

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Penn Valley Union Elementary School District

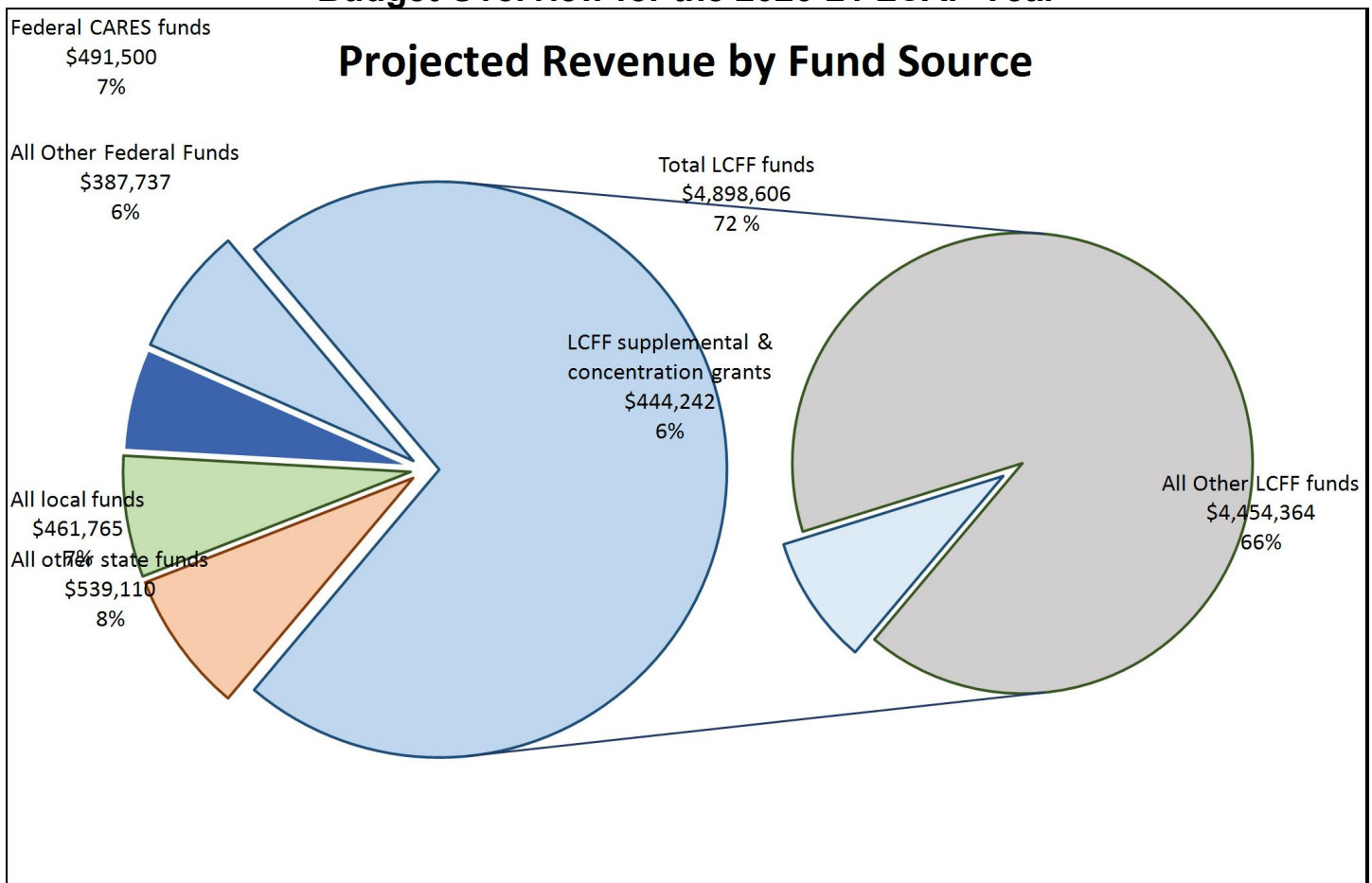
CDS Code: 29-76877

School Year: 2020-2021

LEA contact information: Dr. Torie F. Gibson, Superintendent

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 2020-21 LCAP Year

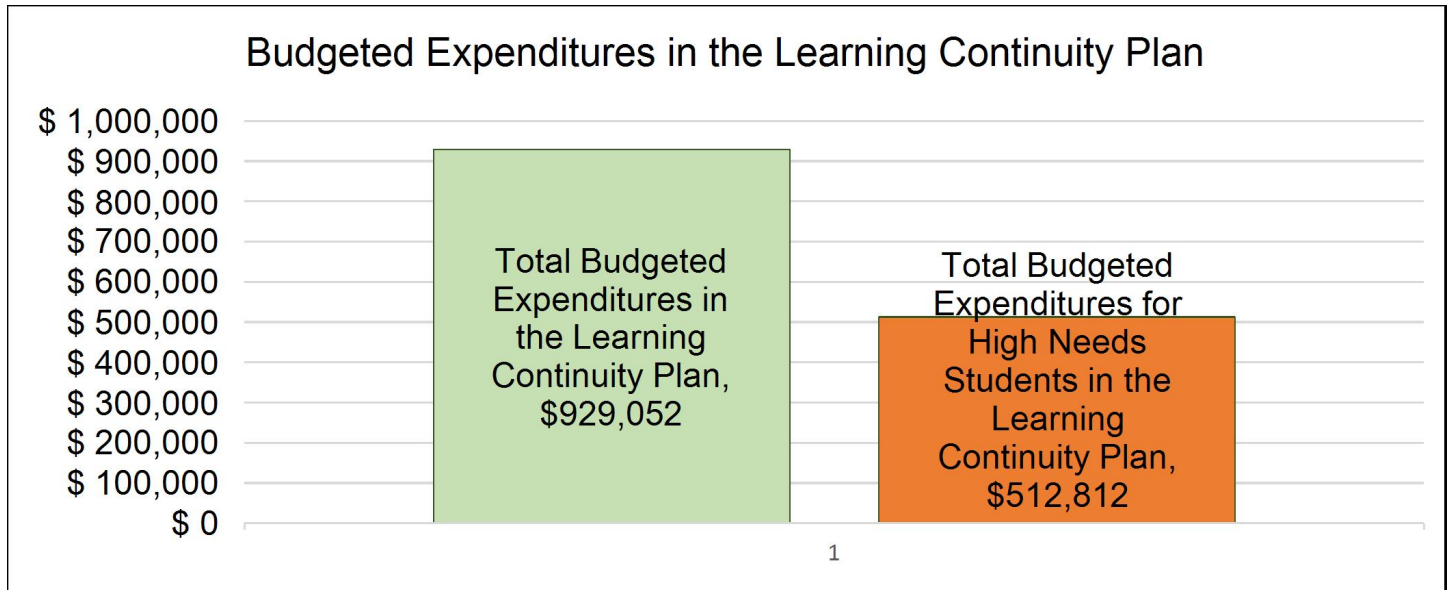


This chart shows the total general purpose revenue Penn Valley Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Penn Valley Union Elementary School District is \$6,778,718, of which \$4,898,606 is Local Control Funding Formula (LCFF), \$539,110 is other state funds, \$461,765 is local funds, and \$879,237 is federal funds. Of the \$879,237 in federal funds, \$491,500 are federal CARES Act funds. Of the \$4,898,606 in LCFF Funds, \$444,242 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Penn Valley Union Elementary School District plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Penn Valley Union Elementary School District plans to spend \$6,378,339 for the 2020-21 school year. Of that amount, \$929,052 is tied to actions/services in the Learning Continuity Plan and \$5,449,287 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

