27.70%	27.80%	27.60%

CalSTRS Employer Contribution Rates

- Similar to CalPERS, the Governor does not include any new funding towards the CalSTRS for LEAs
- SSC recommends that LEAs anticipate a CalSTRS employer contribution rate of 19.10% in 2022-23 based on the best information available to date from CalSTRS
 - An increase of 2.18% compared to what LEAs are currently contributing in 2021-22 at 16.92%

Effective Date	CalSTRS Funding Plan Increases	
	Rate	Year-over-year change
July 1, 2013	8.25%	No increase since 1986
July 1, 2014	8.88%	0.63%
July 1, 2015	10.73%	1.85%
July 1, 2016	12.58%	1.85%
July 1, 2017	14.43%	1.85%
July 1, 2018	16.28%	1.85%
July 1, 2019	17.10%	0.82%
July 1, 2020	16.15%	-0.95%
July 1, 2021	16.92%	0.77%
July 1, 2022	19.10%	2.18%

COVID-19 Employment Reminders

- Due to the rise in COVID-19 cases, the Governor's Budget calls for early action by the Legislature to protect the state's workforce by modifying the previous COVID-19 Supplemental Paid Sick Leave (SPSL) provided for in SB 95 (Skinner, Statutes of 2021)
 - Provided 80 hours of COVID related sick leave
 - Expired September 30, 2021
- Beyond the call to action, the Governor's Budget is silent on what modifications to the previous SPSL may look like in terms of hours, eligibility requirements, or effective and expiration dates



COVID-19 Employment Reminders

Until we know more, LEAs need to continue providing employees who are positive for the virus or who had close contact with a laboratory-confirmed COVID-19 case at work, home, or in the community with any available paid or unpaid leaves



- Available sick leave
- Extended illness leave
- Other paid leaves negotiated locally
- Workers' Compensation leave if applicable

2022-23 Independent Study

- Independent study continues to be the remote instruction alternative to in-person instruction available to LEAs to generate ADA
- Few, although significant, changes to independent study for 2022-23 include:
 - Flexibility in the timeline to obtain signed independent study master agreements will continue into 2022-23
 - Synchronous instruction can count for instructional time in traditional independent study programs beginning in 2022-23



Governor's Proposals for the 2022-23 State Budget and K-12 Education

2022-23 Independent Study

- Further clarification is needed for independent study for 2022-23
 - The Governor's Budget indicates that independent study will continue to be an option for LEAs in 2022-23, but will the mandate to offer independent study continue into 2022-23?
 - What are the parameters around including synchronous instruction in instructional time for traditional independent study?
 - Is the time based on individual student participation or length of time assigned in synchronous instruction?
 - New recordkeeping requirements?
 - How will this impact charter schools, who do not have a minimum day requirement?

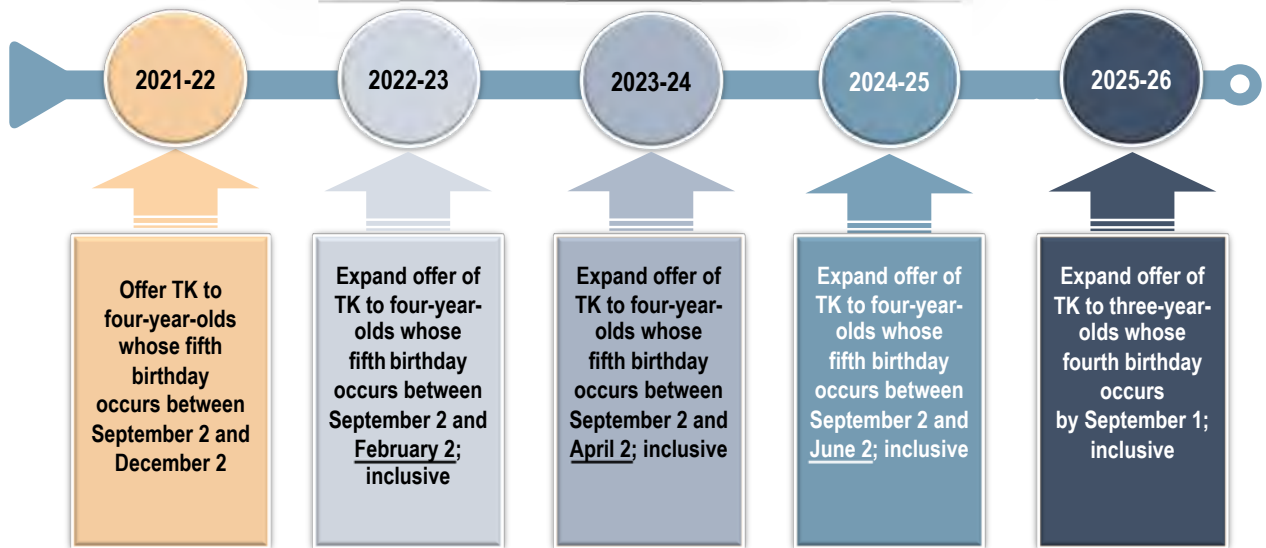
We anticipate these questions will be answered in the trailer bill and discussed throughout the budget negotiations

Late School Start Time Impacts/Operations

- Five months before COVID-19 shuttered schools, Governor Newsom signed SB 328 (Portantino, Statutes of 2019), which requires the school day for middle schools and high schools (including charter schools) to begin no earlier than 8:00 a.m. and 8:30 a.m., respectively
 - Implementation of the law was long on the horizon, taking effect July 1, 2022, or upon the expiration of a collective bargaining agreement that was in place as of January 1, 2020, whichever is later
 - While the greater education community opposed this bill and sought changes in 2020 and 2021, the bill is set to go into effect as signed
- To implement SB 328, LEAs should consider:
 - Configuration of transportation services, including feeder school start and end times, athletic trips, and after school programs
 - Food services programs, including if breakfast service needs to be pushed back
 - Whether their schools meet a definition of "rural" and are therefore exempt (See *Fiscal Report* article "Late School Start Time Law and the Rural School District Exemption")

Governor’s Proposals for the 2022-23 State Budget and K-12 Education

Legal Requirements of Universal TK



Education Code Sections (EC §) 48000(c)(1)(C)—(G)

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Staff Authorizations for Serving Four-Year-Olds

- Four-year-olds can be, and often are, served in several programs in an LEA—State Preschool, TK and even kindergarten classes—each with different certification requirements for staffing
 - This blurs the lines for HR departments when it comes to monitoring certifications and qualifications, but can also be leveraged for and with combination classes

Preschool Teacher	Teacher Permit or higher under the Child Development Permit Matrix, issued by the CTC
TK Teacher	Multiple subject credential issued by the CTC Beginning August 1, 2023, additional requirements will apply
Kindergarten Teacher	Multiple subject credential issued by the CTC

Operational Advice:

Review personnel records to determine if educators in preschool programs hold a multiple subject credential—they may qualify through the professional experience requirement

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TK Certification Requirements

- EC § 48000(g)(4) requires credentialed teachers who are first assigned to a TK classroom after July 1, 2015, to have one of the following by August 1, 2023:
 - At least 24 units in Early Childhood Education, or childhood development, or both
 - Professional experience in a classroom setting with preschool age children comparable to the 24 units of education described in bullet 1 (comparability determined by the local employing agency)
 - Child Development Teacher Permit issued by the CTC

Any teacher who is or was assigned to teach TK, or a combination of kindergarten and TK, on or before July 1, 2015, is “grandfathered in” to teach TK without having to meet the additional unit requirement for TK teachers set forth in EC § 48000(g)

Classroom Staffing

- Law requires a maximum of 12 students per adult
 - Reduced to 10 students per adult if additional funding is provided in 2023-24
- Maintain an average class enrollment of not more than 24 pupils per school site in TK classrooms

