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 Monroe Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Monroe Elementary School District is $2,654,758, of which $1,888,560.00 is Local Control Funding Formula (LCFF), $219,120.00 is other state funds, $69,313.00 is local funds, and $477,765.00 is federal funds. Of the $477,765.00 in federal funds, $296,007.00 are federal CARES Act funds. Of the $1,888,560.00 in LCFF Funds, $527,259.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
LCFF Budget Overview for Parents

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.

Monroe Elementary School District plans to spend $2,591,769.00 for the 2020-21 school year. Of that amount, $150,000.00 is tied to actions/services in the Learning Continuity Plan and $2,441,769 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 2020-2021 Learning Continuity Plan (LCP) included only those expenditures that would address distance learning, pupil learning loss mitigation and other COVID related necessities. The budgeted expenditures that are not included in the LCP will be used for the following: yearly expenditures that typically occur as part of Monroe’s base educational program; other supplemental expenditures to increase and improve services for Foster Youth, English Learners and Low-Income Students such as paraeducators, tutoring and a team of certificated staff members providing Multi Tiered Support Services (MTSS) for our at-risk students.

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

In 2020-21, Monroe Elementary School District is projecting it will receive $527,259.00 based on the enrollment of foster youth, English learner, and low-income students. Monroe Elementary School District must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Monroe Elementary School District did not include any 2020-21 supplemental and concentration dollars within the Learning Continuity Plan. In order to meet this requirement Monroe Elementary School plans on providing the following increased and improved services.
The “contributing” actions/services are principally directed toward our English learners, low income and foster students (also known as unduplicated students) and designed to help Monroe ESD balance the COVID-19 pandemic related educational needs of identified students. These actions/services were developed using input from stakeholders, including educators, parents, students and community members to be effective in meeting the pandemic-related needs of unduplicated students. These actions/services are designed to increase or improve services and are principally directed toward unduplicated students.

The percentage to increase or improve services has been calculated at 40.62% using the dollar amount of $485,930. By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. Therefore, our district has demonstrated that it has met the minimum proportionality percentage by expending $485,930 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in other plans.

The following bullet points describe actions and services that are increasing and improving services and are listed in our 2019-2020 LCAP:
~Increase achievement proficiency for unduplicated students by contracting for professional development in the areas of science and math.
~Offer a broad course of study.
~Provide Multi Tiered Support Services (MTSS) for our at-risk students.
~Offer math intervention/RTI during the school day that is above and beyond the core instructional minutes
~Tutorial support in all subject matters
~Provide bilingual paraeducators
~Additional materials and supplies to provide instructional support
This chart compares what Monroe 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 Monroe 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.

The District did its best to maintain some of the increased services by creating weekly take home packets to help supplement distance learning and continuous contact with students and families by teachers, support staff and paraeducators. Monroe Elementary School District's LCAP budgeted $602,989.00 for planned actions to increase or improve services for high needs students. Monroe Elementary School District actually spent $507,038.00 for actions to increase or improve services for high needs students in 2019-20.

The difference between the budgeted and actual expenditures of $95,951 was primarily due to the COVID pandemic and subsequent school closure and had the following impact on Monroe's ability to increase or improve services for high needs students:

~Loss of in-person tutorial support.
~Loss of pull-in/push-out services for at-risk students.
~Loss of math intervention/RTI during the school day that is above and beyond the core instructional minutes.
~Inability to provide additional materials and supplies for the classroom that help with instructional support.
~Early resignation of a bilingual paraeducator.