

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Big Pine Unified School District

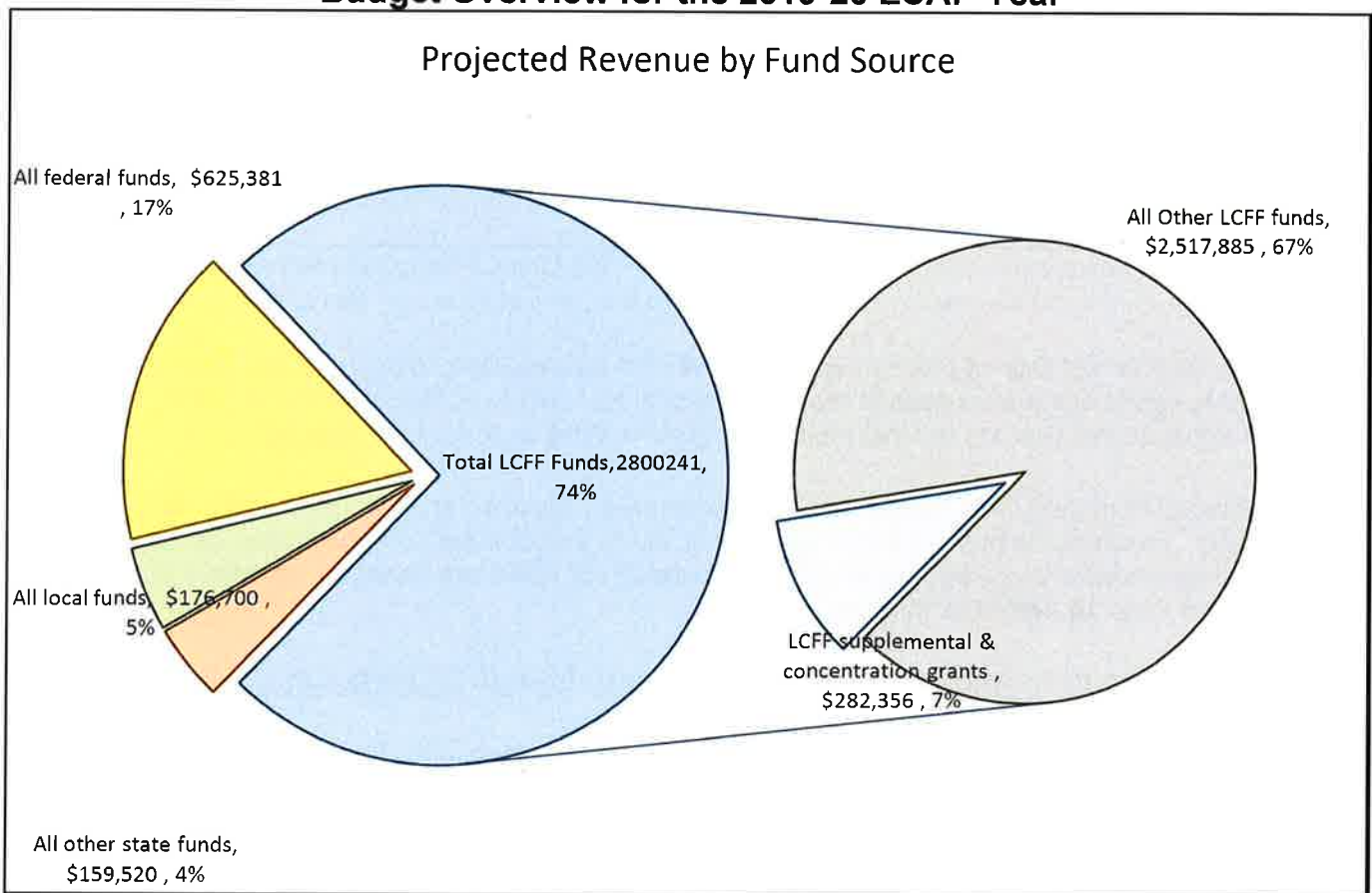
CDS Code: 14632480000000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Pamela Jones, Superintendent