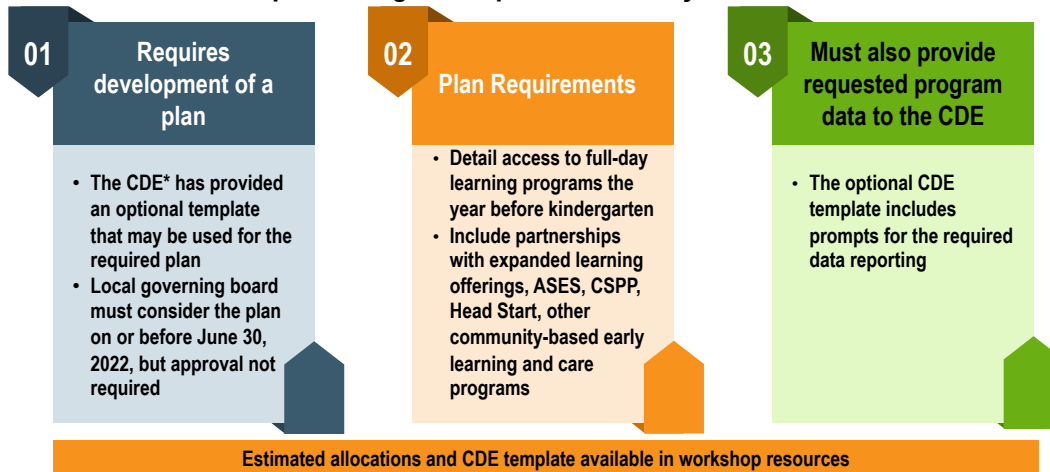


TK Teacher



Prekindergarten Planning and Implementation Grant

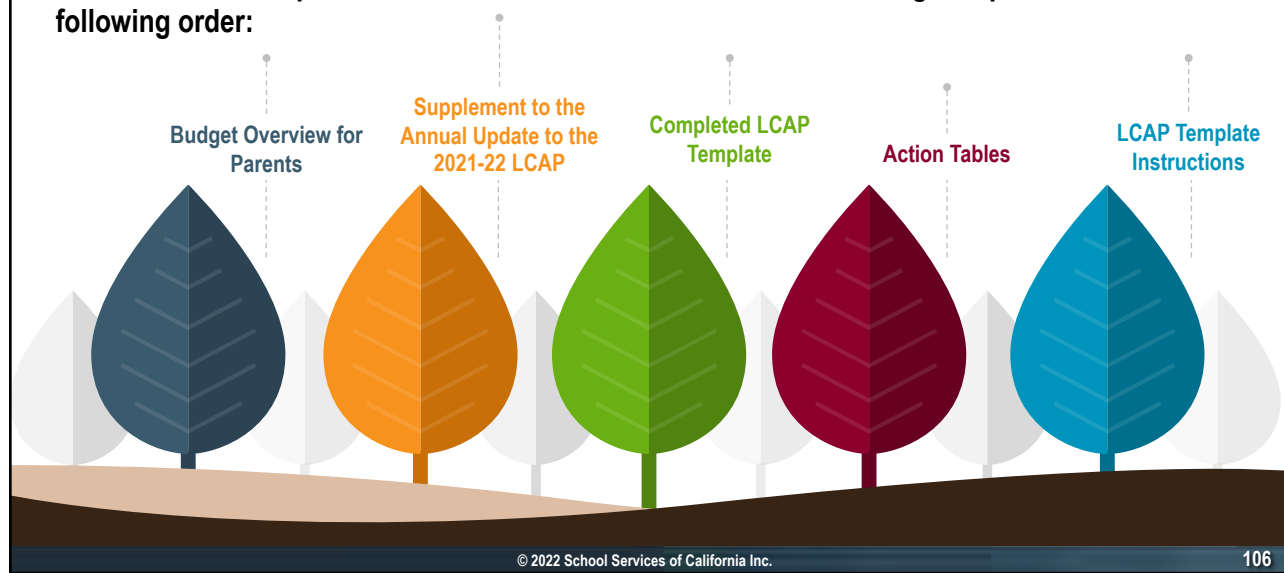
The 2021 Budget Act included \$200 million to help LEAs expand access to high quality prekindergarten options for four-year-olds



*California Department of Education (CDE)

2022-23 LCAP and 2021-22 LCAP Supplement

- The LCAP must be posted as one document and include the following components in the following order:



Governor's Proposals for the 2022-23 State Budget and K-12 Education

2022-23 LCAP—What's New?

- This is the second year of the three-year LCAP

Required goals for consistently low-performing student group(s) and low-performing school(s)

LCFF carryover increases the minimum proportionality percentage

Additional LCFF concentration grant

Goal Analysis replaces former annual update

Action Tables updated and expanded to reflect the above new requirements

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2021-22 Supplement—What's Due

LEAs are required to present “an update on the annual update to the 2021-22 LCAP and budget overview for parents” **on or before February 28, 2022**, at a regularly scheduled meeting, which includes one-time supplement as well as all available mid-year outcome data related to metrics and mid-year expenditure and implementation data included in the 2021-22 LCAP

- There is only one template—[Supplement to the Annual Update to the 2021-22 LCAP \(Supplement\)](#)
- LEAs are not being asked to update the 2021-22 LCAP annual update nor the budget overview for parents separately
- There is no separate template or specific document that an LEA must use when providing mid-year outcome and expenditure data—at discretion of LEA
- Supplement will be part of the review, adoption, and approval process for the 2022-23 LCAP

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A-G Completion Improvement Grant Plan

EC § 41590 requires LEAs to *develop* a plan on or before April 1, 2022



The law requires LEAs to discuss the plan at a regularly scheduled board meeting to ensure community input before the plan is adopted in a *subsequent* regularly scheduled board meeting

Note that the law does not establish deadlines for either the board meeting at which the plan is to be discussed nor the board meeting during which it is adopted

A-G Completion Improvement Grant Plan

- The A-G Completion Improvement Grant Plan requirements must include:

1 **Increase/Improve Services**
How the grant funds will increase or improve services for an LEA's unduplicated students to improve their A-G eligibility

2 **Retake A-G Courses**
Number of students identified for retaking A-G courses that they did not pass in the spring semester of 2020 or at any time during the 2020-21 school year

3 **Supplement not Supplant**
How the plan and described services supplement, and do not supplant, services included in an LEA's LCAP and its AB 86 Expanded Learning Opportunities Grant Plan

4 **Access**
Describe access for all students, particularly unduplicated students, to A-G courses approved by the University of California

Governor’s Proposals for the 2022-23 State Budget and K-12 Education

Summary of Plans for Categoricals

- A new era is here—additional funding equals more plans
- To assist with tracking, SSC has summarized the required plans, including the approval requirements

Plan	Link to Plan Template/More Information	Deadline
LCAP Supplement	https://www.cde.ca.gov/re/lc/	Consideration by local governing board by February 28, 2022
A-G Completion Improvement Grant	To be determined EC § 41590(f)	Develop a plan by April 1, 2022; discuss and adopt (two separate meetings)—dates to be determined
Pre-Kindergarten Planning and Implementation Grant	https://www.cde.ca.gov/ci/qs/em/documents/finalupktemp.doc	Consideration by local governing board by June 30, 2022
Expanded Learning Opportunities Program Plan	https://www.cde.ca.gov/ls/ex/documents/eloprogplanguide.pdf	Approved in a public meeting and posted on the local educational agency’s website—dates to be determined
ESSER I, II, and III Quarterly and Annual	https://www.cde.ca.gov/fq/cr/anreporhelp.asp	Various— https://www.cde.ca.gov/fq/cr/reporting.asp
GEER* I Quarterly and Annual	https://www.cde.ca.gov/fq/cr/anreporhelp.asp	Various— https://www.cde.ca.gov/fq/cr/reporting.asp

*Governor’s Emergency Education Relief (GEER)

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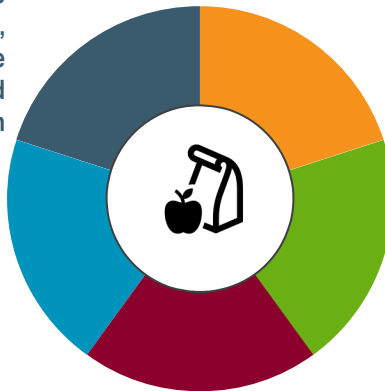
Governor's Proposals for the 2022-23 State Budget and K-12 Education

