

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Sequoia Union High School District
CDS Code:	41690620000000
LEA Contact Information:	Name: Bonnie Hansen Position: Assistant Superintendent - Educational Services Phone: (650) 369-1411 ex. 22323
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$163,525,200
LCFF Supplemental & Concentration Grants	\$5,863,107
All Other State Funds	\$13,135,317
All Local Funds	\$14,001,708
All federal funds	\$2,840,966
Total Projected Revenue	\$193,503,191

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$197,800,133
Total Budgeted Expenditures in the LCAP	\$10,858,153
Total Budgeted Expenditures for High Needs Students in the LCAP	\$8,399,754
Expenditures not in the LCAP	\$186,941,980

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$5,323,009
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$3,072,523

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$2,536,647
2020-21 Difference in Budgeted and Actual Expenditures	\$-2,250,486

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General Fund Budget expenditures that are not included in the LCAP are related to general operating cost of the District, such as administrative salaries, maintenance & operations and transfers out to restricted programs.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this	Total actual expenditures were less than budgeted expenditures primarily due to the limitations that the distance learning environment placed on the ability to provide support services.

difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.



LCFF Budget Overview for Parents

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CDS Code: 41690620000000

School Year: 2021-22

LEA contact information:

Bonnie Hansen

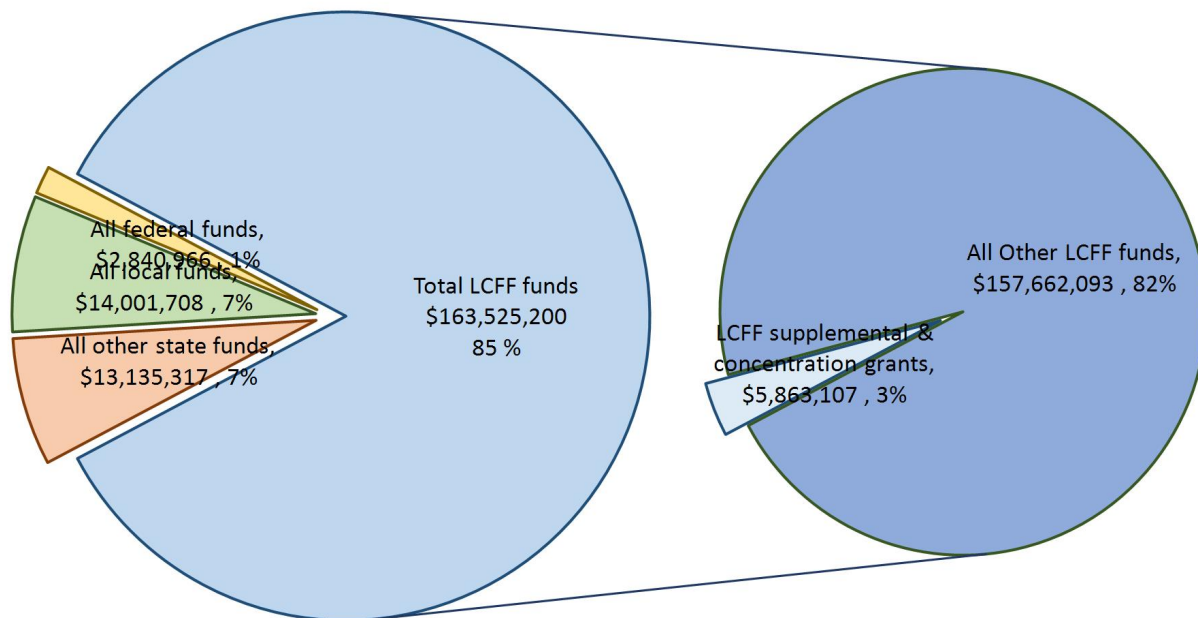
Assistant Superintendent - Educational Services

(650) 369-1411 ex. 22323

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



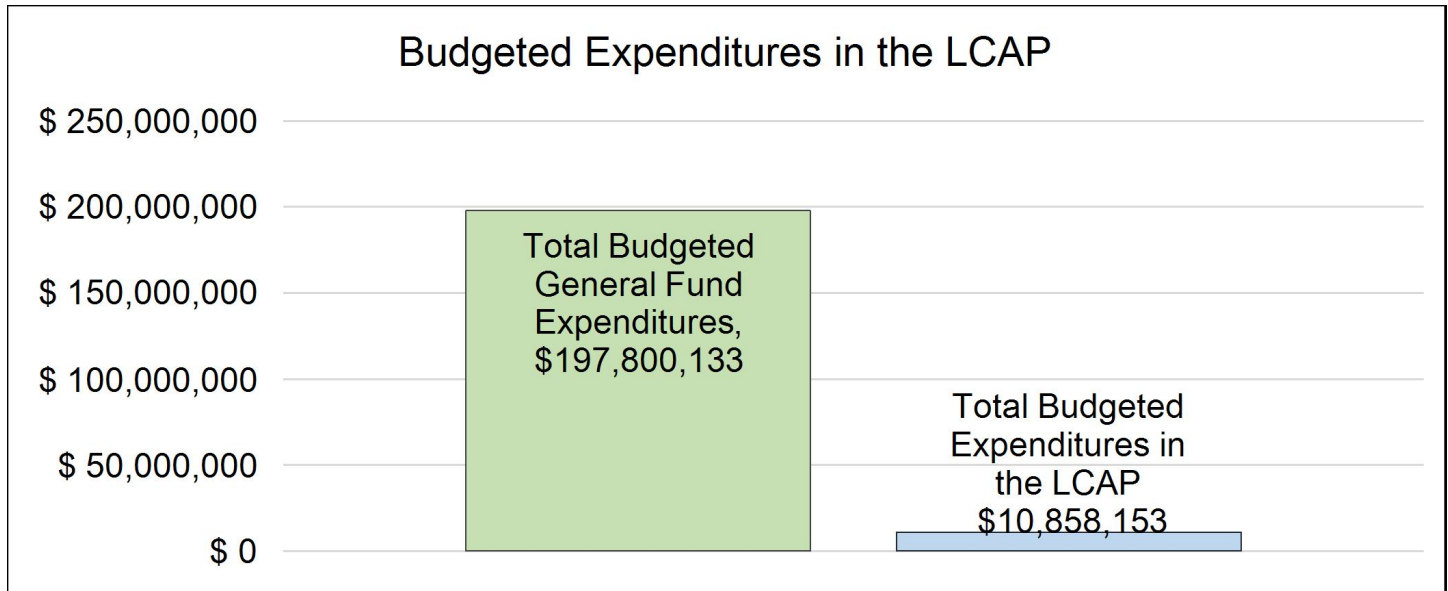
This chart shows the total general purpose revenue Sequoia Union High School District expects to receive in the coming year from all sources.