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 2019-20 LCAP Year

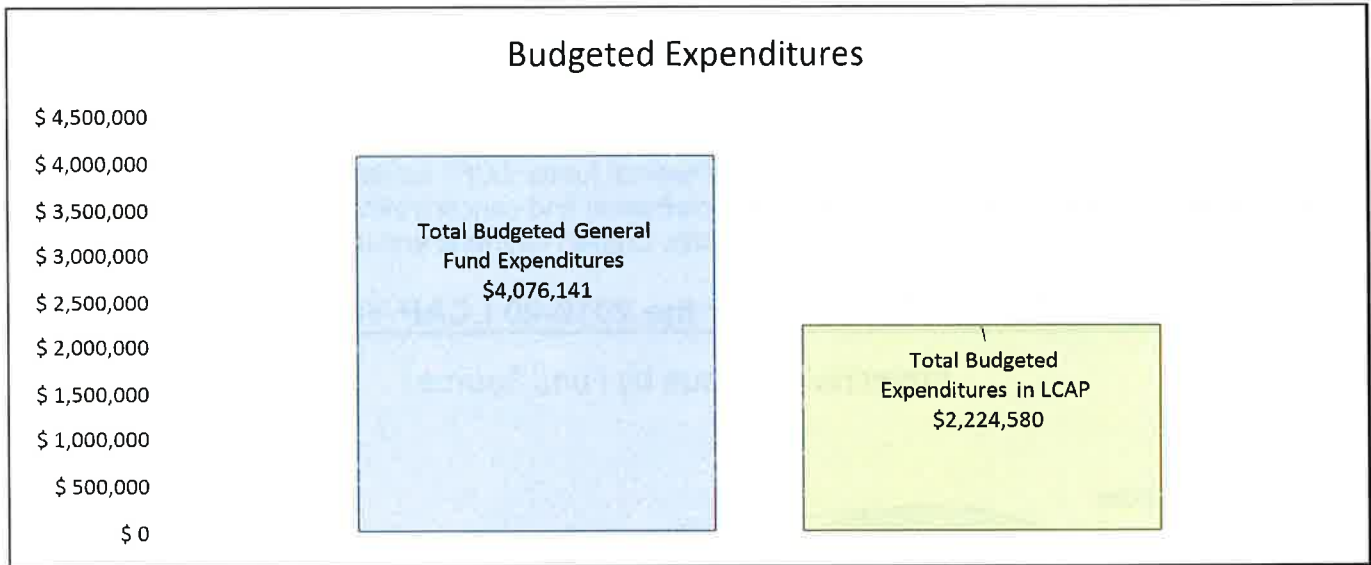


This chart shows the total general purpose revenue Big Pine Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Big Pine Unified School District is \$3,761,842, of which \$2,800,241 is Local Control Funding Formula (LCFF), \$159,520 is other state funds, \$176,700 is local funds, and \$625,381 is federal funds. Of the \$2,800,241 in LCFF Funds, \$282,356 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Big Pine Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Big Pine Unified School District plans to spend \$4,076,141 for the 2019-20 school year. Of that amount, \$2,224,580 is tied to actions/services in the LCAP and \$1,851,561 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Costs excluded from the LCAP Budget are approximately \$1.8 million and include, but are not limited to, the following: Facilities maintenance and operations, Administrative cost including salaries and benefits, Contracted services for Legal and Annual Audit, Contracts for Business Services. Transfers to Fund 13, Cafeteria and Fund 14, Deferred Maintenance.

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

In 2019-20, Big Pine Unified School District is projecting it will receive \$282,356 based on the enrollment of foster youth, English learner, and low-income students. Big Pine Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Big Pine Unified School District plans to spend \$433,884 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:

Foster youth, English Learners and low-income students make up 79% of the Big Pine Unified School District's total enrollment for the 2018-19 school year. District enrollment is above the 55% threshold which allows flexibility to provide district wide services instead of targeted services. Many of the district's LCAP actions and services are district wide, with an intent to improve and increase services that will benefit all students, and especially students who are foster youth, English Learners and low-income. The district is also attentive to the needs of special education students, and a significant sub group of American Indian students.

Goal 1 Action 1, the implementation of EL Core Practices specifically addresses the needs of Big Pine students through high quality, differentiated instruction, and a high level of engagement in hands on and place based learning activities. Improvement of instructional practice assists all students, but all of the EL Core Practices have components that improve services to unduplicated pupils by 25% or more. Through differentiation some EL Core Practices also increase service directly to unduplicated pupils.

Goal 1 Action 7, asks students to engage in learning through projects, case studies and expeditions increases access to core subjects for high needs students, allows high needs students flexibility and choice, and provides teachers opportunities to differentiate, thus improving services for high needs students.

Goal 1 Action 8, the implementation of NWEA MAP Growth assessments directly supports high needs students by individually tracking their academic growth. Three assessments annually allow staff to respond and remediate with specific instruction. Not all students need as frequent assessment and remediation, thus 100% of high needs students who need additional service are identified and provided increased supports.

Goal 1 Action 9, provides an opportunity for teachers to calibrate and score writing assessments in collaboration. This supports the elimination of unconscious bias in scoring, and also creates a forum to identify trends in student writing that can be addressed with additional instructional support. These actions result in improved services for high needs students.

Goal 2 Action 2, increases access to technology for high needs students, allowing digital access for disadvantaged students, many of whom do not have internet or computers at home. Use of adaptive programming for core academic support also provides another method to increase services to high needs students as they use specific targeted instructional supports online.

