

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tehama eLearning Academy

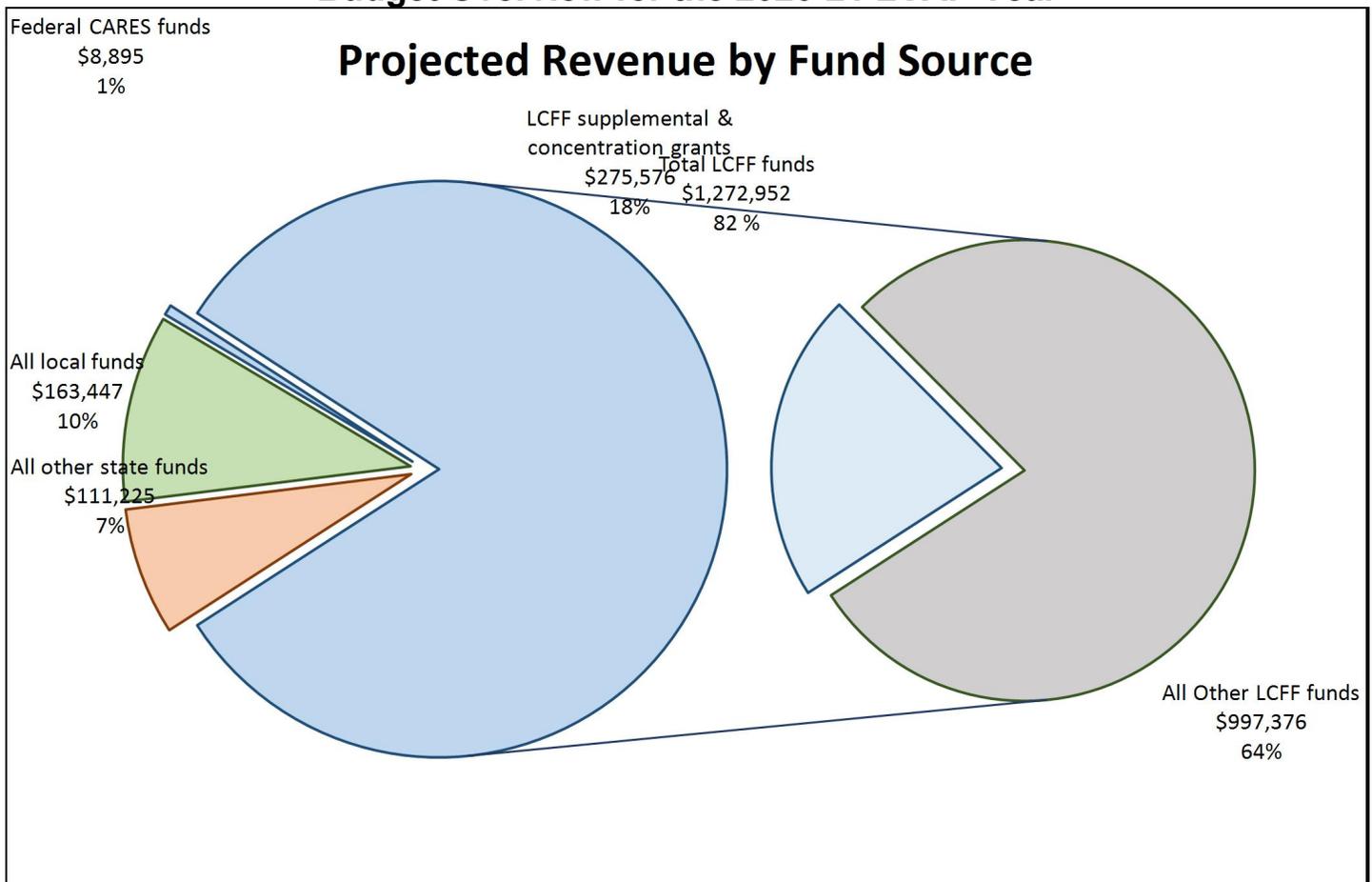
CDS Code: 52 10520 6119671

School Year: 2020-2021

LEA contact information: Michelle Barnard, 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

