

# LCFF Budget Overview for Parents

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

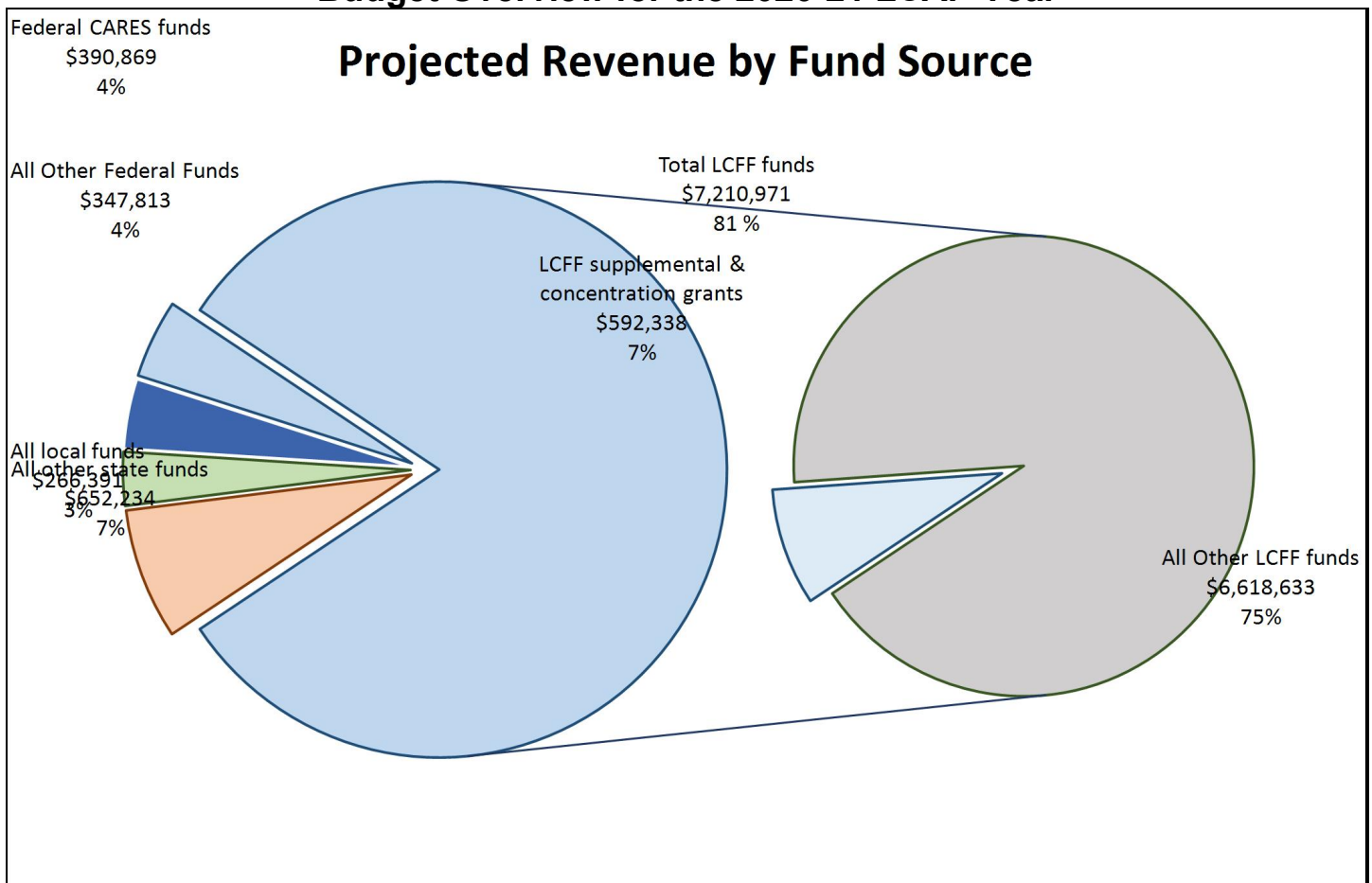
CDS Code: 54 72173 6054399

School Year: 2020-2021

LEA contact information: Cindy Gist, 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