Universal Meals Program

Beginning in 2022-23, LEAs must provide free breakfast and lunch each school day to any student requesting a meal, regardless of free or reduced-price meal eligibility

In order to receive state reimbursement for the two meals, LEAs must participate in both the National School Lunch Program and School Breakfast Program

LEAs with defined high-poverty schools are also required to adopt a universal meal service provision, such as the Community Eligibility Provision or Provision 2



State intends to reimburse LEAs at the free meal rate, minus federal and state reimbursements for meals

All meals served must meet federal requirements for nutrition and reimbursement

There is no waiver for the program

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Mandate Block Grant

- All school districts, charter schools, and COEs are eligible to participate in the MBG, notwithstanding the applicability of state mandates on their operations
- The 5.33% statutory COLA will be applied to the MBG, therefore, the 2022-23 rates are as follows:

Grade Span	School Districts	Charter Schools	COEs
K-8	\$34.54	\$18.13	\$35.64
9-12	\$66.54	\$50.39	\$67.64

- The EMCN was successful in getting AB 10 (Garcia, Statutes of 2017), which requires all Title I schools in grades 6-12 to stock at least 50% of the school's restrooms with menstrual products free of charge, approved as a mandate
 - 2021-22 was the first time that AB 10 was included as a part of the MBG

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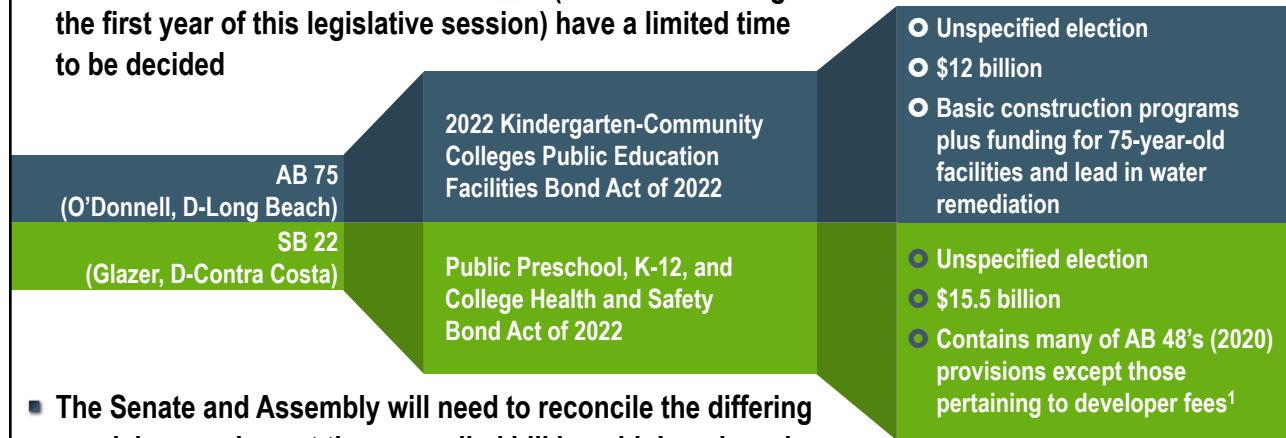
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AB 367—Menstrual Products Cost Tracking

- However, with the Governor's signature on AB 367 (Garcia, Statutes of 2021) last fall, the language of AB 10 will become inoperative on June 30, 2022
 - Instead, beginning with the 2022-23 schoolyear, all public schools serving a combination of grades 6-12 will be required to stock free menstrual products in all women's and gender-neutral restrooms, and at least one men's restroom
- The Education Mandated Cost Network (EMCN) plans on filing a test claim with the Commission on State Mandates for AB 367, which is the first step in getting the state to acknowledge and reimburse LEAs for this mandated cost
- We are asking all affected LEAs to track their spending for eventual submittal of a mandate claim to the State Controller for the establishment of a statewide cost estimate
 - The more submittals, the better the cost estimate!
 - The cost estimate is used by the DOF as the basis for determining the increase to the Mandate Block Grant (MBG)

State School Bonds

- The fate of the two statewide bond bills (introduced during the first year of this legislative session) have a limited time to be decided

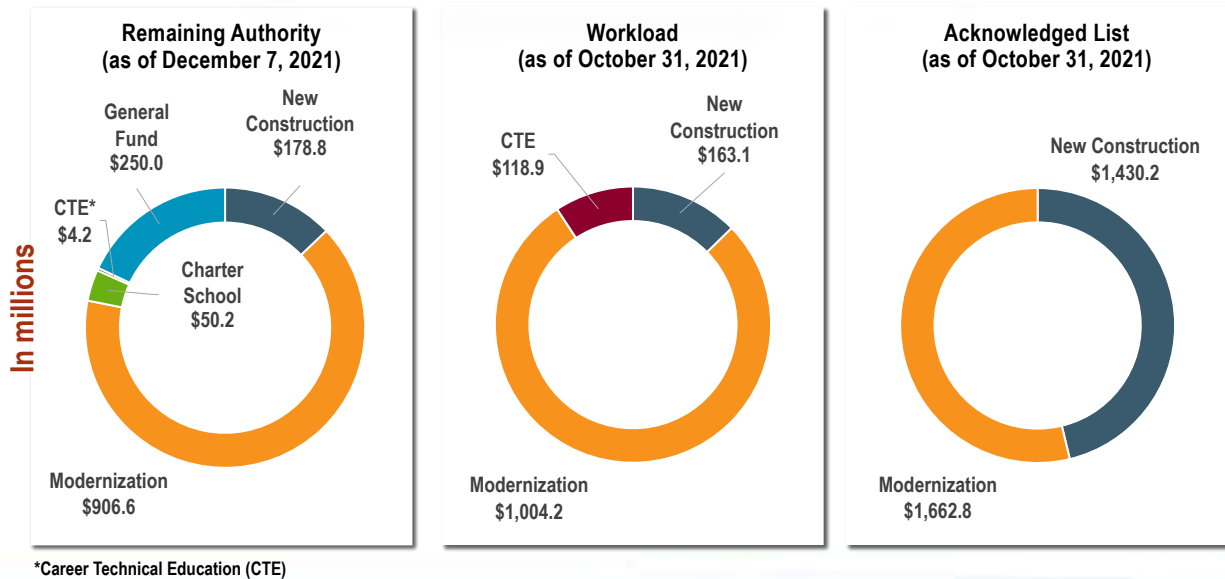


- The Senate and Assembly will need to reconcile the differing provisions and enact the reconciled bill by mid-June in order to qualify for the November ballot

¹Raises bonding capacity limits, provides funding for lead testing, increase bonding capacity for financial hardship eligibility, etc.

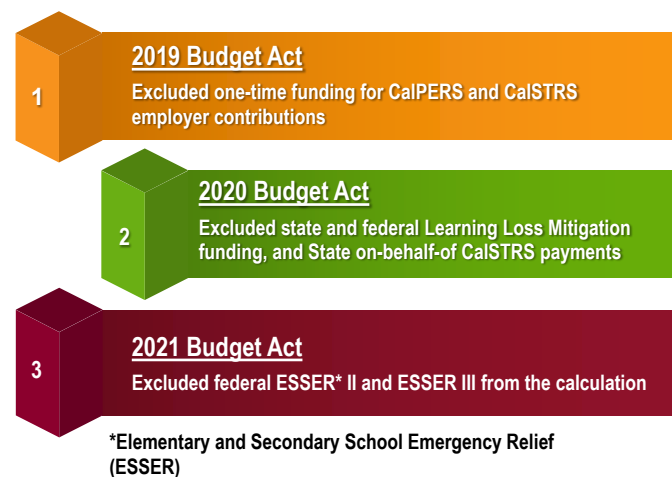
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School Facility Program



Annual RRMA Contribution

- LEAs that participate in the state bond program must deposit 3% of their General Fund expenditures into a Routine Restricted Maintenance Account (RRMA) to maintain their facilities
 - The contribution is based on Unaudited Actuals, including transfers out and other uses, and is monitored through the Adopted Budget, and the First and Second Interim reports
 - COEs calculate their RRMA contribution based on the General Fund, less any restricted accounts



