

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alvina Elementary Charter School District

CDS Code: 1061994

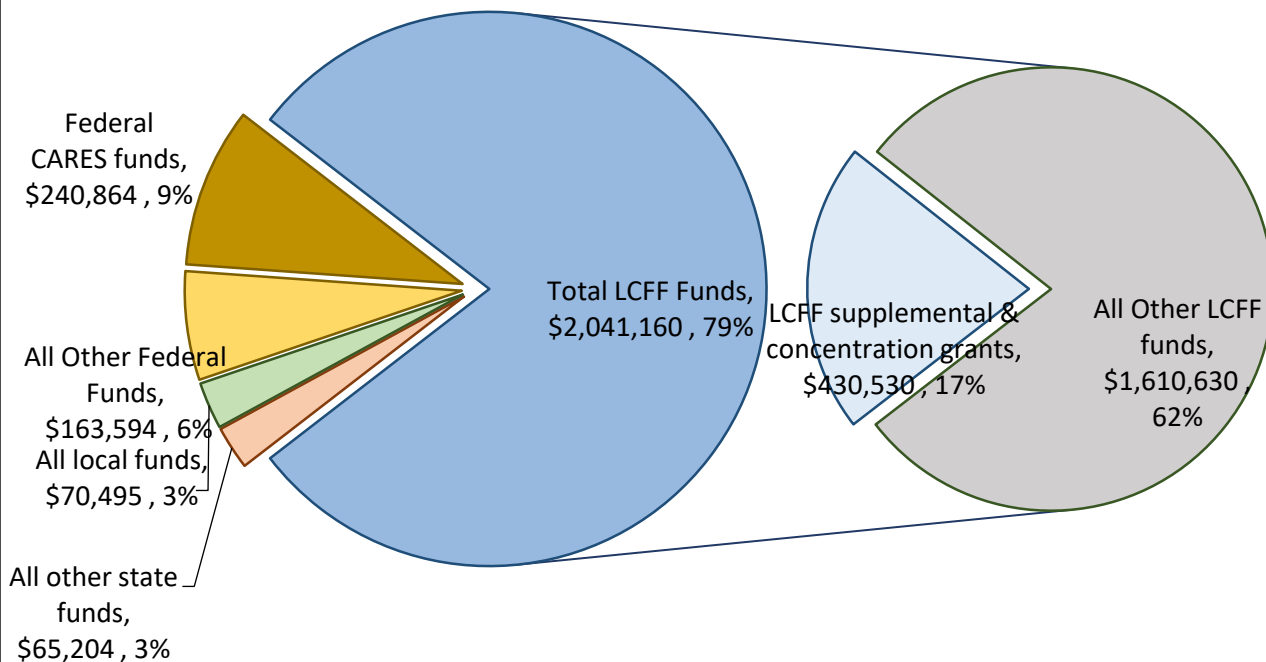
School Year: 2020-2021

LEA contact information: Kathy Bagwell

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 2020-2021 School Year

Projected Revenue by Fund Source

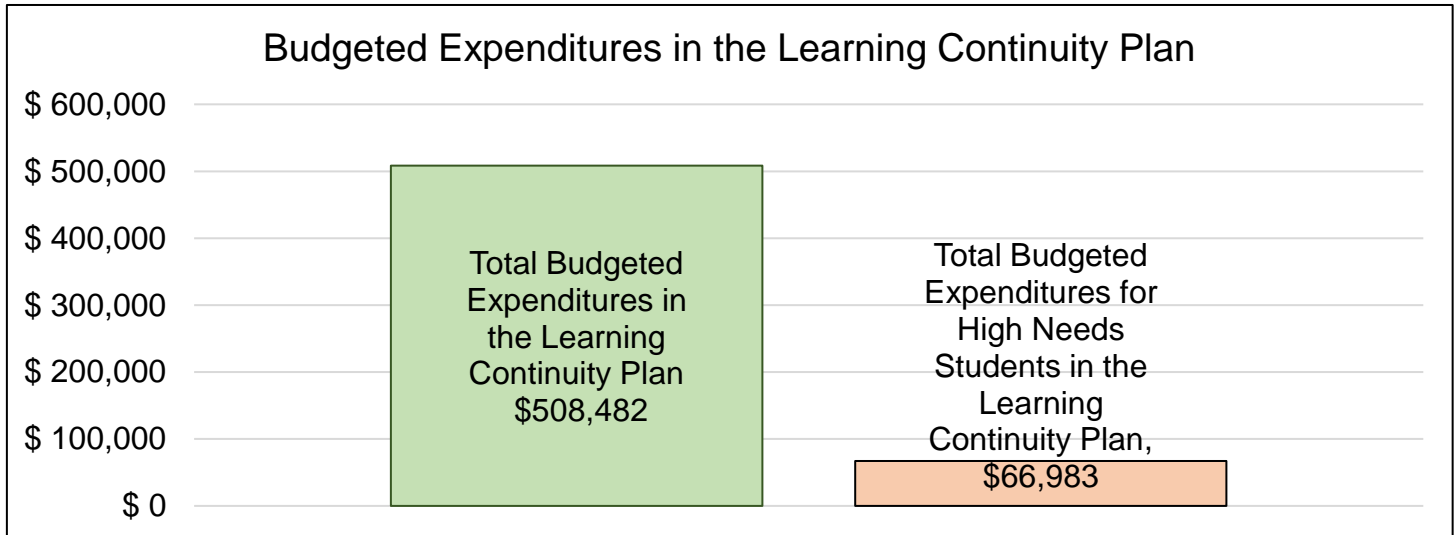


This chart shows the total general purpose revenue Alvina Elementary Charter School District expects to receive in the coming year from all sources.

The total revenue projected for Alvina Elementary Charter School District is \$2,581,317.00, of which \$2,041,160.00 is Local Control Funding Formula (LCFF) funds, \$65,204.00 is other state funds, \$70,495.00 is local funds, and \$404,458.00 is federal funds. Of the \$404,458.00 in federal funds, \$240,864.00 are federal CARES Act funds. Of the \$2,041,160.00 in LCFF Funds, \$430,530.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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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 Alvina Elementary Charter 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.

Alvina Elementary Charter School District plans to spend \$2,699,082.00 for the 2020-2021 school year. Of that amount, \$508,482.00 is tied to actions/services in the Learning Continuity Plan and \$2,190,600.00 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:

The most significant general fund expenditures not included in the LCP are primarily related to administrative, certificated and classified salaries. Additionally, this includes operational expenditures such as school facilities and maintenance. Other general fund expenditures are related to school programs general overhead such as gas, water and electricity. Only expenditures to support Distance Learning or prevent the propagation of COVID-19 were included in the LCP

