

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-Bell

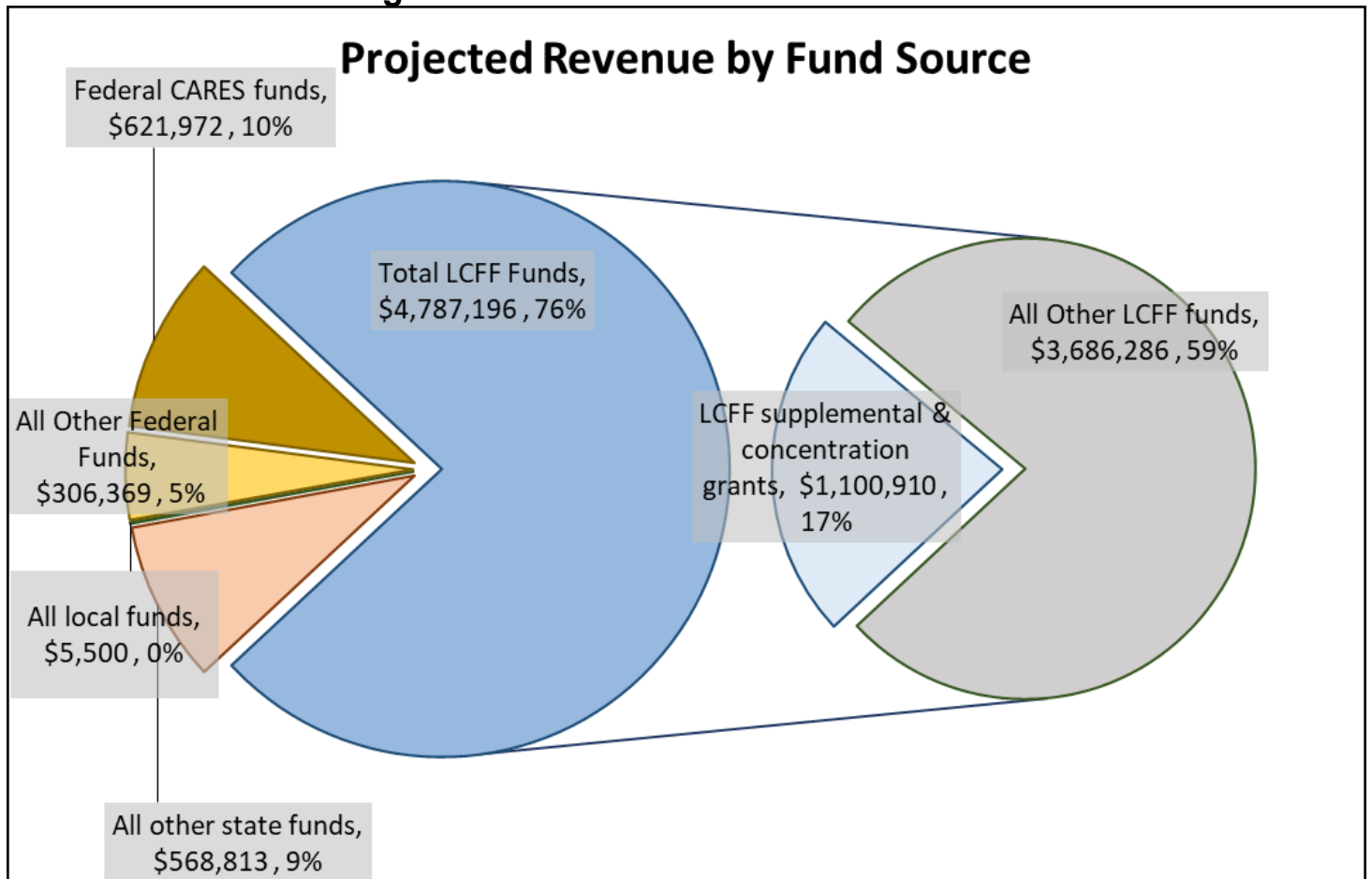
CDS Code: 19-64733-0122747

School Year: 2020-2021

LEA contact information: Jason Hernandez, 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