Governor's Proposals for the 2022-23 State Budget and K-12 Education

School Facility Program

California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program

- \$490 million (\$477.7 million available)
- For the construction of new school facilities or retrofitting of existing school facilities for the purposes of providing preschool, transitional kindergarten, and full-day kindergarten classrooms
- Office of Public School Construction (OPSC) staff will present proposed regulatory amendments to the State Allocation Board (SAB) on January 26, 2022
- First round proposed to begin April 1, 2022



2021 Budget Act General Funds

- \$250 million in one-time General Funds for eligible new construction and modernization projects
- The funds are available for use until June 30, 2022
- OPSC plans on presenting the first \$250 million in requests at the January 26, 2022, SAB meeting based on order on the Unfunded List (Lack of AB 55 Loans)
- School districts will have 90 days to submit a valid *Fund Release Authorization* (Form SAB 50-05) to request the release of funds

2022 Legislation

The Legislature has reconvened for the final year of the 2021-22 legislative session

Any bill that did not pass the first house in 2021 must clear the house of origin by January 31, 2022, or it is considered dead

The deadline for lawmakers to introduce new bills is February 18, 2022

Follow SSC's "Top Legislative Issues" series to track the noteworthy education bills and their implications for LEAs

Governor's Proposals for the 2022-23 State Budget and K-12 Education

LCFF Legislation

- Several significant LCFF measures have already been introduced in this young legislative year:
 - AB 1607 (Muratsuchi, D-Torrance) would shift to using a three-year rolling average of ADA, in place of the current methodology which relies on current-year or prior-year ADA
 - AB 1609 (Muratsuchi) and SB 579 (Allen, D-Santa Monica) would, for the 2022-23 fiscal year, require the CDE to use the greater of an LEA's 2019-20, 2021-22, or 2022-23 ADA for purposes of apportionments under the LCFF
 - AB 1614 (Muratsuchi) would increase the LCFF by \$4.2 billion above 2022-23 COLA
 - SB 830 (Portantino, D-La Cañada Flintridge) would establish a process for school districts and county offices of education to apply for "supplemental education funding" using "average daily membership" data
 - At least 50% of an LEA's supplemental funding would have to be used to address chronic absenteeism and habitual truancy



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Federal Issues—Fall Actions by Lawmakers

- Federal lawmakers were busy this fall, approving several significant measures:
 - November 16—President Joe Biden signs \$1.2 trillion infrastructure bill
 - California is expected to receive \$3.5 billion to improve water infrastructure, at least \$100 million for broadband coverage, \$9.45 billion to improve public transportation, \$84 million to protect against wildfires, and \$40 million to protect against cyberattacks
 - December 3—President Biden averts a government shutdown by signing stopgap measure that keeps the government funded at fiscal year (FY) 2021 levels through February 18, 2022
 - December 16—President Biden signs bill to raise the national debt ceiling by \$2.5 trillion
 - Ensures that the federal government will not default on its debts and can meet its financial obligations into early 2023
 - It also ensures that the debt ceiling can't be leveraged during the 2022 midterm elections

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Federal Issues—What to Expect this Winter

- Congress and the Biden Administration are looking to tackle some big issues over the next several months, including a voting rights bill, the FY 2022 budget, and the Build Back Better Act
- By February 18, 2022, federal lawmakers must approve the 12 annual appropriations bills that comprise the FY 2022 federal budget
- President Biden is hoping to reengage negotiations with Senators Joe Manchin (D-WV) and Krysten Sinema (D-AZ) on the House passed \$1.75 trillion Build Back Better Act, which would invest the following into education initiatives:
 - \$380 billion to lower the cost of childcare and secure universal Pre-K for three- and four-year-olds
 - \$20 billion in higher education investments
 - \$10 billion for child nutrition programs
 - \$1 billion for broadband affordability and accessibility

Notes

The Road Ahead



Governor's Proposals for the 2022-23 State Budget and K-12 Education

Political Factors and the Governor's Budget

- Just four months ago, but what feels like a lifetime, Governor Newsom handily defeated a recall election
 - In ten months, he'll be up for election again
- While California is a solidly Democratic state, Governor Newsom's fate at the ballot box will likely be tied to the path of the pandemic and how Californians feel he is performing
 - Back in September 2021, COVID-19 was the top issue mentioned by Public Policy Institute of California survey respondents (21%), but jobs and the economy (12%) and homelessness (11%) are also significant concerns
- Legislators running for election in newly redrawn Assembly and Senate districts will also be looking to make their mark on the 2022-23 State Budget—bringing home programs to support the communities they hope will elect them
 - The Assembly Blueprint calls for increased school funding aids for students facing learning loss, mental health issues, and \$10 billion for school facilities
 - Administration officials will likely face tough questioning on why these items were not addressed in the Governor's proposal

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Next State Budget Check Point

- Like last year, Governor Newsom is calling for early budget action to address the current needs of the pandemic
 - Unlike last year, the proposal is not squarely focused on schools, but is intended to help keep California running, including its schools
 - The Legislature acted in early spring last year—it is unknown how quickly they will pass budget language to spend the Governor's proposed \$1.4 billion to support continued distribution and administration of vaccines, statewide testing, and support of hospitals to address medical surges
 - The state clearly has the resources for it
- Aside from any early action, the next State Budget check point is the May Revision
 - Between now and then, the Legislature discusses and debates the merits of the Governor's proposals and add some of their own to the conversation

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Final Thoughts

- For the foreseeable future, COVID-19 will continue to preoccupy our collective work
 - This is doubly true right now, as the omicron wave crashes upon our schools
- And there is no doubt that our educational leaders will continue to rise to the occasion to address the multitude of needs of their students, families, and communities
 - We at School Services of California Inc. continue to be in awe of the monumental tasks you face every day
- The Governor's Budget marks just the start of discussions about the best ways to marshal our resources for academic achievement—we will have opportunities to lend our expertise to these decisions
- Next step . . . May Revision Workshop!





**Thank you for
attending!**

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**Thank you for
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SSC Flyers, Searches, and Workshops

While many of us are returning in person to work and to school, we at School Services of California Inc. (SSC) want to continue to offer you with the training and information we know you need to operate and provide a quality education to your students. To that end, and in an effort to ensure access to the training you need in a convenient format, we will continue to offer our subject-based workshops via online webinars hosted by Zoom.

When you register for any of our subject-based webinars hosted on Zoom, you will need to complete your registration by clicking on the link provided in the webinar confirmation email. The link will take you to Zoom where you will be asked to enter your name and email address to complete the webinar registration process. Once your registration has been confirmed, you will receive an email with your personalized link to access the webinar.

Thank you for your unwavering support as we strive to provide you with online content developed to meet your agency's needs. Our Workshop FAQs provide more information on registering and has answers to many of your frequently asked questions. Should you have any additional questions or problems completing your registration, please contact Michelle Berge at michelleb@sscal.com or 916-446-7517.



Dollars and Cents of Collective Bargaining

A Two-Part Webinar Series

Part 1: February 8, 2022 and Part 2: February 10, 2022

Amidst the new funding sources and spending requirements, it's more important than ever to understand the financial fundamentals of preparing for bargaining, and effectively communicating the position of the local educational agency—including the tracking of one-time resources. Whether you're an experienced lead negotiator, or new to the bargaining table, this webinar has something for everyone.



Virtual Learning Through Independent Study

A Two-Hour Webinar

February 22, 2022

As local educational agencies continue improving their understanding of recent changes in law, this workshop will demystify the state's independent study requirements and illuminate the ways they can be leveraged by school agencies to provide a high-quality program with flexible options for students within their communities. Specifically, attendees will gain a better understanding of program design options, along with the legal nuts and bolts of instructional time and attendance accounting for virtual learning in California. Attendees will walk away with the critical operational tools they need to run a successful virtual learning program.