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

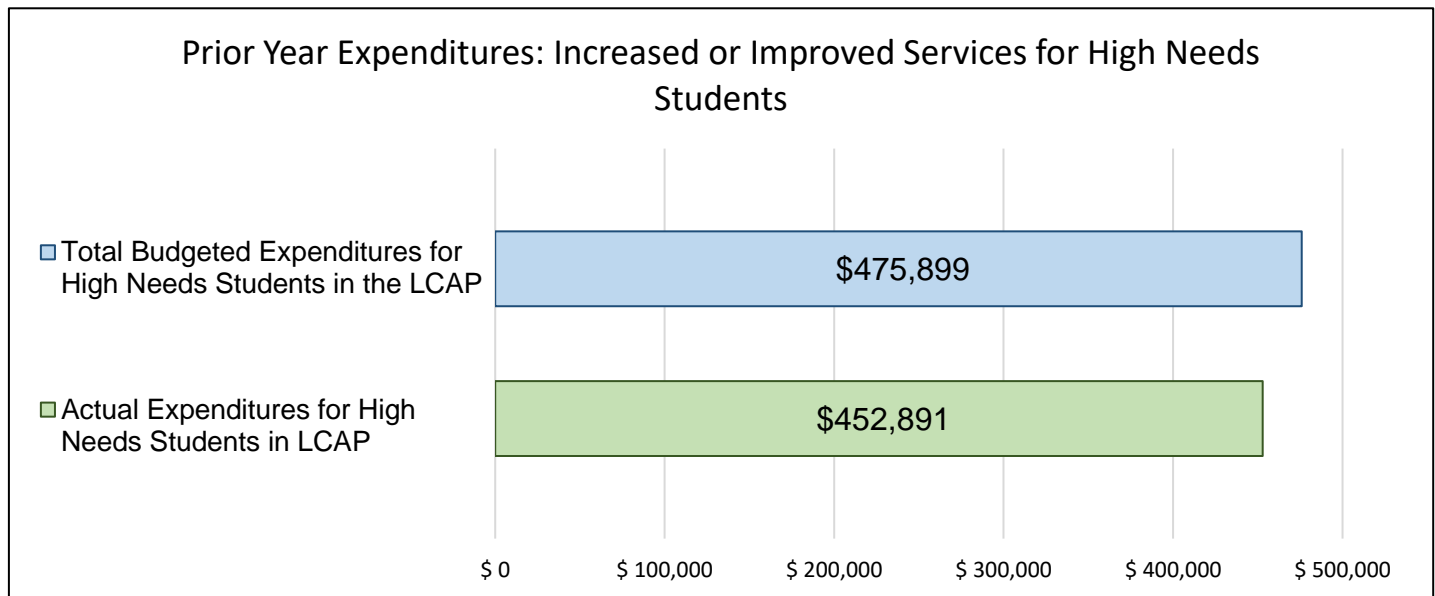
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In 2020-2021, Alvina Elementary Charter School District is projecting it will receive \$430,530.00 based on the enrollment of foster youth, English learner, and low-income students. Alvina Elementary Charter School District must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Alvina Elementary Charter School District plans to spend \$66,983.00 towards meeting this requirement, as described in the Learning Continuity Plan. The additional improved services described in the plan include the following:

Actions approved in the 19/20 LCAP to support high need students have continued to be implemented in the 20/21 school year. Actions that were adjusted to support Distance Learning and the effects of the Covid -19 pandemic were specifically listed in the LCP. For example, the district continues to provide teachers with professional development through Fresno County Supt of Schools, Tulare County Office of Education and Fresno Pacific University. Also, the district is continuing with its partnership with the AIMS center. The district also continues with home outreach support for families, espically through these difficult times, which also includes support from the student pantry.

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Update on Increased or Improved Services for High Needs Students in 2019-2020



This chart compares what Alvina Elementary Charter 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 Alvina Elementary Charter 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 2019-2020, Alvina Elementary Charter School District's LCAP budgeted \$475,899.00 for planned actions to increase or improve services for high needs students. Alvina Elementary Charter School District actually spent \$452,891.00 for actions to increase or improve services for high needs students in 2019-2020. The difference between the budgeted and actual expenditures of \$23,008.00 had the following impact on Alvina Elementary Charter School District's ability to increase or improve services for high needs students:

The Covid-19 pandemic, which ceased in-person instruction in mid-March, prevented the district from implementing and continuing many of the planned actions and services for its high need students. At the time of closing, the focus quickly transitioned to safety, health and wellness while transitioning to distance learning without any significant time to prepare appropriately. Although some actions and services were able to be delivered virtually, the district has not able to ensure all its students had access to a consistent and reliable internet service. This made it extremely difficult to provide the necessary supports to high need students. The effects of this impact is difficult to identify as state assessments were waived and grading was modified. Local engagement data received through surveys demonstrated students struggled to engage both through online learning and instructional packets. Parent feedback also identified a concern that students were feeling isolated, frustrated and were emotionally being impacted.