

## Section 4:

# TOOLS FOR DEVELOPING THE LCAP

S4 - pg 2	Tool 4-1 LCFF Calculator <a href="https://drive.google.com/open?id=0B-F3Q3RGEQqBTjc2WTJVaEdHaFE">https://drive.google.com/open?id=0B-F3Q3RGEQqBTjc2WTJVaEdHaFE</a>
S4 - pg 3	Tool 4-2 Completed Example of Demonstration of Increased/Improved Services <a href="https://drive.google.com/open?id=0B-F3Q3RGEQqBRIZDR2E3bTVIRWM">https://drive.google.com/open?id=0B-F3Q3RGEQqBRIZDR2E3bTVIRWM</a>
S4 - pg 4	Tool 4-3 Blank of Demonstration of Increased/Improved Services <a href="https://drive.google.com/open?id=0B-F3Q3RGEQqBX215MktGamdQMTA">https://drive.google.com/open?id=0B-F3Q3RGEQqBX215MktGamdQMTA</a>
S4 - pg 5	Tool 4-4 Sentence Frames <a href="https://drive.google.com/file/d/0B-F3Q3RGEQqBdU9yX0tqZDNqRzQ/view?usp=sharing">https://drive.google.com/file/d/0B-F3Q3RGEQqBdU9yX0tqZDNqRzQ/view?usp=sharing</a>
S4 - pg 6	Tool 4-5 Increase or Improved Services for Unduplicated Students <a href="https://drive.google.com/file/d/0B-F3Q3RGEQqBZUVybVvkzMS1UXzQ/view?usp=sharing">https://drive.google.com/file/d/0B-F3Q3RGEQqBZUVybVvkzMS1UXzQ/view?usp=sharing</a>

Tool 4-1

Tool 4-1 LCFF Calculator

<https://drive.google.com/open?id=0B-F3Q3RGEQqBTjc2WTJVdEdHaFE>

Title 5 CCR § 15496		Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant							
		2013-14	2014-15	2015-16	2016-17	2017-18**	2018-19**	2019-20**	2020-21**
5496(a)(1)	1. LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>		23,461,674	24,240,983	24,431,330	24,900,322	25,502,383	26,183,195	26,183,195
5496(a)(2)	2. Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils		3,623,247	9,575,264	14,613,355	18,000,000	22,000,000	22,000,000	24,000,000
	Prior Year EIA expenditures <small>2014-15 py exp (2013-14 exp) must &gt;= 2012-13 EIA exp</small>	3,623,247							
		TRUE							
5496(a)(3)	3. Difference [1] less [2]		19,838,427	14,665,719	9,817,975	6,900,322	3,502,383	4,183,195	2,183,195
5496(a)(4)	4. Estimated Additional Supplemental & Concentration Grant Funding <small>[3] * GAP funding rate</small>		5,983,302	7,655,505	5,384,177	5,103,478	1,443,682	3,144,089	-
	GAP funding rate		30.16%	52.20%	54.84%	73.96%	41.22%	75.16%	0.00%
5496(a)(5) 5496(a)(8)	5. Estimated Supplemental and Concentration Grant Funding [2] plus [4] (unless [3]<0 then [1]) <small>LCAP Section 3, Part A</small>		9,606,549	17,230,769	19,997,532	23,103,478	23,443,682	25,144,089	24,000,000
5496(a)(6)	6. Base Funding <small>LCFF Phase-in Entitlement less [5], excludes Targeted Instructional Improvement &amp; Transportation</small>		56,224,518	61,963,975	65,536,390	67,183,954	68,450,162	70,361,243	71,505,375
	LCFF Phase-In Entitlement		66,076,196	79,439,873	85,779,051	90,532,561	92,138,973	95,750,461	95,750,504
5496(a)(7) 5496(a)(8)	7/8. Minimum Proportionality Percentage* <small>[5] / [6] LCAP Section 3, Part B</small>		17.09%	27.81%	30.51%	34.39%	34.25%	35.74%	33.56%
	*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year. If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5. **Regulations only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not across all three years.								
		<b>SUMMARY SUPPLEMENTAL &amp; CONCENTRATION GRANT &amp; MPP</b>							
			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Current year estimated supplemental and concentration grant funding in the LCAP year			\$ 9,606,549	\$ 17,230,769	\$ 19,997,532	\$ 23,103,478	\$ 23,443,682	\$ 25,144,089	\$ 24,000,000
Current year Minimum Proportionality Percentage (MPP)			17.09%	27.81%	30.51%	34.39%	34.25%	35.74%	33.56%