Special Education: Both Sides of the Equation

A Two-Part Webinar Series

Part 1: March 1, 2022 and Part 2: March 3, 2022

While local educational agencies have benefited from multiple years of increased special education funding, state and federal special education revenues continue to be inadequate. One-time COVID-19-related funding, greatly needed to address COVID-19 learning impacts, has created a maintenance of effort (MOE) conundrum for the state. As we look to the 2022-23 school year, we can expect the state to address this conundrum through increased funding, but there is no guarantee in terms of what form increased funding will take and how, or even if, it will help address local MOE challenges. With these important issues in mind, this webinar will provide participants with the most up-to-date information on funding changes, tools and tips for effective program management, and guidance on ways to ensure equity, promote inclusive practices, and improve outcomes for students with disabilities.



Federal Compliance—How to Stay out of Trouble

A Two-Part Webinar Series

Part 1: March 8, 2022 and Part 2: March 10, 2022

The dust has settled on the passage of three federal stimulus packages in a span of twelve months, and now local educational agencies are in the throes of implementing and monitoring the historic amount of one-time resources. The Federal Compliance webinar will walk through the basics of the new federal stimulus dollars, as well as the pitfalls and compliance requirements of the myriad of long-standing federal programs.

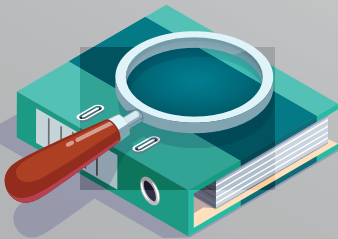


Charter Schools

A Two-Part Webinar Series

Part 1: March 22, 2022 and Part 2: March 24, 2022

The last several years have brought a number of changes in charter school law and practices. The Charter School webinar series will provide attendees the basics from which to build a strong foundation of charter school law and regulations—from what is required of a charter school petition to the day-to-day requirements and best practices of oversight. In addition, this webinar will highlight more recent changes and consider the road ahead.



Audit Challenge

A Two-Part Webinar Series

Part 1: April 5, 2022 and Part 2: April 7, 2022

The 2021-22 fiscal year has been full of programmatic changes with the introduction of independent study, federal stimulus reporting, and a plethora of other state categoricals. The Audit Challenge webinar will provide up-to-date information on audit regulations relative to these topics as well as tips and tricks for managing and coordinating the audit process.



Employee Complaints & Investigations

A Two-Part Webinar Series

Part 1: April 12, 2022 and Part 2: April 14, 2022

Employment litigation is a huge and growing problem in California. Employee complaints require immediate action by the employer to ensure a safe and healthy workplace, reduce legal expenses, and safeguard scarce resources. This includes taking steps to stop any workplace conflict or alleged employee misconduct, protect involved parties, and begin investigations. This two-part webinar series offers an in-depth examination of workplace investigations, tools and resources to effectively manage complaints, and tips for recognizing when legal counsel may be necessary.

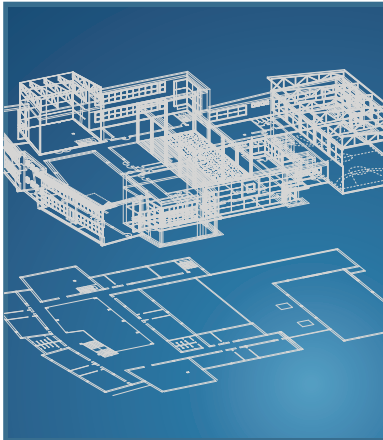
To register, go to: www.sscal.com/workshops



SACS 101—Budget Development

**A Four-Hour Webinar
April 19, 2022**

The Fiscal Crisis and Management Assistance Team (FCMAT) and School Services of California Inc. are teaming up to provide an in-depth training on the Standardized Account Code Structure (SACS)—the required software for budget development. The training will walk users through the new cloud-based SACS software and also provide technical advice on each of the required forms including, but not limited to, the technical review checklist, cash flow, criteria and standards, and the multiyear projection.



Construction Basics and Accounting

**A Two-Part Webinar Series
Part 1: May 10, 2022 and Part 2: May 12, 2022**

It is critical that school agencies understand the basics of school construction and funding before they embark on facilities projects. Facilities projects require the establishment of facilities-specific fiscal processes and tracking to ensure that public dollars are spent with fidelity. This webinar will provide an overview of the timelines and approvals necessary for the construction and/or modernization of school facilities, step-by-step details on the basics of school construction accounting, and updates on the latest happenings in the state capitol as it relates to future state facilities funding.



Employee Attendance and Leave Management

**A Two-Part Webinar Series
Part 1: May 17, 2022 and Part 2: May 19, 2022**

Local educational agencies must ensure that the tracking and monitoring of employee attendance and leaves protects employee rights under federal and state law, board policies, and locally negotiated labor agreements. Due to the potential fiscal impacts of employee absenteeism, short- and long-term illnesses, and workplace accommodations, employee management systems must also be effective in promoting wellness and curbing abuse. This two-part webinar series will provide human resources and fiscal services staff with the tools they need to evaluate their local policies and practices to ensure compliance, operational efficiency, and implementation of industry best practices.

To register, go to: www.sscal.com/workshops

Upcoming State Budget Workshop



2022
May Revision Workshop
Stay tuned for dates, times,
and details coming soon!
www.sscal.com/workshops

Executive Searches



School Services of California Inc. conducts more searches for qualified business services and human resources executives for California school agencies than anyone in the state of California. Our Executive Search Services include, but are not limited to, search and recruitment services for the positions of:

- Deputy Superintendent for Administrative Services
- Assistant Superintendent for Business Services or Human Resources
- Chief Financial Officer or Chief Business Official
- Chief Human Resources Officer

Search Advisors

Danyel Conolley * John Gray * Charlene Quilao
Suzanne Speck * Kathleen Spencer

Search Assistants

Nicole Castro-Pilar * Joanna Dziuk * Kim Seitz * Kelly Satterfield

Current Executive Searches

San Ramon Valley Unified School District

(Enrollment 30,000)



Seeks an Executive Director of Business Services With:

- Any combination of training, experience and/or education equivalent to a bachelor's degree in Business Administration, Accounting, Public Administration, or a related field
- Five years of progressively responsible business-related management experience, preferably in a K-12 education or public setting
- Training and/or certification as a Chief Business Officer preferred

The salary range for this position is \$154,207 to \$205,616. In addition to this salary, a cell phone stipend and an attractive benefits package are also offered.

Application Deadline: February 7, 2022

For a brochure and application form, please contact:
Danyel Conolley and John D. Gray, Search Advisors
School Services of California Inc.

(916) 446-7517 ♦ www.sscal.com/lea-career-opportunities ♦ kims@sscal.com



Oak Grove School District

(Enrollment 8,954)

Seeks an Associate Superintendent, Chief Business Officer With:

- Bachelor's degree in Business Administration or related field
- Master's degree in education, business administration or related field desired
- Five years of increasingly responsible professional accounting and business experience in a school district or public agency including, three years in managerial capacity

The salary range for this position is \$185,099 to \$219,839. In addition to this salary, a 3% TSA contribution, auto and business expense stipends, 100% paid CASBO dues, and an excellent benefits package are offered.

Application Deadline: February 22, 2022

For a brochure and application form, please contact:
John D. Gray and Kathleen Spencer, Search Advisors
School Services of California Inc.

(916) 446-7517 ♦ www.sscal.com/lea-career-opportunities ♦ joannad@sscal.com

School Services of California Inc.'s (SSC) professional staff is always available to lend its extensive range of expertise to school agencies confronted by particular challenges. SSC's experts have a wealth of direct experience in managing school agencies through the Great Recession and can provide assistance with the unique cash, budget, staffing, and operational needs during this pandemic-induced recession. Whether facing internal budget control issues, organizational demands, central office staffing concerns, or collective bargaining issues, SSC's consultants bring with them both the experience and ability to recognize the uniqueness of every situation. Below are descriptions of some of SSC's Management Consulting Services.

