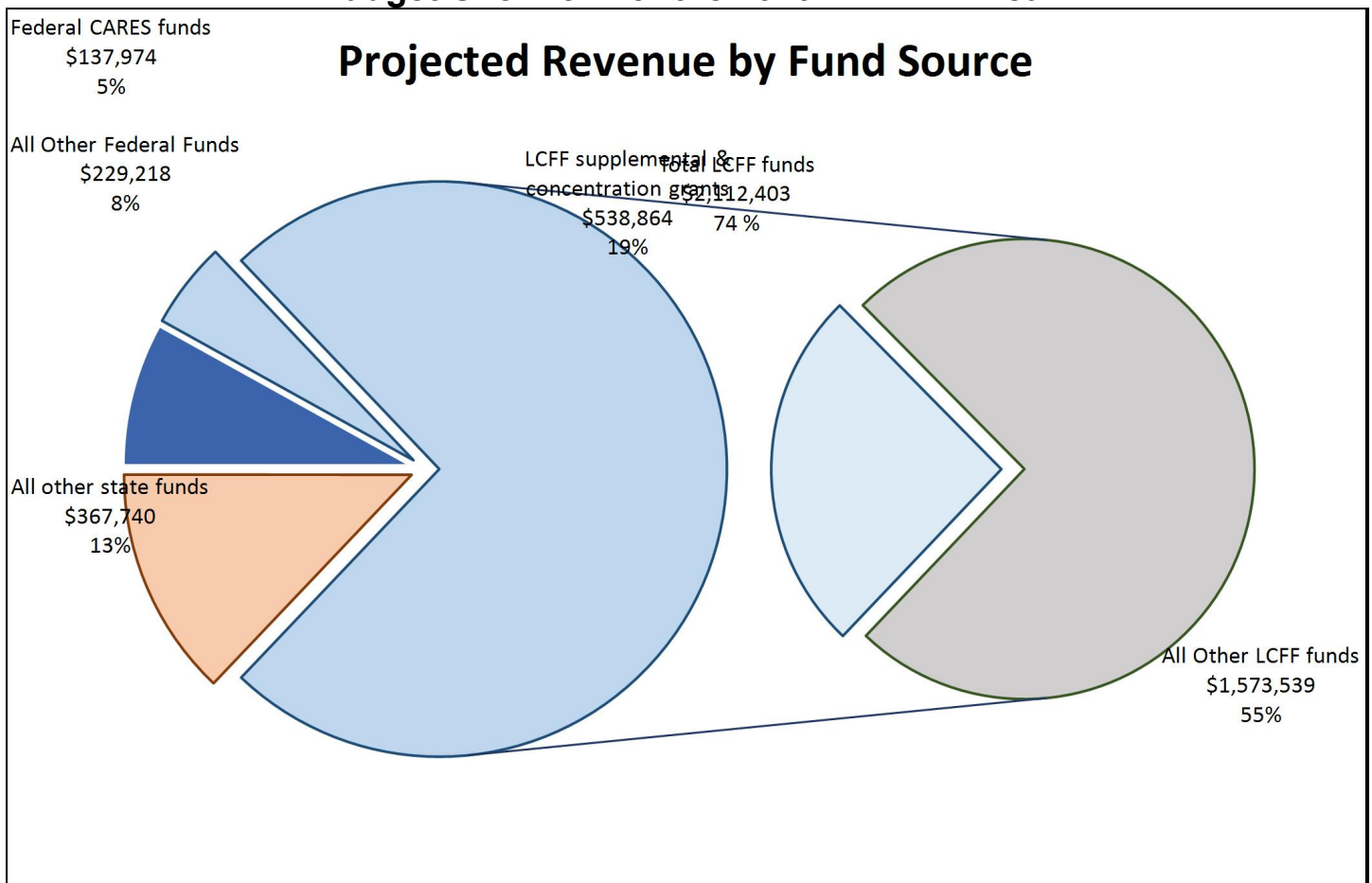


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School
 CDS Code: 2004
 School Year: 2020-2021
 LEA contact information: Sharon Rhee, Principal

