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 2020-2021 School Year

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

The total revenue projected for Linden Unified School District is $30,882,027.00, of which $23,397,949.00 is Local Control Funding Formula (LCFF) funds, $2,765,299.00 is other state funds, $1,101,727.00 is local funds, and $3,617,052.00 is federal funds. Of the $3,617,052.00 in federal funds, $2,090,105.00 are federal CARES Act funds. Of the $23,397,949.00 in LCFF Funds, $3,254,898.00 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.

This chart provides a quick summary of how much Linden Unified School District 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.

Linden Unified School District plans to spend $31,615,485.00 for the 2020-2021 school year. Of that amount, $1,278,006.00 is tied to actions/services in the Learning Continuity Plan and $30,337,479.00 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:

There are expenses that were not recorded in the LCP. Central administration, such as human resources, business services, and educational services support, are not included. Other areas not included are facility and maintenance projects, general home-to-school transportation, special education base costs, school administration, and food services. Also, not included are the expenses that were aligned with LCAP goals and actions for rigorous academic opportunities for college, career, life ready, and physically and emotionally safe learning environments for our students.

Increased or Improved Services for High Needs Students in the Learning Continuity Plan for the 2020-2021 School Year
In 2020-2021, Linden Unified School District is projecting it will receive $3,254,898.00 based on the enrollment of foster youth, English learner, and low-income students. Linden Unified School District must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Linden Unified School District plans to spend $135,983.00 towards meeting this requirement, as described in the Learning Continuity Plan. The additional improved services described in the plan include the following:

The additional improved services include: upgrading internet infrastructure and network equipment to provide opportunity for high needs students to engage in and benefit from 1:1 digital learning environment, master the 21st century skills, and fully experience all components of the district adopted curriculum. Our teachers continue to participate in professional learning activities designed to increase student engagement, increase English acquisition rates (for English Learners) and increase student mastery of CCSS while emphasizing the unique needs of high needs students. Our School Social Worker focuses on social emotional services and resources for foster youth, low-income, and English Learners. Additional learning opportunities will be provided to high needs students including extended learning opportunities and interventions (before and after school) and summer school, continue support and expansion of the AVID program, and College and Career Center staff. The district will be creating a culture of increased parent and guardian engagement for families of high needs students. Staff and Management are applying the continuous improvement principles to reflect on and, if necessary, revise the content of parent meetings. Increased services for physical and social emotional safety will be primarily directed at the high needs students. Training in CPR/First Aid, improving access to medical care (District Nurse and District Health Assistant), and counselor support for students are some increased services.
LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-2020

This chart compares what Linden Unified 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 Linden Unified 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.

In 2019-2020, Linden Unified School District's LCAP budgeted $3,318,879.00 for planned actions to increase or improve services for high needs students. Linden Unified School District actually spent $1,988,240.00 for actions to increase or improve services for high needs students in 2019-2020. The difference between the budgeted and actual expenditures of $1,330,639.00 had the following impact on Linden Unified School District's ability to increase or improve services for high needs students:

When analyzing the actual expenditures with the total budgeted expenditures, there is a difference due to the COVID-19 pandemic and the shift to Distance Learning on March 13, 2020. During this shift, teachers did not receive professional learning opportunities and high needs students did not receive additional before or after school instruction. The district had a technology position that was unfilled for a period of time, professional development focusing on social emotional support, AVID, ELA/ELD, and mathematics did not occur due to the pandemic. Science camp was not an opportunity for all of our high needs students due to the pandemic. The IT network and infrastructure work was not complete due to the pandemic. PBIS supports and ELP supplies for high needs students was not spent due to students in Distance Learning. This difference had an impact on the actions and services provided for our highest needs students.