Financial Studies and Support

SSC staff has significant financial expertise to support local agency needs in the area of budget development and management, cash management, multiyear financial planning, attendance accounting, and any other fiscal needs of the organization. Some of the services provided to support local agencies with their financial operations are:

- Budget and Multiyear Projection Review
- Budget Review for Negotiations
- Comprehensive Fiscal Health Analysis
- Multiyear Financial Projection Review or Preparation
- Cash Management Wellness Check
- Budget Reduction Options Analysis
- Analysis of Long-Range Financial Plan
- Fiscal Process and Reporting Review
- Position Control Review
- Associated Student Body Review
- Attendance Accounting Evaluation
- Audit Findings Resolution and Appeal
- Charter School Funding Review
- Chief Business Official and Fiscal Director Coaching

Negotiations Support and Factfinding

We provide negotiations support to the local agency and its bargaining teams in a wide variety of ways. Budget reviews for negotiations, interventions during mediation, and service on factfinding panels are all well within our circle of competence. We can help make the difference between a successful negotiations outcome or continued labor-management problems.

Administrative Organization and Efficiency Studies

SSC staff provides customized studies and recommendations covering sensitive and critical issues of local school agency administration, business office or human resources department organization, and procedural efficiencies. Our professional staff has a proven track record in evaluating the local school agency organization, staffing structures, workload assignments, procedural efficiencies, and the adequacy of procedures and systems. What follows are some of the types of studies provided in this area:

- Central Office Administrative Organizational Review
- Comparative Staffing Analysis
- Central Office Staffing Analysis and Comparative Study
- Business Office Efficiency Study
- Human Resource Operations Review
- Hiring Practices Consulting
- Centralized Services Study
- Transportation Operations Study
- Custodial Operations Review
- Comparative High School Staffing and Master Schedule Study

Human Resources Studies and Support

SSC human resources experts can provide support to local agencies with their human resources operations. Some of the services provided include:

- Human resources organizational and efficiency assessment
- Chief Human Resources Officer leadership development
- Position control functional review
- Collective bargaining and labor relations support
- Strategic recruitment: selection and retention planning/budgeting

Management Consulting Services

- Organizational leadership: employee supervision and evaluation
- Workplace investigation workshop
- Specialized human resources operational studies

Employee Salaries, Benefits, and Working Conditions Analyses

SSC conducts analyses of employee salaries, employee and retiree benefits, and employee working conditions to assist local school agencies with managing costs, attracting and retaining employees, and negotiating successor agreements with local bargaining units. For example, SSC can conduct the following:

- Collective Bargaining Agreement Risk Analysis
- Health and Welfare Benefits Review
- Total Compensation Comparative Study
- Employee Classification and Compensation Study

Special Education Studies

Our special education studies can engage stakeholders and set the groundwork for meaningful and sustainable change. These studies can also include the review and analysis of revenue, expenditure, student, program, and staffing data in order to prepare strategies for the future of the local agency special education program. Some of the studies we typically conduct are:

- Special Education Budget Review
- Special Education Facilitated Self-Study
- Special Education Department Efficiency Study
- Assessment of Contributions to Special Education
- Special Education Transportation Study
- Special Education Local Plan Area Allocation Model Review/Facilitation

School Construction and Facilities

Whether your agency is faced with surplus property or in the midst of new construction projects which has resulted in the need for assistance with the project management processes necessary for routine maintenance, modernization, and construction of school facilities—SSC offers a range of services for local school agencies, including:

- Organization of Construction Accounting and Filing System
- Facilities Department Organizational Review
- Facilities Program Review
- Construction Accounting Review
- 7-11 or Boundary Committee Facilitation
- Charter School Proposition 39 Facilities Request Support
- Facilitation and Operational Support for the Sale or Lease of Surplus Property
- Charter

Charter Schools

While all of our services are available to charter schools, traditional school agencies approving charter schools need to be prepared with knowledge regarding the considerations that come along with charter schools—from potential liability issues to available facilities options.

SSC can assist school agencies with meeting their oversight responsibilities, evaluating petitions for new and renewing charter schools, and navigating the Proposition 39 process and other requests for facilities and facilities funding.

Reorganization, Unification, and Territory Transfer Studies

From inception to the election polls, SSC staff has experience in guiding school districts through the lengthy state processes for reorganization and making thoughtful decisions on school district boundary changes, including the Local Control Funding Formula calculations, local property tax implications, debt service issues, etc. SSC staff is also available to perform advocacy and legislative services, as needed, for unique situations.

PLEASE CONTACT KATHLEEN SPENCER, VICE PRESIDENT, FOR MORE INFORMATION.

(916) 446-7517 | www.sscal.com | Email: kathleens@sscal.com

School Services of California Inc. | 1121 L Street, Suite 1060, Sacramento, CA 95814

The cost and timeline for consulting services is unique for each engagement and is based on the scope of services provided. If you would like more information about any of our consulting services, please contact us using the information above.

Governmental Relations Services



School Services of California Inc. (SSC) has the strongest legislative team in Sacramento due to our team's exceptional knowledge of the legislative process, combined with an in-depth understanding of K–14 statutes and regulations, the State Budget process, and cutting-edge policy issues. Our team acts quickly and effectively on behalf of clients, keeping them involved in and informed of all legislative decisions.

Whether helping to solve a client's unique legislative problem or working with coalitions to impact major statewide education policy and fiscal matters, SSC advocates are regarded as key participants in the legislative process and reliable sources of factual information. This reputation, along with more than four decades of collective experience and a diverse network of contacts, enhances the SSC team's ability to help clients meet their legislative objectives.

The SSC lineup is considered the premier team of K–14 Governmental Relations in Sacramento. Over the last four decades, there has been no other organization that has had such a lasting impact on education policy. The SSC team, which also consists of members of the organization's consulting unit, has been at the forefront of almost all of the major school finance developments over the last 40+ years. SSC advocates have played a significant role in initiatives such as special education equalization, revenue limit equalization, California State Teachers' Retirement System (CalSTRS) member issues, categorical reform and flexibility, audit reform, school business official training, class-size flexibility, and mandate reform. Because of our long-standing reputation as knowledgeable representatives of K–12 education and community colleges, we serve as a trusted resource for legislators and legislative staff.

As term limits make an ever-increasing impact on the way business is done under the Capitol dome, the SSC team's technical expertise and reputation for solid policy and budget analysis are increasingly valuable to the Legislature. In addition, SSC advocates have many contacts throughout the executive branch and in the California Department of Education (CDE), making their efforts on your behalf even more effective.

Coalitions Supported by SSC

- Schools for Sound Finance—advocating on behalf of community funded school districts
- Coalition for Adequate Funding for Special Education—advocating for increased special education funding
- CTE JPA Coalition—advocating for joint powers authority (JPA) providers of career technical education (CTE)
- California School Funding Coalition—advocating for overall increased school funding
- CalSTRS Funding Coalition—advocated for a fair allocation of state apportionment to fund the increasing costs of CalSTRS rates on district employers
- Education Mandated Cost Network—advocating mandate reform and prompt state reimbursements

Just a Few of the Successful Legislative Changes Led by SSC

- Special Education—Advocated for more adequate funding in the State Budget
- CalSTRS/CalPERS Relief—Advocated for the more than \$3 billion in employer relief for CalSTRS and the California Public Employees' Retirement System (CalPERS) in the 2019–20 State Budget Act
- CTE—Protected funding for critical, high-quality programs
- Revenue Limit Equalization—Developed funding formula through legislation and sought funding in the State Budget
- Audit Reform—Developed a process and structure for the school agency audit process

Areas of Expertise

- State Budget Development, Advocacy, and Enactment
- Legislative Policy Initiatives
 - » Adult Education
 - » CTE
 - » Early Childhood Education
 - » Risk Management Issues
 - » Special Education
 - » Technology Funding
- K–14 Statutes and Regulations
- Local Control Funding Formula and School Finance Reform
- State Board of Education Policy Setting and Waivers
- School Facilities and the State Allocation Board
- State Controller's Office Apportionments and Audits
- CDE Regulations and Audits
- Special Education Finance Reform
- Mandate Claims and Reimbursement
- Retirement Systems, Regulations, and Audits

**PLEASE CONTACT MICHELLE MCKAY UNDERWOOD,
VICE PRESIDENT, IF WE CAN BE OF SERVICE.**

(916) 446-7517 | michelleu@sscal.com

School Services of California Inc.