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

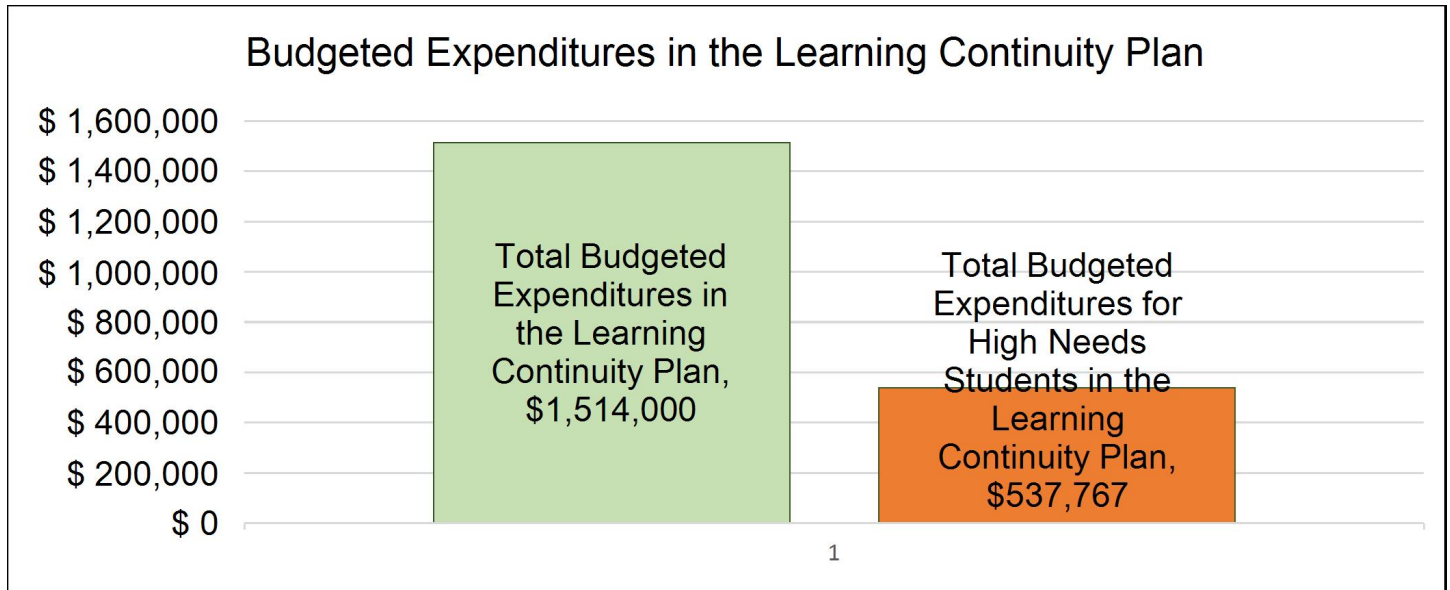


This chart shows the total general purpose revenue TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School expects to receive in the coming year from all sources.

The total revenue projected for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School is \$2,847,335, of which \$2,112,403 is Local Control Funding Formula (LCFF), \$367,740 is other state funds, \$ is local funds, and \$367,192 is federal funds. Of the \$367,192 in federal funds, \$137,974 are federal CARES Act funds. Of the \$2,112,403 in LCFF Funds, \$538,864 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 TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School 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.

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School plans to spend \$1548554 for the 2020-21 school year. Of that amount, \$1514000 is tied to actions/services in the Learning Continuity Plan and \$34,554 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:

We are utilizing \$34,544 or 2%, of Total Expenses Budget not included in the Learning Continuity Plan for overhead costs consisting of Management Fees, Outside General Contracts, Administration, Utilities, Insurance, etc.

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

In 2020-21, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School is projecting it will receive \$538864 based on the enrollment of foster youth, English learner, and low-income students. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School plans to spend \$537767 towards meeting this requirement, as described in the Learning Continuity Plan.

When we created our budget we incorporated a negative 10 percent proration factor, based on the Governor's May revise, which resulted in a decreased LCFF amount and ultimately a lower Supplemental

and Concentration amount. Our current forecast does not include the negative factor, as that was excluded from subsequent budgets, and displays a higher Supplemental and Concentration amount. Our goals to continue to meet the services of high needs students consist of the following: Technology purchases for student and staff use including tech support (IT Specialist) and Wi-Fi expense to ensure proper internet bandwidth is available for student so they can access web-based intervention and instructional materials. (LLMF)

Credentialed teachers provided tutoring and intervention with priority given to EL, Foster, and Low-Income students EL Coordinator to provide additional supports for EL students. 97% of students in the LEA are low income, foster youth, or English Learner pupils. TEACH subscribes to the US Department of Education's guidance around utilizing funds in a School Wide Program in order to improve the entire program with the most impact for students with the most need. The majority of actions are LEA-Wide or grade level initiatives aimed at improving the entire educational program in all cases using strategies principally directed to improve the educational outcomes of unduplicated students. In order to ensure the monies are targeted with those groups in mind and in order that they receive the most benefit from, monies given to the sites for their determined needs will be allocated on an unduplicated per pupil count of low income, foster youth, and English learner students. The use of the monies is determined by the School Site Councils based on student achievement data and survey results and are accounted for in the site's Single Plan for Student Achievement (SPSA).

The expenditures are focused on:

1. Increasing the variety and ensuring the quality of educational experiences at all grade levels in order to maximize the number of graduates with options for opportunities in the College and/or Career of their choosing.

2. Welcoming and educating the community and district staff how they can utilize their abilities to become active partners in the education of students

3. Maintaining school atmospheres that are free from bullying and encourage students to attend and achieve

4. Maintaining and modernizing facilities and technology resources to ensure students can connect with the curriculum and provide continuity of learning between models of instructional delivery.

5. increase or improve services is reflected in providing additional monitoring, supports, enrichment opportunities and

interventions for low income, foster youth, and English learner (EL) students as well as continuing to focus professional development on evidence-based approaches to best support students with the most need.