Goal 2 Action 4, supports community meetings in which students engage in healthy lifestyle activities. The structure and support of the community meeting is designed to improve services to high needs students.

Goal 2 Action 5, our Warrior Code activities foster positive behaviors and character development which result in improved services to high needs students.

Goal 2 Action 6, relates to our encouragement of open and honest communication within our school community. The Big Pine Beacon communicates positive messages about the activities of all students, including high needs students.

Goal 2 Action 10, has increased the number of classes engaging in field work, taking advantage of our wonderful outdoor classroom venues in the Eastern Sierra, due to the acquisition of vans, and even more so with the transit van acquired in 17-18. Our high needs students have improved service due to the exposure they are getting to natural wonders and service learning that they have not been exposed to prior to these excursions.

Goal 2 Action 12, provides detention as a place for recovery of tardies and to provide targeted academic support to high needs students, resulting in increased services to them.

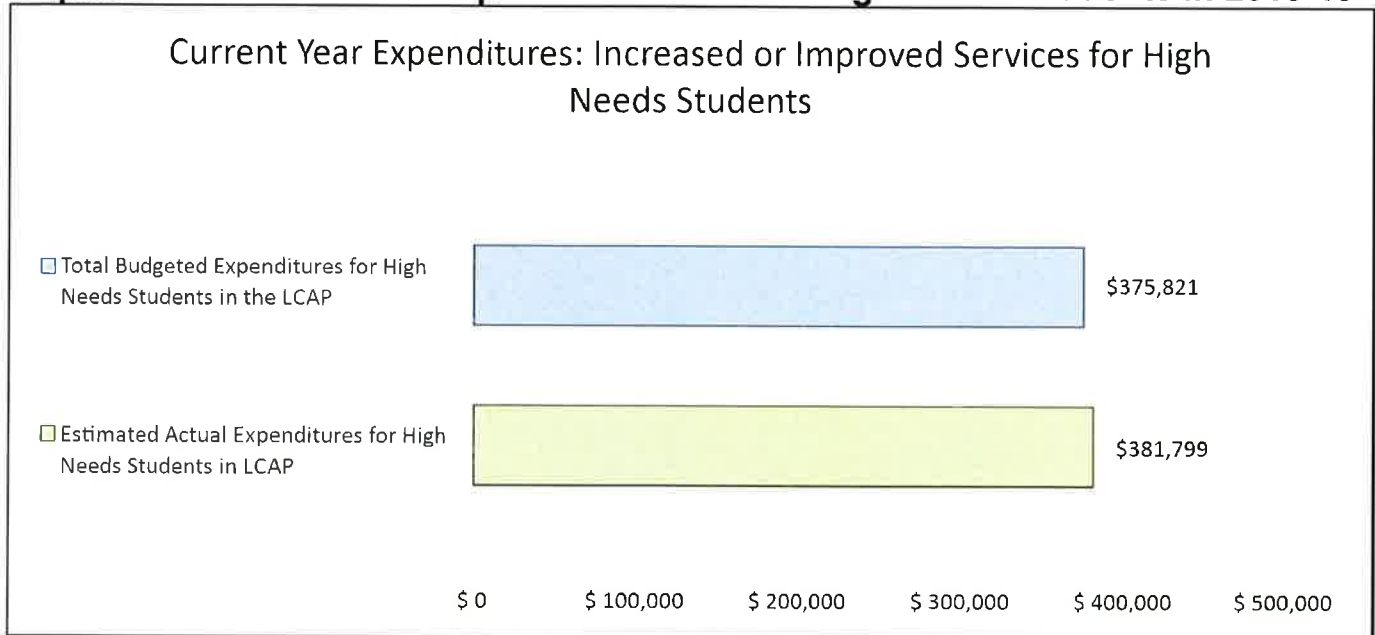
Goal 2 Action 13, our Attendance Plan supports all students but provides a pyramid of interventions to increase services to high needs students.

Goal 2 Action 14, provides for continued services from an intervention teacher, and an additional elementary teacher to avoid combination classes and to keep class sizes low. This action increases support of high needs students, above what would normally be provided to all students.

Goal 3 Action 2, maintains a certificated Counselor to support the many actions necessary for students to graduate College and Career Ready. High needs students receive increased support with career portfolios, UC and USC eligibility, and with specific counseling.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Big Pine Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Big Pine Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Big Pine Unified School District's LCAP budgeted \$375,821 for planned actions to increase or improve services for high needs students. Big Pine Unified School District estimates that it will actually spend \$381,799 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$5978 had the following impact on Big Pine Unified School District's ability to increase or improve services for high needs students:
The difference between budgeted and actual expenditures overall was immaterial.