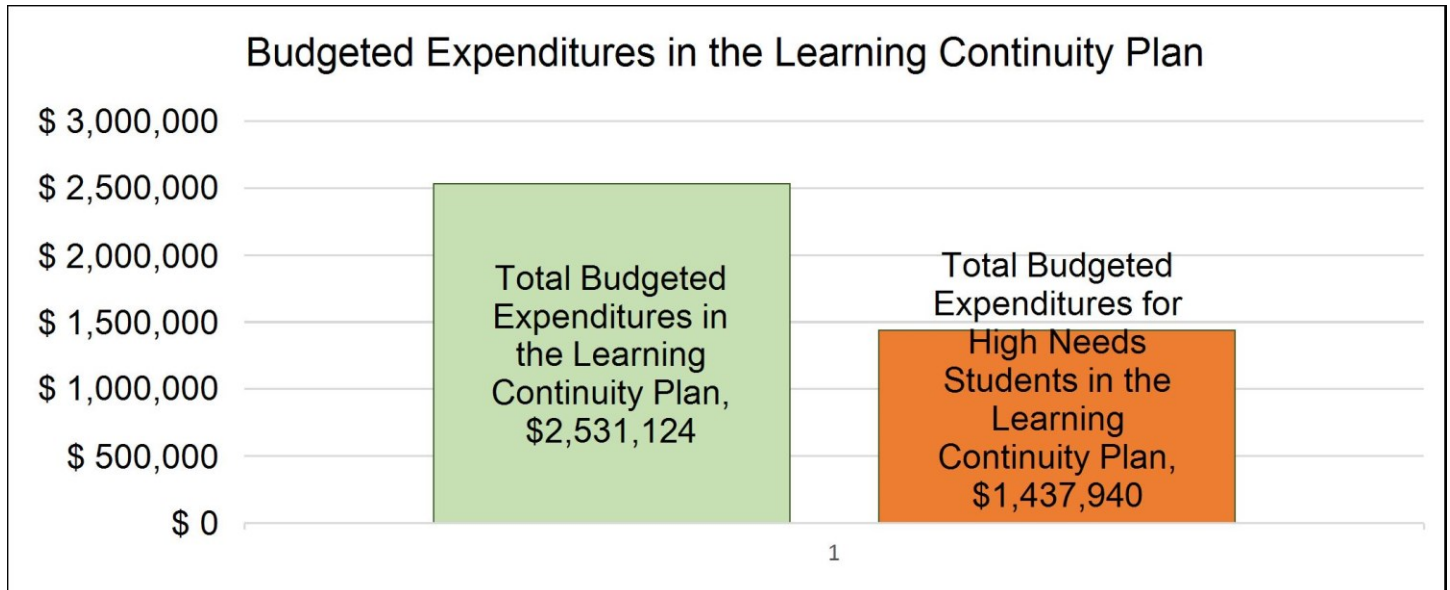


This chart shows the total general purpose revenue Magnolia Science Academy-Bell expects to receive in the coming year from all sources.

The total revenue projected for Magnolia Science Academy-Bell is \$6,289,850, of which \$4,787,196 is Local Control Funding Formula (LCFF), \$568,813 is other state funds, \$5,500 is local funds, and \$928,341 is federal funds. Of the \$928,341 in federal funds, \$621,972 are federal CARES Act funds. Of the \$4,787,196 in LCFF Funds, \$1,100,910 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 Magnolia Science Academy-Bell 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.

Magnolia Science Academy-Bell plans to spend \$6,128,292 for the 2020-21 school year. Of that amount, \$2,531,124 is tied to actions/services in the Learning Continuity Plan and \$3,597,168 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:

The LCP includes expenditures that address the following areas: safe opening of the school, distance learning programs with access to technology, and additional student support for unique student needs, mitigating learning loss, and mental health. Therefore, the plan has specific expenditures that meet the intent of the LCP. It does not include any of the general expenditures that the school has budgeted, such as staff salaries and benefits which make up the majority of the budget and other regular operational costs (back-office services, insurance, legal, etc.)

