

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: STEAM Academy

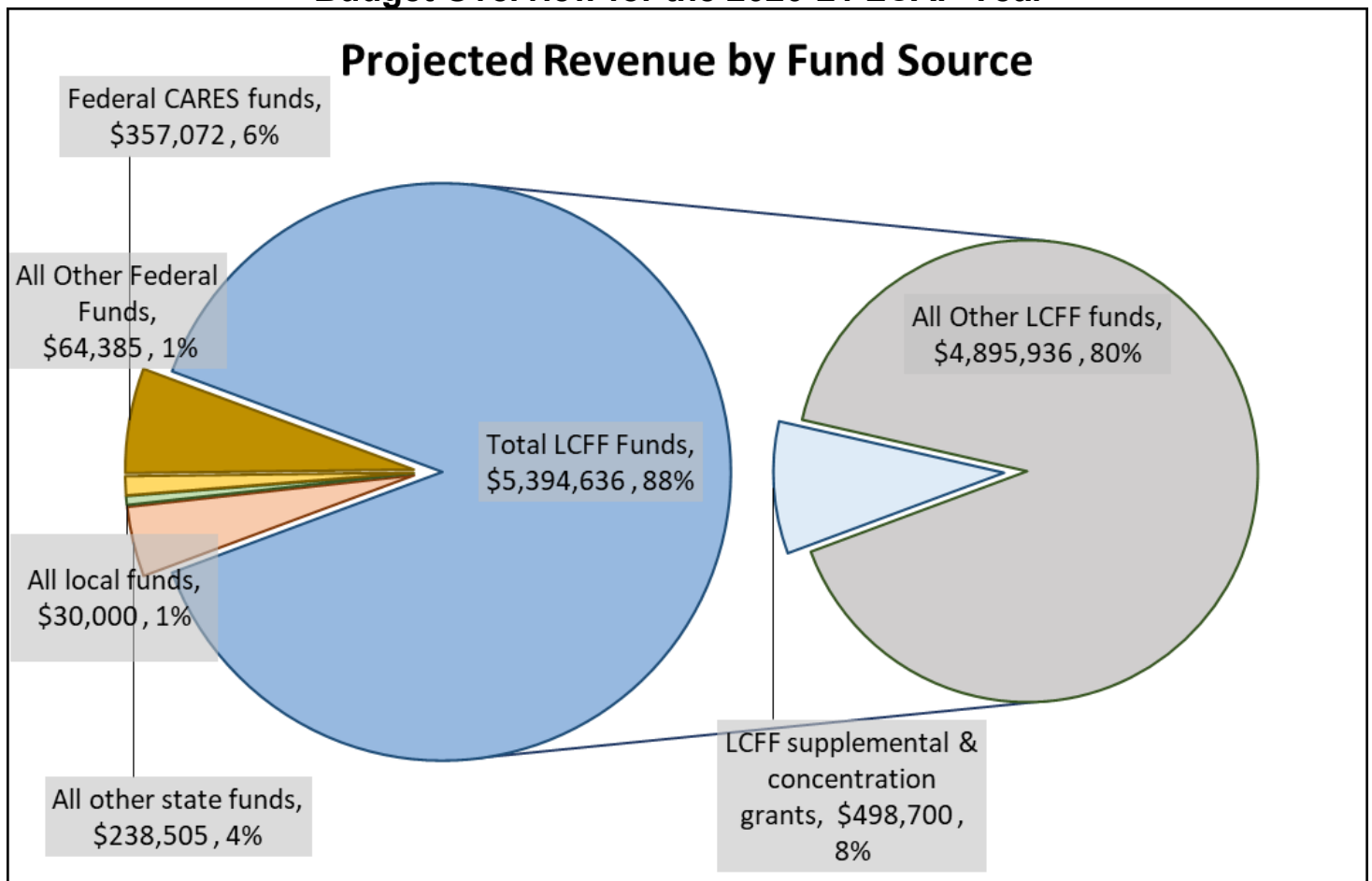
CDS Code: 39 68486 0131789

School Year: 2020-2021

LEA contact information: Rechelle Pearlman, 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