General Fund expenditures include the following:

- \*Salaries for teacher, classified support staff, and administrative salaries In addition,
- \*Operational costs such as utilities and maintenance
- \*Annual curriculum costs
- \*Supplies to maintain base program
- \*Contracted services such as special education services, legal fees, annual audit, memberships, and copiers across the district

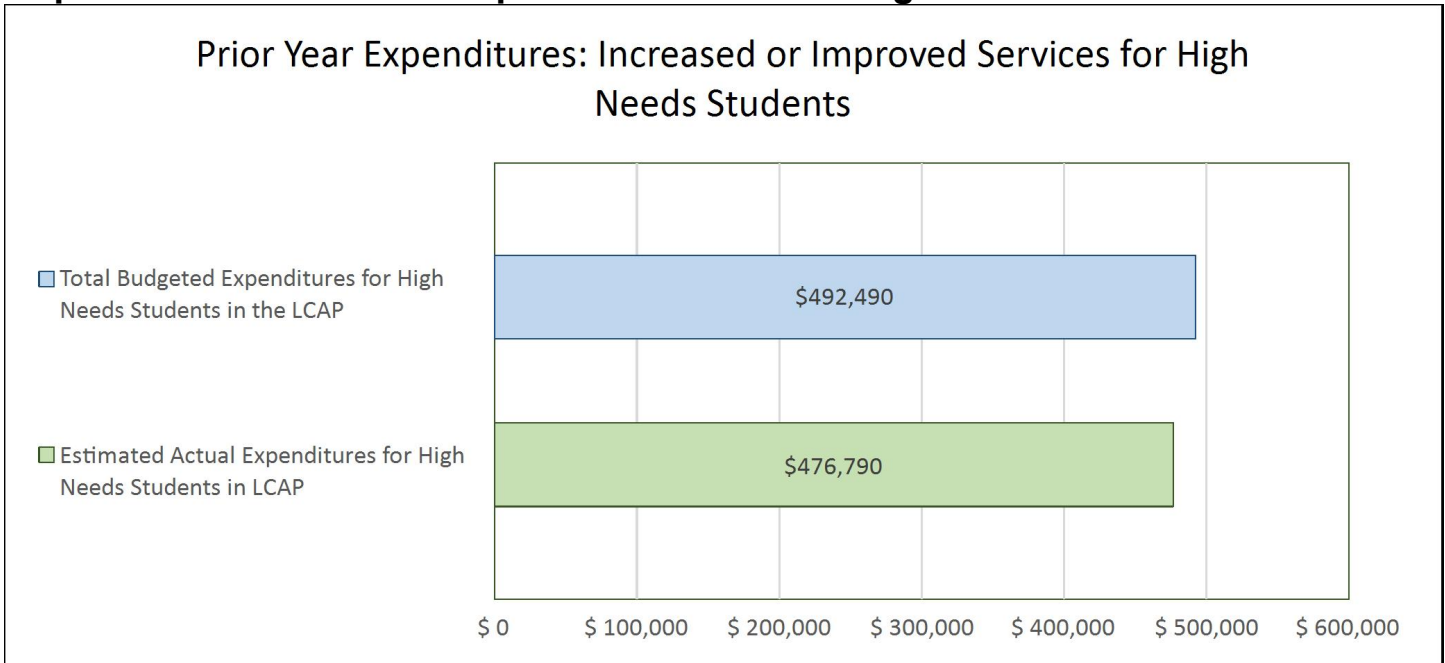
## Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-21, Penn Valley Union Elementary School District is projecting it will receive \$444,242 based on the enrollment of foster youth, English learner, and low-income students. Penn Valley Union Elementary School District must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Penn Valley Union Elementary School District plans to spend \$512,812 towards meeting this requirement, as described in the Learning Continuity Plan.



# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2019-20



This chart compares what Penn Valley Union Elementary School District budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Penn Valley Union Elementary School District actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-20, Penn Valley Union Elementary School District's LCAP budgeted \$492,490 for planned actions to increase or improve services for high needs students. Penn Valley Union Elementary School District actually spent \$476,790 for actions to increase or improve services for high needs students in 2019-20.

The difference from budgeted to actuals did not impact the increased or improved services as outlined in the 2019/20 LCAP. The minimal difference was largely due to projected salaries for new hires compared to the actual salaries.

Ready Springs School (RSS) has a 58% unduplicated rate. Therefore, the funds expended at this site are not segregated but utilized school-wide. RSS offers a free breakfast program for all students, along with free childcare programs before and after school. The after school program offers homework assistance, enrichment, and snacks. The RSS Learning Center offers pull-out and push-in services, small group instruction, Lexia reading program, and tutoring. RSS also operates a Club Live program to engage students in an active, healthy lifestyle. NCSOS operates a Family Resource Center on the RSS campus that brings many resources to the families and community. RSS offers family movie nights in the gym to encourage family engagement.

Williams Ranch School has a 48% unduplicated rate. Supplemental funds earned at this site focus on student attendance, access to 21st Century Learning tools and skills, and in providing alternative support programs. Although supplemental grant funds spent at the sites are utilized school-wide, the services are principally directed to the unduplicated population. The Intervention Coordinator (IC) teacher implements tutoring support to struggling students in core academics. The ICs priorities are to improved both school culture and climate.

The District had a full time Director of Special Education/District Psychologist for the 2019/20 school year. Assessments led to identifying needs and services that improved the quality of education available to

students. The District employed a full-time Student Support Counseling Specialist to provide counseling services to students throughout the District. This position worked closely with staff to provide professional development on CPI and trauma informed practices. The District will provide a full time Director of Student Support Services/Principal at RSS and a Director of Curriculum and Instruction/Principal at WRS in order to better support unduplicated students across the District. Although our unduplicated count is 54%, these positions will also support all students. Our technology improvements support unduplicated students because of their socio-economically disadvantaged status. With our rural setting, many of the low socio-economic students would not otherwise have access to technology and 21st Century Learning.

In addition, our weekly collaboration time allowed for staff to meet and examine academic data in order to provide targeted services and learning goals to unduplicated students, as well as students above grade level. Having time to review data allowed teachers to better differentiate instruction for Universal Access time. The actions and services are marked "LEA-wide" with the majority of the efforts principally directed towards unduplicated students. Research shows that LEA-wide services can still target students in need throughout the year through data driven instruction and practices better supporting all students. MTSS was fully implemented in 2018/19 and will continue in 2019/20. Being a small rural school district requires that many of our services target LEA-wide needs in order to be most effective. Many change academic levels during the school year and need to be monitored so that supports are fluid.

Each site has a designated Principal so that monitoring of attendance and assessments, follow-up of intervention successes and failures, and tracking of student outcomes will be a more focused activity.

The continuation and implementation/integration of the Chromebooks into the curriculum continued in 2019/20.

Additional support was provided to EL students district-wide through support teachers to maintain and continue to increase academic success of EL students.