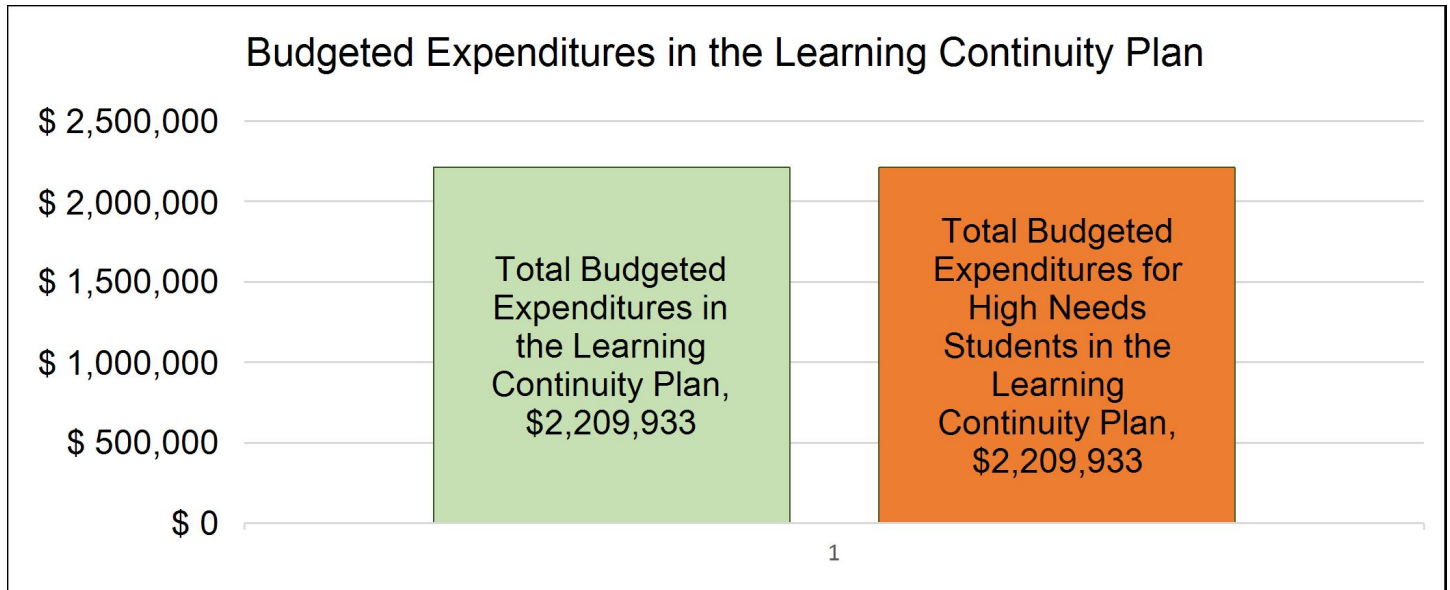


This chart shows the total general purpose revenue Sundale Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Sundale Union Elementary School District is \$8,868,278, of which \$7,210,971 is Local Control Funding Formula (LCFF), \$652,234 is other state funds, \$266,391 is local funds, and \$738,682 is federal funds. Of the \$738,682 in federal funds, \$390,869 are federal CARES Act funds. Of the \$7,210,971 in LCFF Funds, \$592,338 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 Sundale 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.