Tool 4-2

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  2017-18  2018-19  2019-20

Estimated Supplemental and Concentration Grant Funds:  [Percentage to Increase or Improve Services:](#)

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year. Identify any of these actions/services being funded and provided on a schoolwide or LEA-wide basis. Include the **required descriptions** supporting the use of these funds **(see instructions)**.

*The XYZ School District has an unduplicated count of 91% with 75% qualifying for free and reduced lunch. Our English Learner population is currently 45% with 18 Foster Youth and 15% Homeless Youth identified within the district boundaries. Due to these percentages, actions are funded and provided on a LEA-wide basis.*

*Our second goal focuses primarily upon assisting English Learners and other struggling student with closing the achievement gap of All student. We plan to specifically address these students needs through: dedicated staff working with target group parents, purchases of materials specifically designed for English Learners, training and coaching for teachers on both new materials and instructional strategies that have proven to be effective, use of paraprofessional to provide small group skill-based instruction under the direction of the classroom teacher and close monitoring of student progress by the site and district administrators. Additional teaching staff will be hired to lower the teacher-student ratio for intervention and extended learning opportunities.*

*Other actions that support the unduplicated students include: one additional counselor at the secondary level to focus on students who are considered long-term English Learners, monthly grade/department meetings to discuss students' progress, district-led analysis of student progress, and development of short-term actions plans*

Tool 4-3

## Demonstration of Increased or Improved Services for Unduplicated Pupils

2017–18    2018–19    2019–20

Estimated Supplemental and Concentration Grant Funds:

\$

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

**Sentence Frames to Address  
How Services are Increased or Improved**

Currently, all students are support through a base program that addresses all basic services required to impact student outcomes. For the [name of district], we have provided more services for English Learners, students from low socio-economic homes, and Foster Youth in the following ways....

- Reduced teacher-student ratio in...
- Additional staff who support students by...
- Purchasing of specific programs that address...
- Additional opportunities for parent to be engaged by...
- Additional opportunities for students to be involved with...

Our services for these students have improved by....

- Better instruction due to training on...
- More support of teachers through the use of...
- More frequent...

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017-18    2018-19    2019-20

Estimated Supplemental and Concentration Grant Funds:

\$ 11,430,549  
Information found on LCFF calculator

[Percentage to Increase or Improve Services:](#)

31.22 %  
Information found on LCFF calculator

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year. Identify any of these actions/services being funded and provided on a schoolwide or LEA-wide basis. Include **the required description**s supporting the use of these funds ([see instructions](#)).

It's key to discuss how the actions and services have directly impacted the identified student groups of: Low Income, English Learners, Foster Youth, and Homeless. (Homeless has been added to the groups). Share quantitative data and/or qualitative data in this narrative. The expectation is to demonstrate the Minimal Proportionality Percentage (MPP) increase over the previous year. In the above example, there should be a 30+% increase over the previous year explanation. It will be helpful to have similar information from the Review of Progress found in the plan summary.

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*Our second goal focuses primarily upon assisting English Learners and other struggling student with closing the achievement gap of All student. We plan to specifically address these students needs through: dedicated staff working with target group parents, purchases of materials specifically designed for English Learners, training and coaching for teachers on both new materials and instructional strategies that have proven to be effective, use of paraprofessional to provide small group skill-based instruction under the direction of the classroom teacher and close monitoring of student progress by the site and district administrators. Additional teaching staff will be hired to lower the teacher-student ratio for intervention and extended learning opportunities.*

*Other actions that support the unduplicated students include: one additional counselor at the secondary level to focus on students who are considered long-term English Learners, monthly grade/department meetings to discuss students' progress, district-led analysis of student*