



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement

**INCREASED OR IMPROVED SERVICES FOR UNDUPLICATED PUPILS
 FUNDS**

(LCFF INTERVENTION)

EXPENDITURE GUIDELINES 2021-22

A. FUNDS INCLUDED:

Resource Code 09800 LCFF Intervention School Sites Resource used to track individual school site allocation where the entire amount budgeted is fully attributable to the Districtwide LCFF Intervention funding rate by which services for unduplicated students must be increased or improved, as required by 5 *California Code of Regulations* 15496(a). In addition, for expenditures to meet Board requirements school sites must be able to justify the intended outcome of said service is for the principal benefit of the unduplicated pupil and falls within one or more of the following three categories, Classroom Support, Intervention Support, and Professional Development.

B. BACKGROUND:

1) **Local Control Funding Formula (LCFF)** is the statewide funding formula that determines District (LEA) funding and directs more resources to the highest-need (unduplicated) students. LCFF increases local flexibility over the use of state funding for public schools. LCFF was enacted in Fiscal Year 2013–14; it replaced the previous kindergarten through grade 12 (K-12) finance system, which included over 50 categorical programs restricting the way funds were used by districts. LCFF establishes base, supplemental, and concentration grants as described below.

a) **Base Grant**–LCFF establishes uniform per-student base grant per unit average daily attendance (ADA), with different rates for different grade spans. For Fiscal Year 2021-22 the adjusted base grant by grade span is as follows:

Grade Span	2020–21 Base Grant per ADA	2021–22 Funded COLA for LCFF (2.70%)	Grade Span Adjustments (K-3: 10.4% 9-12: 2.6%)	2021–22 Base Grant/ Adjusted Base Grant per ADA
K-3	\$7,880	\$213	\$842	\$8,935
4-6	\$7,999	\$216	N/A	\$8,215
7-8	\$8,236	\$222	N/A	\$8,458
9-12	\$9,544	\$258	\$255	\$10,057

Base Grant Funding, *Education Code (EC)* Section 42238.02(d). <https://www.cde.ca.gov/fg/aa/pa/pa2122rates.asp>

- b) **Supplemental Grant**—LCFF acknowledges that English learner, low-income, and foster youth (EL/LI/FY) students have greater needs that require more resources to address. For each EL/LI/FY student, districts receive an additional 20% of the adjusted base rate per student.

e.g., a third grade EL/LI/FY student may receive \$8,935 adjusted base grant, plus 20% of that amount or \$1,787 supplemental grant for a total of \$10,722.

- c) **Concentration Grant**—In addition to the supplemental grant, districts that have a high proportion (over 55%) of EL/LI/FY students receive an additional 50% of the adjusted base rate per student above the 55% of enrollment. For Fiscal Year 2021–22, SDUSD has 58.1% and is 3.1% over the 55% threshold. [*Supplemental and Concentration Grant Funding, EC Section 2574(c)*]
- 2) **Local Control Accountability Plan (LCAP)** is a community based accountability plan that is a requirement of the LCFF. The LCFF requires districts to develop and adopt a LCAP that establishes annual goals for all students, describe what will be done to achieve the goals outlined, and how the funds will support each goal with an emphasis on funding related to increased or improved services for EL/LI/FY students. The plans must be adopted by the board before the annual budget can be voted on.
- 3) The **Increased or Improved Services for Unduplicated Pupils (IISUP)** is a section within the LCAP that summarizes how the District plans to meet its target Minimum Proportionality Percentage (MPP) for the upcoming Fiscal Year. The IISUP section demonstrates how the District will meet the requirements to proportionally increase or improve service for its unduplicated pupils by specifically addressing how an action/service is principally directed towards and effective in meeting the LEA’s goals for unduplicated pupils.
- 4) **Minimum Proportionality Percentage (MPP)** is the target percentage of LCFF each district is required to demonstrate how it will meet the requirements to proportionally increase or improve services for the unduplicated (EL/LI/FY) pupils. The services must be *principally directed towards and effective in meeting the goals for unduplicated pupils*. The percentage changes from year-to-year and is calculated based on LCFF targets, prior year expenditures, and statewide implementation percentage using the BASC calculator. For Fiscal Year 2021–22 SDUSD projected MPP is 13.15% (which quantifies to \$115.2M).

C. PURPOSE

- 1) The LCAP is intended to be a collaborative document in which all districts must meaningfully engage and seek input from parents, students, and other stakeholders; including but not limited to, advisory groups, community organizations, businesses, etc. The LCAP is updated every year, so community input can change guidance on an annual basis. For the upcoming school year, community engagement led to input that sites should have discretion to spend additional money at the site level, but that some guidance to ensure the funds are spent on student need is necessary. This document has been drafted with this intent and is subject to change.
- 2) Focus on improving supports for unduplicated pupils; defined in Ed Code as English learners, income eligible for free or reduced-price meals, and foster youth pupils.
- 3) LEAs must explain how they will expend supplemental and concentration funds in the LCAP year and how any proposed LEA-wide or school-wide uses of supplemental and concentration funding will meet the relevant standards set forth in the LCFF expenditure regulations (5 CCR 15496(b)).