The total revenue projected for Sequoia Union High School District is \$193,503,191, of which \$163,525,200 is Local Control Funding Formula (LCFF), \$13,135,317 is other state funds, \$14,001,708 is local funds, and \$2,840,966 is federal funds. Of the \$163,525,200 in LCFF Funds, \$5,863,107 is

generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sequoia Union High School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Sequoia Union High School District plans to spend \$197,800,133 for the 2021-22 school year. Of that amount, \$10,858,153 is tied to actions/services in the LCAP and \$186,941,980 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

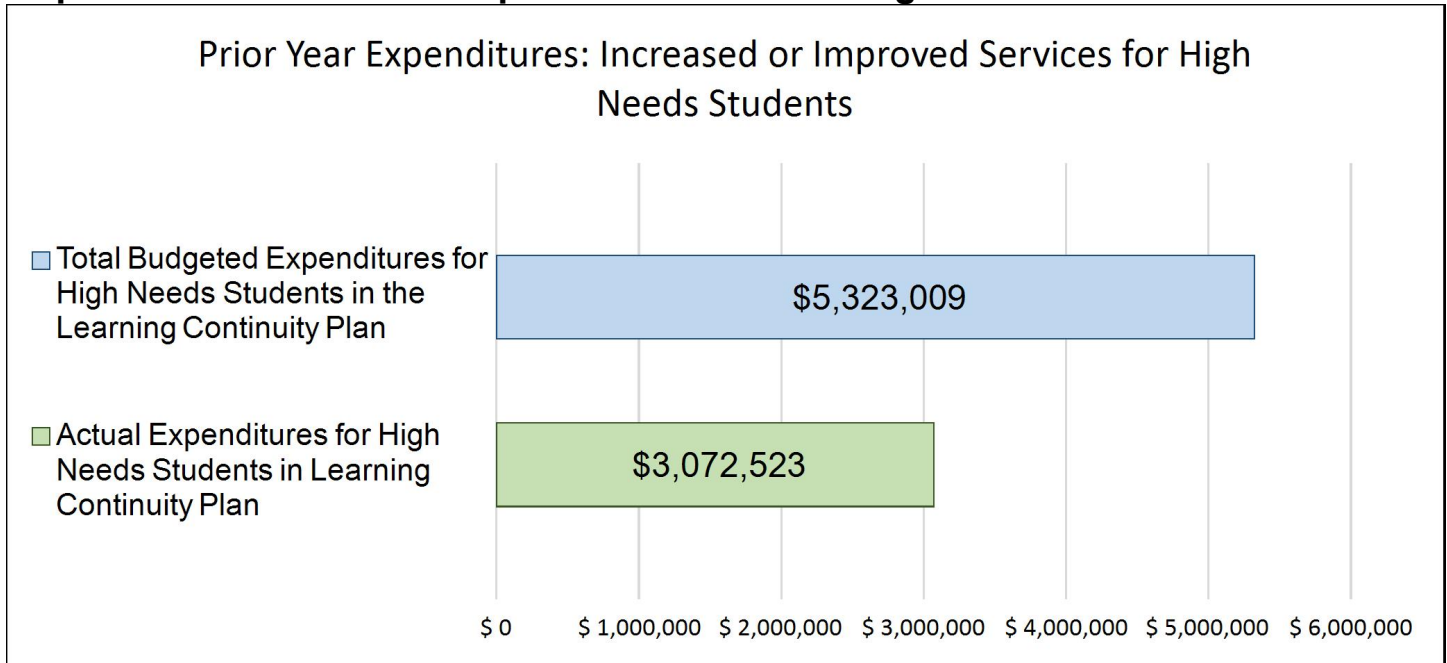
General Fund Budget expenditures that are not included in the LCAP are related to general operating cost of the District, such as administrative salaries, maintenance & operations and transfers out to restricted programs.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Sequoia Union High School District is projecting it will receive \$5,863,107 based on the enrollment of foster youth, English learner, and low-income students. Sequoia Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sequoia Union High School District plans to spend \$8,399,754 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, Sequoia Union High School District's Learning Continuity Plan budgeted \$5,323,009 for planned actions to increase or improve services for high needs students. Sequoia Union High School District actually spent \$3,072,523 for actions to increase or improve services for high needs students in 2020-21.

Total actual expenditures were less than budgeted expenditures primarily due to the limitations that the distance learning environment placed on the ability to provide support services.