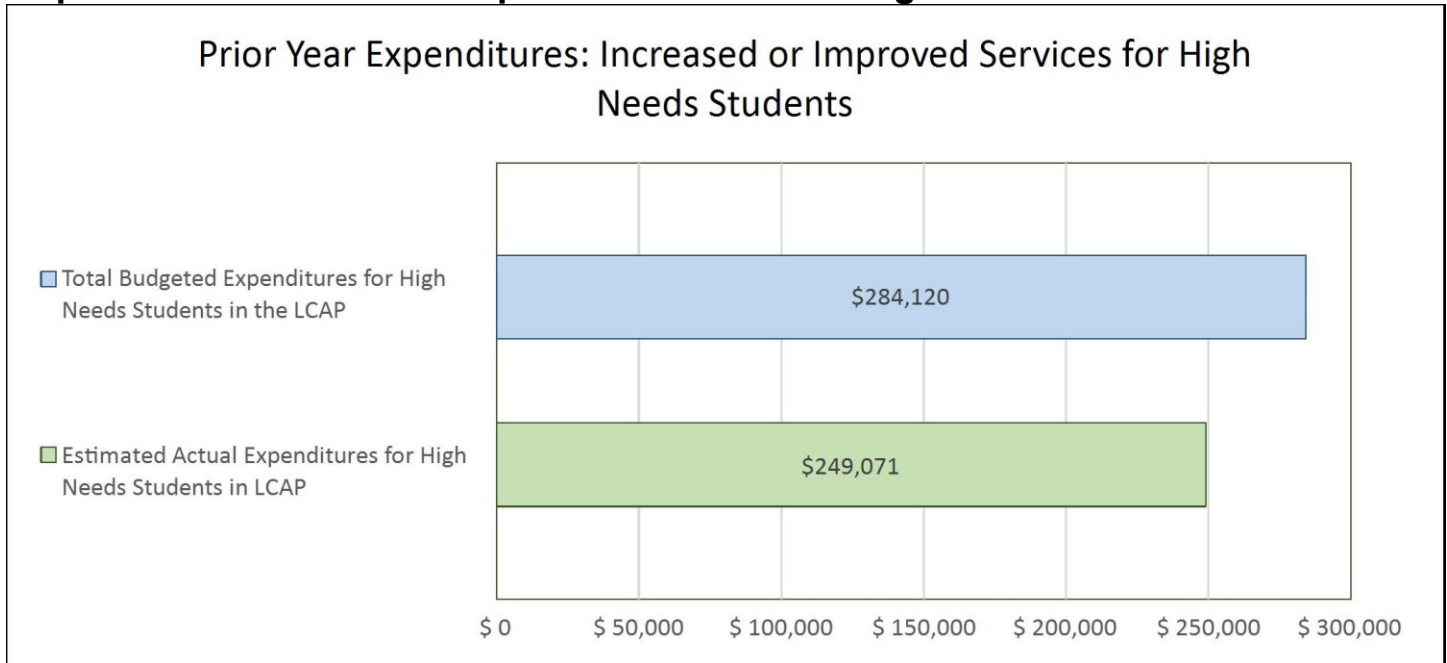
Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-21, Magnolia Science Academy-Bell is projecting it will receive \$1,100,910 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-Bell must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Magnolia Science Academy-Bell plans to spend \$1,437,940 towards meeting this requirement, as described in the Learning Continuity Plan.

The school will continue to provide small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), Power English/Power Math classes, additional support after school and on Saturday. The school will utilize various student and parent engagement strategies with appropriate interventions and support to increase student attendance and engagement during distance learning, such as ParentSquare communication, virtual assemblies, phone calls, social-emotional support, and virtual home visits. SSPT, 504, and other support meetings will be coordinated among teachers and support roles. The school will continue to provide designated and integrated ELD instruction. Teachers will be provided with additional PD focusing on increasing student engagement during distance learning, which includes effective use of technology, differentiation strategies, and SEL support to both teachers and students.

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



This chart compares what Magnolia Science Academy-Bell budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Magnolia Science Academy-Bell 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, Magnolia Science Academy-Bell's LCAP budgeted \$284,120 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-Bell actually spent \$249,071 for actions to increase or improve services for high needs students in 2019-20.

Students were provided all the available student support services when the school was open. The school closed mid-March due to the COVID-19 pandemic and some services, such as co-teaching, after school and Saturday tutoring, 1-1 and small group support, were interrupted. The immediate need was transition to distance learning. Students missed a few weeks of school; however, the school acted quickly on Chromebook and hotspot distribution as well as training teachers on distance learning essentials, including use of the Google Classroom and Zoom platforms. Naturally, many of our students, parents, and staff had some difficulty adjusting to the new learning environment, but over time we have learned from our experience and been able to create a more effective distance learning environment this school year. The interrupted services have also been restarted and students with unique needs are also receiving services in small cohorts. The focus is providing as much support as possible while working on safe hybrid reopening of the school.