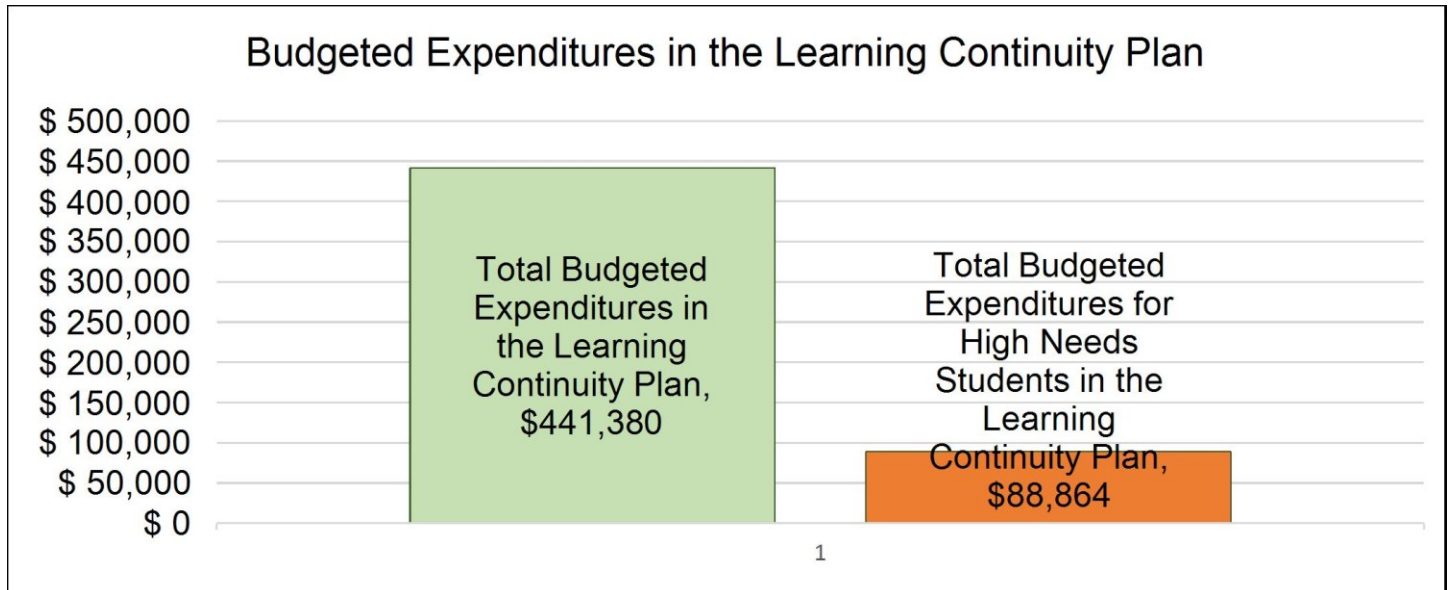


This chart shows the total general purpose revenue STEAM Academy expects to receive in the coming year from all sources.

The total revenue projected for STEAM Academy is \$6,084,598, of which \$5,394,636 is Local Control Funding Formula (LCFF), \$238,505 is other state funds, \$30,000 is local funds, and \$421,457 is federal funds. Of the \$421,457 in federal funds, \$357,072 are federal CARES Act funds. Of the \$5,394,636 in LCFF Funds, \$498,700 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 STEAM Academy 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.

STEAM Academy plans to spend \$5,767,754 for the 2020-21 school year. Of that amount, \$441,380 is tied to actions/services in the Learning Continuity Plan and \$5,326,374 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:

Major expenditures not included in the LCAP Planned Actions/Services are the following: office materials & supplies, general liability insurance, utilities, accounting and business services, and legal services.