Aside from the actions needed to allow for in-person instruction, all actions are principally directed and required in order to serve our students

in most need as determined by our comprehensive needs analysis and input from stakeholders.

While all students may receive some of the services, the actions and services provided are principally directed at increasing or improving

services and outcomes for the neediest students. Based on annual reviews of programs, we believe no action provides a disproportionate

increase or improvement in services for the 16.1% of students not included in foster youth, English learner, or low-income student groups.

Leading indicators are monitored and reported internally with unduplicated student groups to ensure the focus and determination of

effectiveness remains centered on outcomes for these students.

Some specific examples include:

Professional Development to support English Learners and low-income students is being increased for all staff and families of ELs

The District will increase English learner Professional Development for teachers, staff and families by a minimum of three

specialized sessions to support distance learning by October 30th, 2020.

The District will improve the quality of English Learner and low-income Professional Development related to distance learning by surveying and interviewing teachers by September 4th, 2020.

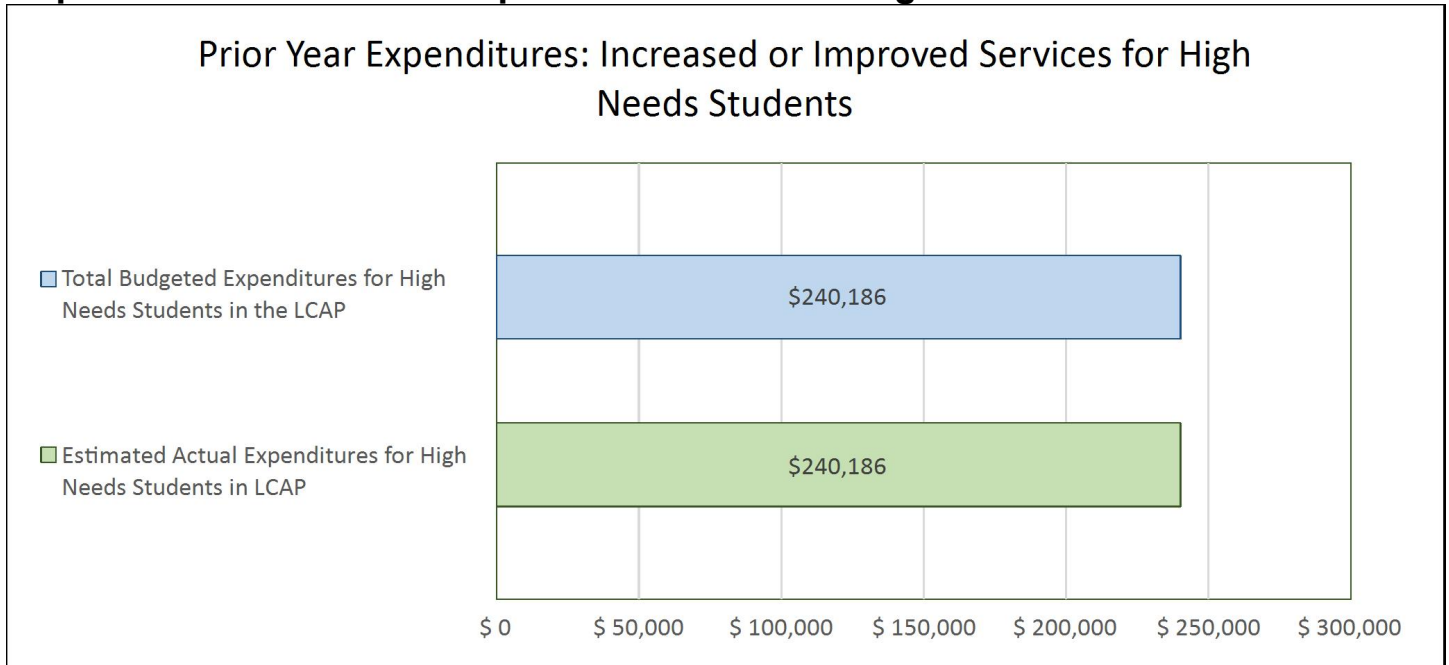
The District English learner Department and Site Administrators will complete a minimum of one cycle of ELD virtual walkthrough observations by October 30th, 2020 to measure professional development implementation and ensure ELD is taking place.

Chromebooks/Devices/Connectivity Increased for ELs and staff serving PLs

The District will increase English learner online supports needed for distance learning by providing 100% of our bilingual paraprofessionals across the District with a Chromebook in order for them to connect to virtual classes and support distance learning instruction/intervention in collaboration with the teacher of record. Increased monitoring of EL academic and linguistic progress. The District will increase the monitoring of EL academic and/or linguistic progress via distance

LCFF Budget Overview for Parents

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



This chart compares what TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School 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, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School's LCAP budgeted \$240186 for planned actions to increase or improve services for high needs students. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School actually spent \$240186 for actions to increase or improve services for high needs students in 2019-20.