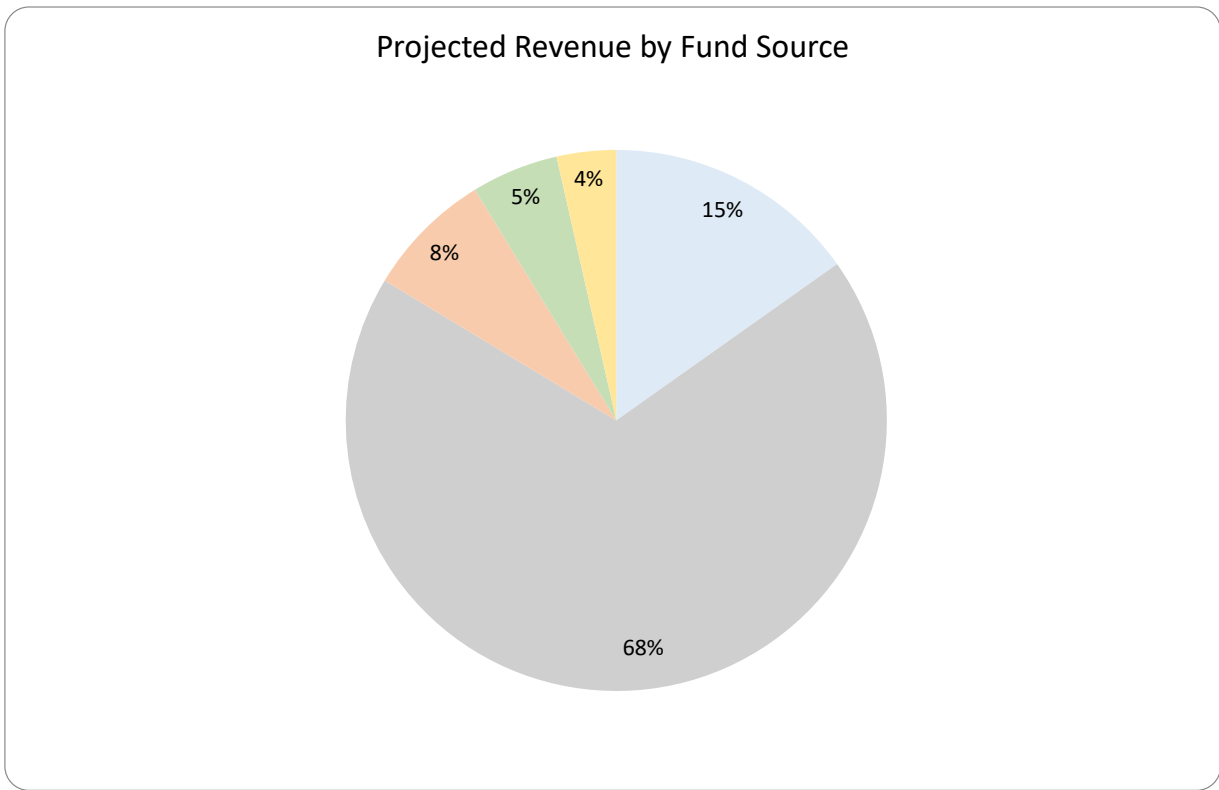


Local Educational Agency (LEA) Name: LITTLE LAKE CITY SCHOOL DISTRICT
 CDS Code: 19647170000000
 Local Control and Accountability Plan (LCAP) Year: 2019-20
 LEA contact information: Monica Johnson - 562-868-8241 - mjohnson@llcsd.net

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).

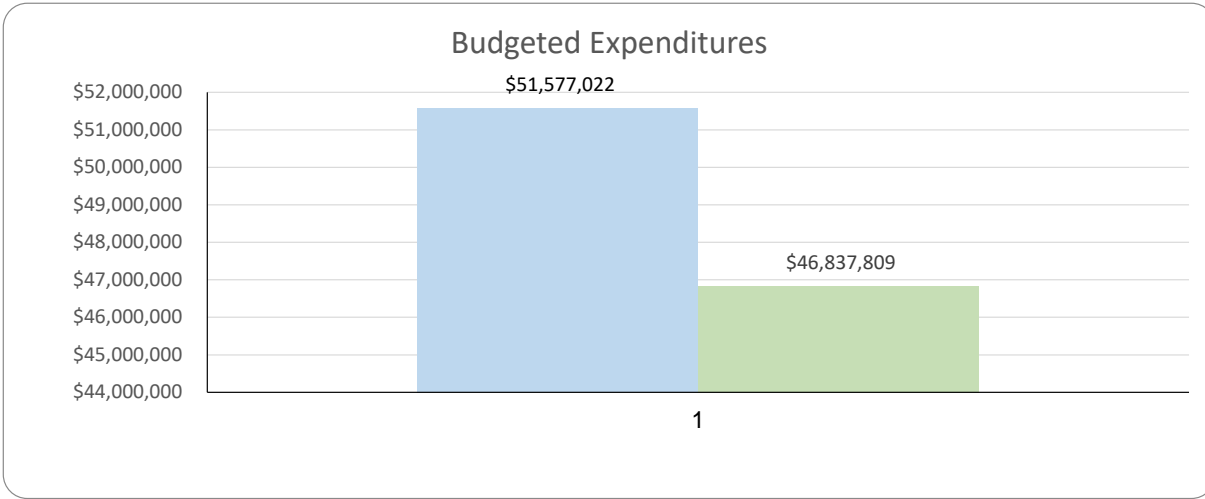
Budget Overview for the 2019-20 LCAP Year



This chart shows the total general purpose revenue LITTLE LAKE CITY SCHOOL DISTRICT expects to receive in the coming year from all sources.