Sundale Union Elementary School District plans to spend \$8,951,388 for the 2020-21 school year. Of that amount, \$2,209,933 is tied to actions/services in the Learning Continuity Plan and \$6,741,455 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:

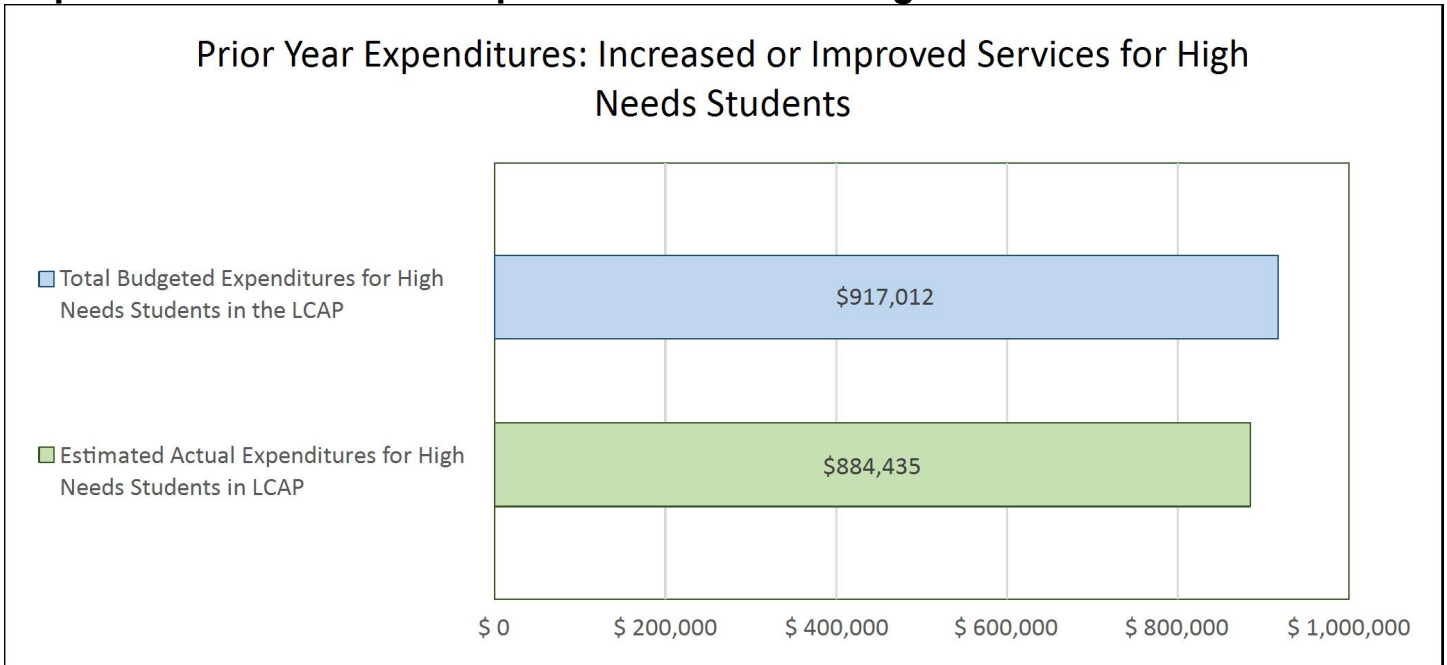
Staff salaries including, teachers, classified staff, administration, managers, maintenance and cafeteria staff as well as funding some curriculum and costs related to furniture.

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

In 2020-21, Sundale Union Elementary School District is projecting it will receive \$592,338 based on the enrollment of foster youth, English learner, and low-income students. Sundale Union Elementary School District must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Sundale Union Elementary School District plans to spend \$2,209,933 towards meeting this requirement, as described in the Learning Continuity Plan.

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



This chart compares what Sundale 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 Sundale 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, Sundale Union Elementary School District's LCAP budgeted \$917,012 for planned actions to increase or improve services for high needs students. Sundale Union Elementary School District actually spent \$884,435 for actions to increase or improve services for high needs students in 2019-20.

The savings reflected in the area of Professional Development and Response to Intervention was due to school closures and summer school not being offered as well as after school tutoring.