

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>2,000,000</u>
<p>The XYZ School District has an unduplicated student count of 60%. The base program is provided for all students (materials, training, basic services, afterschool program for students not progressing, technology devices 1-3). Additional support for Low Income, Foster Youth, English Learners include the following: 1) Technology devices for home use—lack of technology in the home continues the gap for students (<i>John Schacter, 1999</i>); 2) Summer school program for students not progressing—additional time has proven to be effective when closing the achievement gap for students (<i>Angela Joy Aumaugher Grand Valley State University</i>); 3) Additional support staff (three classified and one certificated) to assist English Learners—lower student-teacher ratio of 1-20, provides more individualized instruction at the students' level through both during and after school classes (<i>Glass and Smith 1978</i>); 3) Two Academic coaches to assist new teachers—Training provides the basics, while research shows individualized support for teachers as they are learning their craft demonstrates a positive impact on both the teacher receiving support and their students (<i>Harry & Rosemary Wong, 2006</i>); 4) Professional learning opportunities for new teaching materials and technology usage to support—As teachers learn about the new standards and implementation of standards-aligned materials, they are more knowledgeable about how to support their students, especially for those students who are not progressing (<i>Kwang Suk Yoone, Teresa Duncan, Silvia Wen-Yu Lee, Beth Scarloss, Kathy Shapley 2007</i>); 5) Purchase of take-home books to provide additional reading time at home and during the afterschool program. Students who read at least 20 minutes daily outside of school have shown to achieve significantly higher than those students who do not. (<i>National Center for Education Statistics</i>).</p>	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

15%	%
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The additional funding provided for purchase of # tablets for unduplicated students' usage at home. Students' use is monitored via * to ensure that devices are being used. Student surveys will also gather satisfaction rates in addition to analysis of district benchmark results for those students who are provided district devices. Lowering of student-teacher ratio of 1-20 in ELD support classes from current 1-24 should support increasing redesignation rates. Teachers' satisfaction surveys of professional development will raise from average of 3.1 to at least 3.6 on application of training in their classrooms. Student surveys will indicate an increase of connectedness to school in all grade ranges.