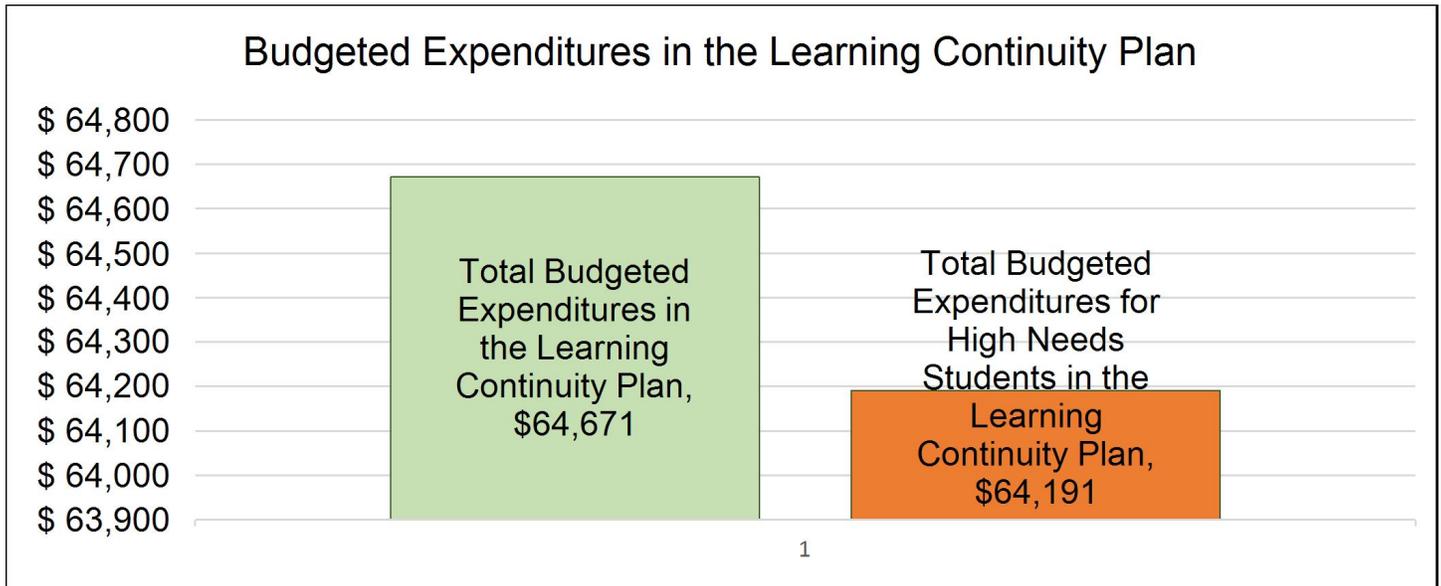


This chart shows the total general purpose revenue Tehama eLearning Academy expects to receive in the coming year from all sources.

The total revenue projected for Tehama eLearning Academy is \$1,556,519, of which \$1,272,952 is Local Control Funding Formula (LCFF), \$111,225 is other state funds, \$163,447 is local funds, and \$8,895 is federal funds. Of the \$8,895 in federal funds, \$8,895 are federal CARES Act funds. Of the \$1,272,952 in LCFF Funds, \$275,576 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 Tehama eLearning 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.

Tehama eLearning Academy plans to spend \$1,416,220 for the 2020-21 school year. Of that amount, \$64,671 is tied to actions/services in the Learning Continuity Plan and \$1,351,549 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:

Our nonclassroom based charter school provides an independent study program with a personalized learning experience for all students. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

- * Salary and benefits - Teacher, administrative, and classified staff salaries and benefits
- * Operational costs - facility fees, hardware, software, legal fees
- * Curriculum - curriculum development, intervention, professional development