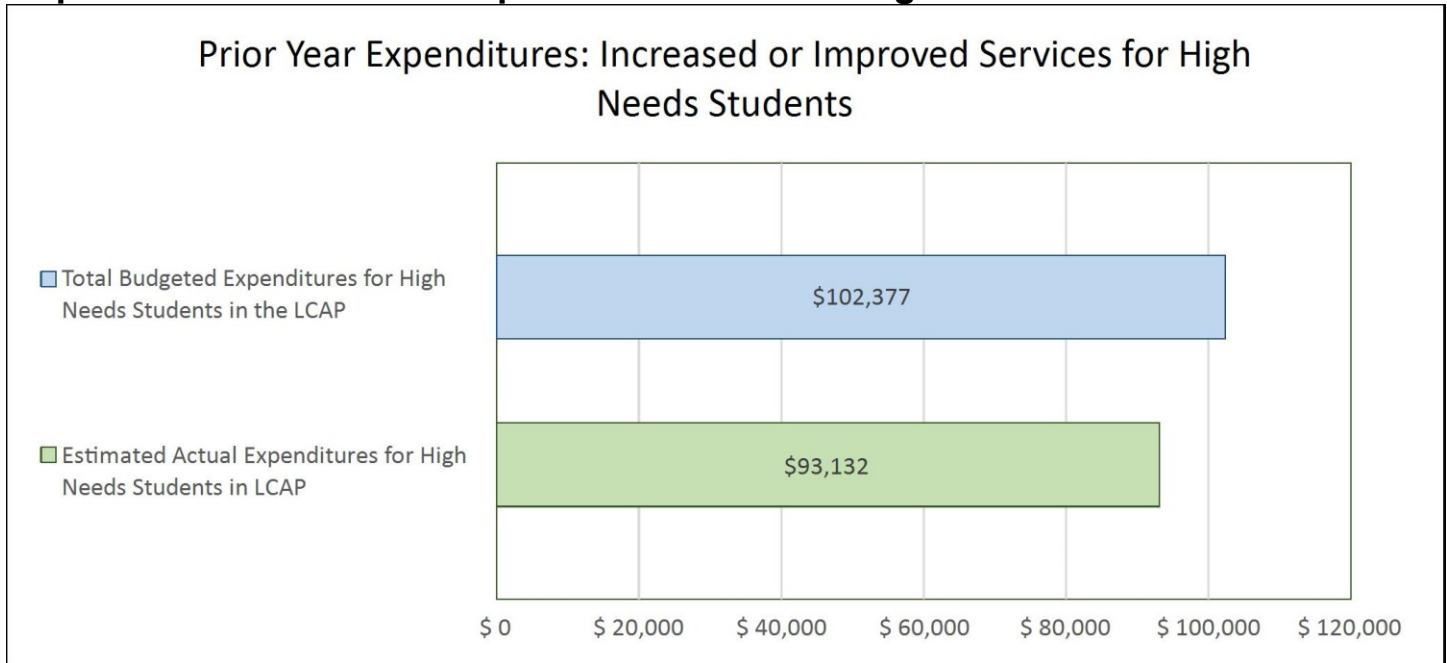
## Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-21, STEAM Academy is projecting it will receive \$498,700 based on the enrollment of foster youth, English learner, and low-income students. STEAM Academy must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. STEAM Academy plans to spend \$88,864 towards meeting this requirement, as described in the Learning Continuity Plan.

When developing the Learning Continuity Plan, we were instructed to only list actions/services that were new to the organization due to the changes in our Instructional Plan developed to address education during COVID-19. As a result, many big cost items were not included in the LCP because they were not considered new to our Instructional Plan, but rather continued services and costs. So, although the amount budgeted to increase or improve services for high needs students in 2020-2021 is less than the projected revenue, STEAM Academy will meet the requirement to improve services for high needs students through access to standards aligned instruction, materials, and technology. In addition, STEAM will use reading and math levels to implement supplementary programs and materials and continue utilizing Accelerated Reader, Math and English Language Arts online intervention software, and online video service. STEAM continues to provide nutritious breakfast, and lunch service as well as a coordinated English Language Development Program for English Learners.

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



This chart compares what STEAM Academy budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what STEAM Academy 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, STEAM Academy's LCAP budgeted \$102,377 for planned actions to increase or improve services for high needs students. STEAM Academy actually spent \$93,132 for actions to increase or improve services for high needs students in 2019-20.

The STEAM Academy evaluated its student needs using the California School Dashboard, student assessment data, and previous years CAASPP testing. These metrics were used to evaluate how Title 1 funding was being utilized on the site for students of high need. STEAM Academy decided to provide additional supplemental support with direct affect to classroom performance outcomes for teachers and students. STEAM also decided to increase the number of professionals that are able to support school climate, socio-emotional, and academic support to students and their families. Previously the schools allocation of resources was based on previous year's expenditures, and not current student need. The differences of the estimated actual expenditures and total budgeted expenditures impacted the actions and services for high needs students in 2019-2020 due to late hires and cost projections being less than expected.

Students received the actions and services that were planned in the LCAP, however, some increased services were not able to be provided right when school started, such as increased counseling services, and behavior intervention support due to agencies hiring staff after school started, thus, a delay occurred in providing increased direct services to students. Increased Behavior Intervention support was slightly impacted as qualified behaviorists were only available on limited schedules and contracts. Some staff were not able to participate in whole grade level professional development opportunities due to a lack of substitute teachers, which did affect our ability to offer professional development (GLAD training and Nancy Fetzer training) for entire grade levels of teachers during the school day. This also meant that some of our training had to be postponed, or completed in smaller cohorts than originally planned.