

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:	\$ 2,000,000.00
<p>Sample descriptions</p> <p>Above 55 percent (district wide)</p> <p>88.1 % of the students enrolled in ABC School District are unduplicated students. An estimated amount of \$2,000,000 LCFF supplemental and concentration funding was budgeted for expenditures detailed and described in the above section. The majority of the funding will be principally directed to meet the needs of the targeted students; All students in our district must be equitably served. By providing expenditures <u>district wide</u> ABC School District will best serve all students, specifically our targeted students. The ABC School District Local Control and Accountability Plan goals and expenditures address the needs of our district's English learners, low income students and foster youth.</p> <p>Above 40 percent (school sites)</p> <p>88.1% of the students enrolled in ABC School District are unduplicated students. An estimated amount of \$2,000,000 LCFF supplemental and concentration funding was budgeted for expenditures detailed and described in the above section. \$1,800,000 will be principally directed to 5 <u>school sites</u> based on their unduplicated number of low income, English learners and foster youth students to support services to meet the needs of the targeted student populations.</p> <p>School 1 58% unduplicated students School 2 65% unduplicated students School 3 80 % unduplicated students School 4 49% unduplicated students School 5 85% unduplicated students</p>	

Below 55 percent (district)

The ABC School District will receive \$2,000,000 increase in funds from LCFF based on supplemental and concentration grants. The district is expending its LCFF supplemental and concentration grant funds as determined by the district's goals outlined in the above section and its actions for implementing these goals.

50% of the ABC School District students are identified as either low income, English learner or foster youth, and as these students are enrolled throughout the district, the district determined that the most effective use of its LCFF supplemental and concentration grant funds would be to enhance intervention services to these students in all of the district's schools.

The district considered instituting programs specific to sites with the largest number of unduplicated pupils, but because of the high rate of mobility within our district (both students and staff), it was determined that there would be gaps for students if all schools did not offer the same programs.

Based on the work of Hattie, Dufour, Mattos, and Marzano ("a guaranteed and viable curriculum"), we believe the use of LCFF supplemental and concentration grant fund dollars enhancing our intervention program will best meet the needs of our targeted student population.

"Implementing procedures to monitor each student's learning on a timely basis and creating systems of intervention to assist students who need additional time and support are necessary steps" (Dufour et al., 2004).

Below 40 percent (school site)

All schools in the ABC School District have at least 30% enrollment of either low income, English learner or foster youth. Therefore, the district determined that the most effective use of the supplemental and concentration grants would be to provide intervention services to these students on a schoolwide basis. Based on the work of Hattie, Dufour, Mattos, and Marzano ("a guaranteed and viable curriculum") we believe the use of LCFF supplemental and concentration grant fund dollars enhancing our intervention program will best meet the needs of our targeted student population. "Implementing procedures to monitor each student's learning on a timely basis and creating systems of intervention to assist students who need additional time and support are necessary steps" (Dufour et al., 2004).

The school site considered classes at each grade level that would be targeted for intervention for unduplicated pupils. However, because of our student and staff numbers we feel opening the intervention on a schoolwide basis to all students will allow more flexible program scheduling, and more effective use of staffing and instructional materials.

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.

X	%
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Services for low income, foster youth and English learners will be increased/improved as identified in the above sections of this Local Control Accountability Plan. Services such as ..... will be increased or improved by X%.

- Increase staff, 30% (all students), 40% (unduplicated students)
- Class size reduction, 25%
- Increase in counselors, all students 1:350 ratio, unduplicated students 1:100 ratio
- More after school classes, 20% (all students), 45% (unduplicated students)
- Increase in AVID classes, 30%
- Increase in library services, 20%
- Increase in programs for behavioral practices, 20% (all students), 40% (unduplicated students)
- Increase in visual and performing arts, PE, electives (more core course access), 45%