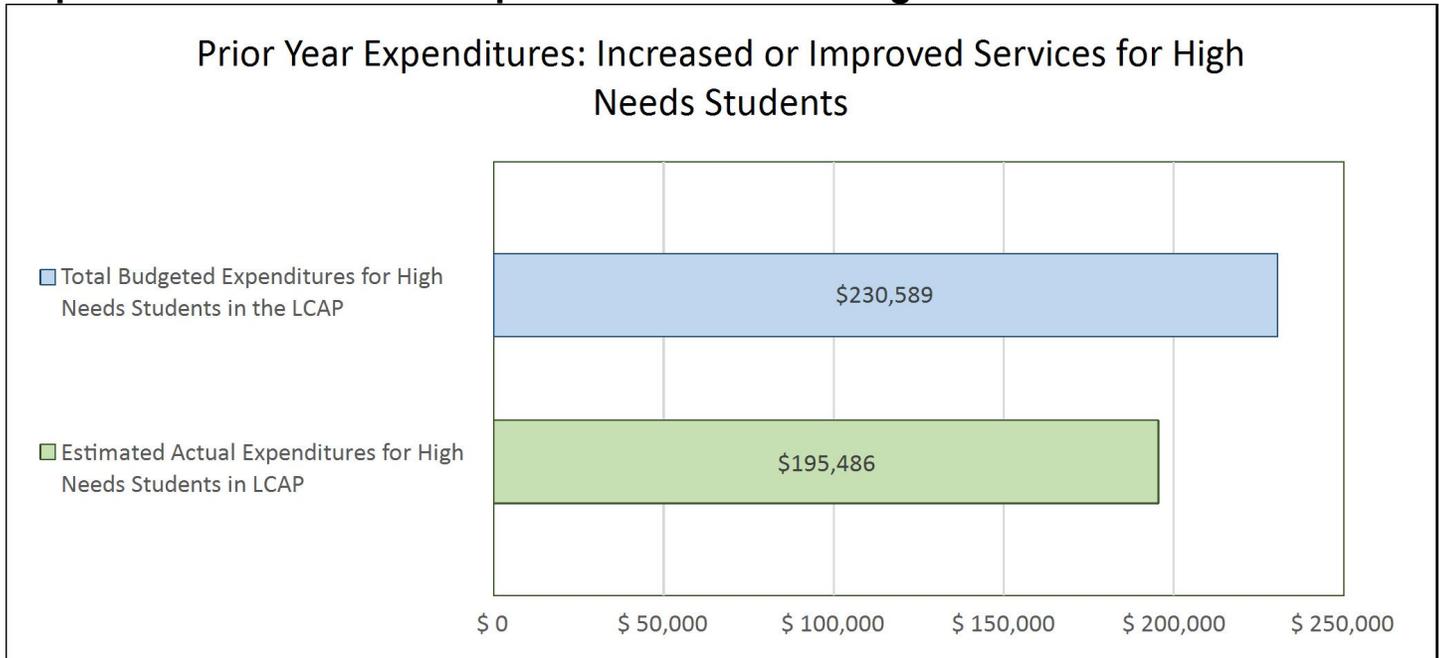
Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-21, Tehama eLearning Academy is projecting it will receive \$275,576 based on the enrollment of foster youth, English learner, and low-income students. Tehama eLearning Academy must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Tehama eLearning Academy plans to spend \$64,191 towards meeting this requirement, as described in the Learning Continuity Plan.

Several actions are contributing to the increased/improved requirement that is being implemented by Tehama eLearning Academy. These actions in turn are divided into those that already exist within the previous Local Control and Accountability Plan (LCAP) and those that are unique to the school closure/distance learning context. Additional student devices have been purchased to allow for 1:1 access. Additional online curriculum and software have been purchased to meet the specialized need for targeted intervention of our at-risk populations including English Learners, Foster youth, low income, and students with disabilities. Targeted outreach is occurring through our Clinician as well as a partnership with the Foster/Homeless Liaison. Our English Learners and students with disabilities will continue to have supports that will adapt to their needs if in-person offerings must be decreased, or allowed to increase. Students within these special populations need to have intentional instructional time to build the skills necessary through tools that are targeted to those specific practices to improve achievement.

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



This chart compares what Tehama eLearning Academy budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Tehama eLearning 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, Tehama eLearning Academy's LCAP budgeted \$230,589 for planned actions to increase or improve services for high needs students. Tehama eLearning Academy actually spent \$195,486 for actions to increase or improve services for high needs students in 2019-20.

The difference between the budgeted and actual expenditures was \$35,103. This had the following impact on TeLA's ability to increase or improve services for high needs students. We had less participation by students in elective courses due to the student's choice. Due to the COVID-19 pandemic, we have decreased in-person elective courses and thus have decreased expenditures due to a reduction in salaries paid to elective teachers. We discontinued the Bridge to College and Career MOU and these services were continued by our staff at no extra cost. Also, many professional development opportunities were provided to staff free allowing for a decrease in spending in this area.