The total revenue projected for LITTLE LAKE CITY SCHOOL DISTRICT is \$50,116,594.00, of which \$41,924,396.00 is Local Control Funding Formula (LCFF), \$3,806,115.00 is other state funds, \$2,607,118.00 is local funds, and \$1,778,965.00 is federal funds. Of the \$41,924,396.00 in LCFF Funds, \$7,613,079.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

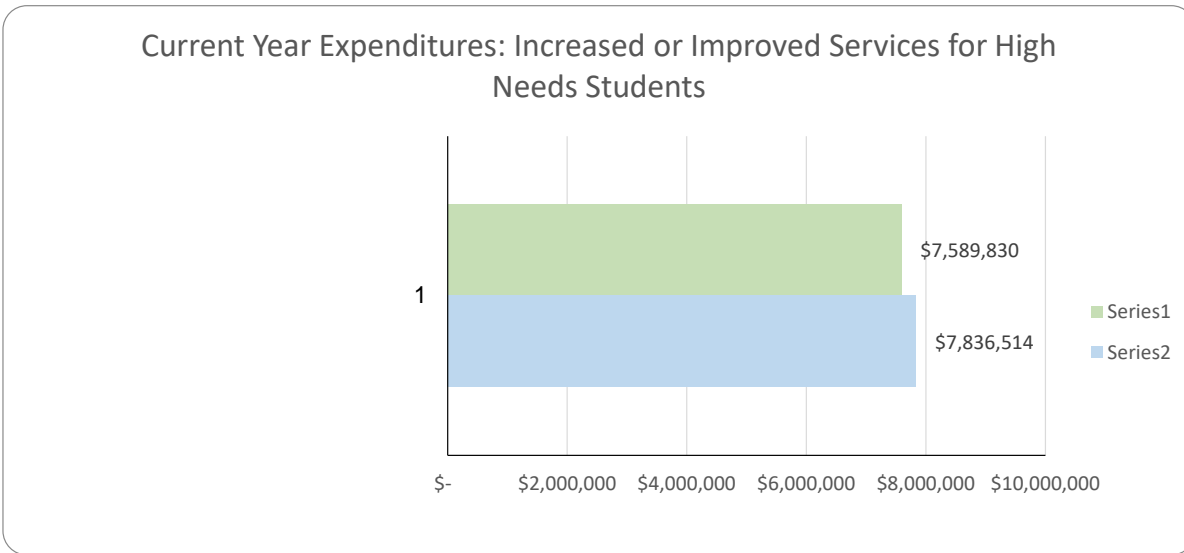


This chart provides a quick summary of how much LITTLE LAKE CITY SCHOOL DISTRICT plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

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

In 2019-20, LITTLE LAKE CITY SCHOOL DISTRICT is projecting it will receive \$7,613,079.00 based on the enrollment of foster youth, English learner, and low-income students. LITTLE LAKE CITY 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, LITTLE LAKE CITY SCHOOL DISTRICT plans to spend \$7,613,079.00 on actions to meet this requirement.

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



This chart compares what LITTLE LAKE CITY 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 LITTLE LAKE CITY 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, LITTLE LAKE CITY SCHOOL DISTRICT's LCAP budgeted \$7,836,514.00 for planned actions to increase or improve services for high needs students. LITTLE LAKE CITY SCHOOL DISTRICT estimates that it will actually spend \$7,589,830.00 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$246,684.00 had the following impact on LITTLE LAKE CITY SCHOOL DISTRICT's ability to increase or improve services for high needs students:

Instructional Technology - Material differences in the estimated actual and budget expenditures were primarily due to a significant cost savings we received in the purchase of district Chromebooks. This did not have any impact on students as Chromebooks were still purchased and all students had access to a Chromebook throughout the school year.

Math Coaches - Material differences in the estimated actual and budget expenditures were primarily due to the fact that one math coach was hired as a Principal within the District at the beginning of the school year. The vacant position was not filled. However, classroom teachers were identified as math leads at both middle schools to work along side the two math coaches to support professional development and planning, therefore there was no significant impact to students.

AVID Excel - Material differences in the estimated actual and budgeted expenditures were primarily due to the fact that the AVID Excel program was used as a core ELD program and the funding was moved to base. The program continued throughout the year with a different funding source so as not to impact students.

Interventionist and Support - Material differences in the estimated actual and budgeted expenditures were primarily due to the fact that it was difficult to hire interventionists at the beginning of the year, and several started later in the year. Substitutes were used to cover any interventionist vacancies so that intervention programs continued to service students consistently.