1121 L Street, Suite 1060, Sacramento, CA 95814

www.sscal.com



SABRE

Salary And Benefits REport 2020-21 Analysis of Teacher Salaries and Benefits

For many years, School Services of California Inc. (SSC) has had the opportunity to capture and analyze the Form J-90 Teacher Salary and Benefits Schedule from school districts in California. From this large accumulation of data, we are able to compile a comprehensive analysis of the salaries and benefits of certificated nonmanagement employees and how they compare to selected districts, regions, and the entire state.

The SABRE provides up to 38 side-by-side comparisons of your school district with up to 20 other districts per report on certificated salaries, health and welfare benefits, and working days. These comparative districts are entirely user selected and may be geographical, of like type and size, of similar funding levels, or a combination of all of these. The report consists of five valuable types of displays. Each report includes:

- ◆ Ten graphical displays and 27 comparison tables with side-by-side analysis
- ◆ All district teacher salary schedules, health and benefit schedules, and other selected data important for compensation evaluation in an easy-to-read common format

The entire report is an essential resource for school district administrators, especially for those at the negotiating table or in the human resources or fiscal departments.

TYPES OF COMPARISONS INCLUDE:

SALARIES

Each district's salary at the minimum, maximum, average, BA+30 at Step 1, and BA+60 at Step 10 are compared and ranked against the region, statewide averages, comparable district averages, and each of the comparable districts. Each comparative analysis also provides detailed statistics that can help give seniority, step, and educational accomplishment information. Readers, as a consequence, are able to get a comprehensive cross-comparison and analysis of district compensation to that of other selected districts.

BENEFITS

Each district's health, dental, life, vision, and other insurance benefits are displayed and compared. What makes the SABRE analysis unique is that it shows not only the maximum benefits, but also the district average based on actual placements. When the average district contribution cost is added to salary, a true total compensation picture is drawn.

OTHER COMPARISONS

The SABRE also includes comprehensive analyses of how your district compares in per diem amounts, number of instructional and teacher service days, percentage of salary adjustments, and total compensation.

PRICE:

The SABRE costs \$350 for client districts and includes two runs of 20 selected districts in each report emailed in PDF format to your district with a custom cover. If you would like the reports delivered to your district as a hard bound copy, the cost is \$450 for client districts. Clients will also receive a discount of \$50 on the price of our Comparative Analysis of District Income and Expenditures (CADIE) report if it is ordered any time during the year.

TO ORDER:

Complete the order form and mail, fax, or email it to SSC.

2020-21 SABRE and 2019-20 CADIE Order Form

It is easy to order a SABRE and CADIE. We will be happy to help you select an appropriate comparison group, or you can specify which districts you wish to be compared to, or even the criteria you would like SSC to use in choosing the comparison districts.

Contact name: _____ District name: _____

Address: (No P.O. boxes, please) _____

City: _____ State: _____ Zip: _____

Telephone no. w/extension: _____ Email: _____

Purchase Order no.: _____ Check enclosed: (amount) \$ _____

Credit card no.: (Visa or MasterCard only) _____ Exp: ____/____

Name on credit card: _____ Signature: _____

Please check one:

- SABRE Price (Electronic Version): \$350 client rate* includes two reports (20 districts in each)
- CADIE Price: (Electronic Version): \$500 client rate* includes two reports (20 districts in each)
- Both Reports (Electronic Version): \$800 client rate* includes two reports (20 districts in each)
- Bound hardcopy version of reports: \$100 per pair

*If you are not a client district, please contact our office at the number below for pricing

Additional Reports: SABRE: \$100 (Electronic); CADIE: \$175 (Electronic)
SABRE: \$200 (Hardcopy); CADIE: \$275 (Hardcopy)

Copies of Report (Hardcopy): \$100 per pair

- Use the same districts we've used in the past
- Call me to set up an appropriate list of comparison districts
- Use the following criteria to select the appropriate list of comparison districts:

Type of district: _____

ADA range from: _____ to _____

Geographical location: _____

- Use the following lists of comparative districts:

Report 1

District

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____
- 11) _____
- 12) _____
- 13) _____
- 14) _____
- 15) _____
- 16) _____
- 17) _____
- 18) _____
- 19) _____
- 20) _____

Report 2

District

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____
- 11) _____
- 12) _____
- 13) _____
- 14) _____
- 15) _____
- 16) _____
- 17) _____
- 18) _____
- 19) _____
- 20) _____



Email, fax, or mail the completed form to:

Chloe Lum
chloel@sscal.com
1121 L Street, Suite 1060
Sacramento, CA 95814
Fax (916) 446-2011
(916) 446-7517, Ext. 1200



K-12 Special Education Course Catalog

ONLINE SPECIAL EDUCATION TRAINING BROUGHT TO
CALIFORNIA EDUCATORS BY THESE PARTNERS:



Professional Development to Help Every Child Succeed



PERFECT FOR K-12 ADMINISTRATORS, TEACHERS, AND PARAEducATORS

With the Vector Training, Special Education System (formerly Exceptional Child), you can easily deliver evidence-based special education-related training to all staff who support students with exceptionalities. Everyone can learn from leading special education experts in one convenient online system!

- Easily assign courses to new hires, individuals, or groups of educators. Our system makes tracking and managing professional development easy.
- Each course is written by a leading expert and includes interventions, actionable ideas, assessments, and helpful reference materials.
- Customize courses with your own information and resources to meet your specific needs.
- Provide affordable, effective professional development without pulling teachers out of the classroom or paying substitute fees or travel costs.

Prepare All Educators to Meet the Needs of Your Diverse Learners



TWO CONVENIENT SUBSCRIPTION OPTIONS

Vector Training, Special Education Edition (formerly Exceptional Child)

- Access the full library of on-demand special education-related courses.
- Easily assign, track, and manage professional development in the system.

Add the Course Library to Your Keenan SafeSchools Training System

- If your school or district uses the Keenan SafeSchools Training System for your safety and compliance training, easily purchase and add the Special Education course library to your existing system.

Equip educators with the skills, instructional strategies, and resources they need to help every student reach their highest potential!



SPECIAL EDUCATION

ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)	AUTHOR(S)	DURATION
• Attention Deficit Hyperactivity Disorder (ADHD) Overview	Owens & Evans	43 mins
• Attention Deficit Hyperactivity Disorder (ADHD) Overview (<i>Essentials Course</i>)	Owens & Evans	17 mins
• Attention Deficit Hyperactivity Disorder (ADHD): <i>Elementary Interventions</i>	Owens	44 mins
• Attention Deficit Hyperactivity Disorder (ADHD): <i>Secondary Interventions</i>	Evans	40 mins
AUTISM SPECTRUM DISORDER (ASD)	AUTHOR(S)	DURATION
• Applied Behavior Analysis (ABA) Overview	Williams & Williams	48 mins
• Applied Behavior Analysis (ABA) – Reinforcement and Discrimination Procedures	Williams & Williams	34 mins
• Applied Behavior Analysis (ABA) – Shaping, Fading and Conditioning Reinforcers	Williams & Williams	32 mins
• Autism Spectrum Disorder (ASD) Overview	Williams & Williams	37 mins
• Autism Spectrum Disorder (ASD) Overview (<i>Essentials Course</i>)	Williams & Williams	19 mins
• Autism Spectrum Disorder (ASD): <i>Intervention Strategies</i>	Williams & Williams	38 mins
• Asperger’s and Verbal Students with Autism Spectrum Disorder (ASD) – Part 1	Faherty	28 mins
• Asperger’s and Verbal Students with Autism Spectrum Disorder (ASD) – Part 2	Faherty	37 mins
• Picture Exchange Communication System (PECS) – Part 1: <i>Pyramid Approach</i>	Frost & Bondy	35 mins
• Picture Exchange Communication System (PECS) – Part 2: <i>Use and Benefits</i>	Frost & Bondy	40 mins
• Social Stories Overview	Gray	34 mins
• Social Stories: <i>Ten Defining Criteria</i>	Faherty & Gray	66 mins
• Structured Teaching – Part 1: <i>Individualized Visual Daily Schedules</i>	Faherty	61 mins
• Structured Teaching – Part 2: <i>Work Systems</i>	Faherty	42 mins
• Structured Teaching – Part 3: <i>Tasks and Activities</i>	Faherty	46 mins



SPECIAL EDUCATION

BEHAVIOR	AUTHOR(S)	DURATION
• Behavior Intervention Plan (BIP) Overview	Chandler	47 mins
• Behavior Intervention Plan (BIP) Overview (<i>Essentials Course</i>)	Chandler	17 mins
• Emotional Behavioral Disorder (EBD) Overview	Cheney	44 mins
• Emotional Behavioral Disorder (EBD) Overview (<i>Essentials Course</i>)	Cheney	15 mins
• Emotional Behavioral Disorder (EBD): <i>Screening</i>	Bruhn	40 mins
• Functional Behavioral Assessment (FBA) Overview	Chandler	37 mins
• Managing Challenging Behavior – Part 1: <i>Antecedent Strategies</i>	Otten	44 mins
• Managing Challenging Behavior – Part 2: <i>Consequence Strategies</i>	Otten	55 mins
• Oppositional Defiant Disorder	Walls	49 mins
• Reactive Attachment Disorder	Embury & Clarke	36 mins
• Restraint and Seclusion Overview	Peterson	43 mins
• Restraint and Seclusion Overview (<i>California</i>)	Peterson	39 mins
• Restraint and Seclusion Overview (<i>Essentials Course</i>)	Peterson	18 mins
• Restraint and Seclusion Overview (<i>Essentials Course</i>) (<i>California</i>)	Peterson	21 mins
• Restraint and Seclusion: <i>Alternatives</i>	Rozalski	44 mins
• Restraint and Seclusion: <i>Alternatives (California)</i>	Rozalsk	47 mins
• School-Wide Positive Behavioral Interventions and Supports (PBIS)	Lewis	43 mins
• Self-Regulation Skills for Elementary Students	deFur & Korinek	51 mins
EARLY CHILDHOOD	AUTHOR(S)	DURATION
• Early Childhood: <i>ASD Intervention Practices</i>	Barton	45 mins
• Early Childhood: <i>Brain Development*</i>	Fish	—
• Early Childhood: <i>Language Development and Literacy</i>	Megay-Nespoli	45 mins
• Early Childhood: <i>Partnering with Caregivers and Families</i>	Meadan	32 mins
• Early Childhood: <i>Social Emotional Learning</i>	Combs	34 mins
• Early Childhood: <i>Social Communication</i>	Twachtman-Bassett & Twachtman-Cullen	42 mins
GENERAL	AUTHOR(S)	DURATION
• Bullying and Students with Special Needs	Poland	41 mins
• Bullying and Students with Special Needs (<i>Essentials Course</i>)	Poland	24 mins
• Inclusion Services	Sax Halley	58 mins

*Coming Soon



SPECIAL EDUCATION

General, continued

• School Safety for Students with Disabilities	Clarke & Embury	47 mins
• School Safety for Students with Disabilities (<i>Essentials Course</i>)	Clarke & Embury	22 mins
• School Psychologist and Educator Partnership	Gray-Smith	43 mins
• Special Education Introduction (<i>Essentials Course</i>)	Greene	19 mins
• Special Education Introduction: <i>Elementary</i>	Greene	39 mins
• Special Education Introduction: <i>Secondary</i>	Greene	45 mins
• Transition Planning	Blakeslee	53 mins
• Transition Services	Greene	31 mins
• Working Safely with Students with Special Needs	Sax Halley	29 mins

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

	AUTHOR(S)	DURATION
• Individualized Education Program (IEP) Compliance	Linden	45 mins
• Individualized Education Program (IEP) Compliance (<i>Essentials Course</i>)	Linden	23 mins
• Individualized Education Program (IEP) Facilitated Meetings	Martin	38 mins
• Individualized Education Program (IEP) Meetings and Team Collaboration	Martin	37 mins
• Individualized Education Programs (IEPs) and the Common Core	Kosnitsky	39 mins
• Individualized Education Program (IEP) Progress Monitoring and Reporting*	Kosnitsky	—

INSTRUCTION AND LEARNING

	AUTHOR(S)	DURATION
• Accommodations & Modifications	Barrion & MacMahon	49 mins
• Co-Teaching Overview	Bost	21 mins
• Co-Teaching: <i>Classroom Applications</i>	Bost	32 mins
• Data-Based Decision Making*	Barrion	—
• Developing Culturally Responsive Instruction	Ford	32 mins
• Differentiated Instruction	Barrio & MacMahon	35 mins
• Dyslexia Awareness	Dodge Smith	48 mins
• Dyslexia: <i>Orton-Gillingham Approach</i>	Sullivan	42 mins
• Dyslexia: <i>The Davis® Method</i>	Dodge Smith	48 mins
• English-Language Learners and Instructional Strategies	Rinaldi	42 mins
• Gifted Learners: <i>Differentiated Instruction Strategies</i>	Megay-Nespoli	60 mins
• Response to Intervention (RtI)*	Bost	—
• Universal Design for Learning	Kosnitsky	61 mins

*Coming Soon



SPECIAL EDUCATION

PARAEDUCATORS	AUTHOR(S)	DURATION
• Paraeducators: <i>Roles and Responsibilities</i>	Gerlach	25 mins
• Paraeducators: <i>Roles and Responsibilities (Essentials Course)</i>	Gerlach	28 mins
• Paraeducators: <i>Behavior Management Basics</i>	Combs	55 mins
• Paraeducators: <i>Assisting and Supporting Instruction</i>	Barrio & MacMahon	23 mins
• Supervising Paraeducators	Gerlach	62 mins
PRINCIPALS	AUTHOR(S)	DURATION
• Principals: <i>Behavior Management</i>	Bateman	14 mins
• Principals: <i>Roles and Responsibilities in Special Education</i>	Bateman	17 mins
• Principals: <i>Special Education Law</i>	Bateman	16 mins
SPECIAL EDUCATION LAW	AUTHOR(S)	DURATION
• Child Find	Remus	38 mins
• Child Find (<i>Essentials Course</i>)	Remus	22 mins
• Discipline: <i>Legal Implications</i>	Bateman	52 mins
• Evaluation and Eligibility	Bateman	47 mins
• Federal Laws in Special Education	Bateman	59 mins
• Free Appropriate Public Education (FAPE)	Bateman	54 mins
• Individuals with Disabilities Education Act (IDEA) Overview	Bateman	45 mins
• Least Restrictive Environment (LRE) and Placement	Bateman	44 mins
• Measurable Goals	Bateman	40 mins
• Procedural Safeguards	Bateman	48 mins
• Section 504 Compliance	Bateman	32 mins
TRAUMA-INFORMED PRACTICES	AUTHOR(S)	DURATION
• Secondary Trauma Awareness	Kfoury	27 mins
• Trauma Awareness	Kfoury	35 mins
• Trauma-Informed Practices	Kfoury	42 mins
PARENTS/GUARDIANS (PRICED SEPARATELY)	AUTHOR(S)	DURATION
• Collaborative IEP Meetings	Martin	8 mins
• Gifted Students	Megay-Nespoli	11 mins
• Individualized Education Programs	Greene	12 mins
• Individuals with Disabilities Education Act	Greene	8 mins
• Special Education Referral Process	Greene	11 mins
• Transition Services	Greene	9 mins

About SSC

Since 1975, School Services of California Inc. (SSC) has helped school districts, charter schools, county offices of education, and community colleges carry out their management and operational responsibilities. Efficient and effective administration of California's public education system has always been SSC's primary mission.

SSC serves more than 1,200 California public school agencies. SSC publishes a timely book on California school funding and accountability; produces comparative in-depth budget and salary data reports for school districts; publishes the *Fiscal Report* and *Community College Update*; provides collective bargaining services; delivers school finance/operations training to more than 8,000 attendees annually; provides governmental relations services; and prepares numerous reports on school agency compensation, local budgets, efficiencies, and organizational structures.

SSC Directors

John Gray, President and CEO

johng@sscal.com

Company leadership, management consulting, collective bargaining, executive searches, workshops

Leilani Aguinaldo, Director, Governmental Relations

leilania@sscal.com

Governmental relations, workshops

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