- 4) LEAs must explain how any proposed LEA-wide or school-wide uses of these funds will support services that “are principally directed towards, and are effective in, meeting the [LEA’s] goals for its unduplicated pupils in the state or any local priority areas.
- 5) A school district that has an enrollment of unduplicated pupils of 55% or more (SDUSD is 58.1%) of the district’s total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a districtwide basis.
- 6) As an over 55% district, SDUSD has developed a two-pronged approach to better meet the needs of the unduplicated students by taking both a districtwide strategic approach implementing various strategies at the district level and a more targeted school site allocation that gives even further flexibility at the school site level. This document is intended to be a resource tool, providing guidance and accountability towards the latter.

D. PROCESS:

1) Resource 09800 Allocation

The District receives enrollment data from California Longitudinal Pupil Achievement Data System (CALPADS), which is used as a basis for the school site allocation. The enrollment data from CALPADS shows the total pupil enrollment by school site; along with the per pupil breakdown for English learner (EL), free and reduced price meal (FRPM) and Foster Youth (FY) which comprises the unduplicated pupil count by school site. Additionally, the per pupil count for homeless students and migrant workers is also provided.

To calculate the school site allocation, SDUSD uses a duplicating the unduplicated approach. The State uses an unduplicated count to make their allocation to the District and duplicates it by allowing each unduplicated pupil to be counted up to five times depending on the number of categories the pupil falls within, this allows for increased school site funding districtwide.

2) Site Based Budget (SBB)

With the receipt of Site Based Budget allocations for the upcoming school year, principals notification of budget available to spend on increased or improved services based on identified student needs. This allocation is specifically identified and tracked through resource 09800 at the school site level.

3) Engagement

Principal engages stakeholders (i.e., students, parents/ guardians, staff, community members, business partners, advisory groups) to review needs assessment and provide input to prioritize funds and apply the budget according to the three areas identified in the School Plan for Student Achievement (SPSA): Classroom Support, Intervention Support, and Professional Development.

4) Document

Principal updates SBB with final budget and goals for the following school year based on recommendations from the engagement process and includes rationales explaining how the budget supports LCFF Intervention funding within the SPSA.

5) Local Control and Accountability Plan (LCAP)

A state requirement and planning tool that puts emphasis on high achievement for all students while serving the most disadvantaged youth (EL/LI/FY). The LCAP provides each LEA flexibility in spending LCFF funds, as an accountability tool used to ensure the MPP for unduplicated pupils is met through the demonstration of increased or improved services for unduplicated pupils as justified and accounted for through the Increased or Improved Services section.

6) **Implement, Review and Revise**

Needs and Self-Assessment are an integral component of the continuous cycle of improvement. As staff implement the SPSA, which should be a “living document” that guides decision-making and the work of the school throughout the year, changes to site priorities might arise. Spending changes must comply with the same requirements in the original budgeting process and must be documented by submitting an Increased or Improved Services for Unduplicated Pupils Justification of Expenditure for Budget/Expense Transfer and SPSA Modification form (LCFF Transfer Document).

E. BUDGET:

Each site develops a budget to implement all strategies for each available funding source. It includes but is not limited to staffing, materials, supplies, contracted services, and equipment that will directly enhance student learning at the school site. The SPSA and the embedded LCFF Intervention budget are approved by the Board of Education.

F. SPENDING:

Expenditures from the LCFF Intervention resource 09800 are routed through the Strategic Planning for Student Achievement Department (SPSA Department) for approval. Approval of all expenditures, including PARs, must be obtained prior to the purchase, event, or start date.

Spending Instructions for LCFF Intervention Budgets:

Complete the LCFF Transfer Document in order to revise LCFF Intervention spending. Send the completed to the address below or scan to your SPSA Department staff for review. Before sending, ensure the document has a principal signature and any other supporting documentation that is required (expense transfers).

Send to:

**Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126**

The SPSA Department staff member notifies the principal via email upon approval of the expense/budget transfers.

Recommended Best Practice for use of LCFF Intervention Funds

Needs Assessment:

It is recommended that a needs assessment be utilized to identify critical student needs at the school site. The needs assessment based on an analysis of current student performance data for unduplicated pupils in relation to state standards. The focus is to increase or improve services by identifying the wraparound needs of unduplicated children, by looking at the whole child, in order to advance their education and thrive. The students’ needs drive the planning cycle. School sites may choose to use the needs assessment already used for the SPSA or one created by the site.

***Please Note:** This document was changed from MPP Guidelines to DIISUP to LCFF Intervention Guidelines in order to better align with the current LCAP which includes the Increased or Improved Services section with MPP being the proportioned percentage the District will meet. LCAP must demonstrate how it will meet the requirements to proportionally increase or improve service for its unduplicated pupils. This demonstration must include the required justifications for actions/services provided on a districtwide, school-wide, countywide or charter wide (“wide”) basis. (5 CCR 15496(b).)*

LCFF INTERVENTION FUND REQUIREMENTS AND RESTRICTIONS EXPLAINED:

All LCFF Intervention targets **MUST** be principally directed towards and effective in meeting the goals for unduplicated pupils. **Students must be considered first.** You must be able to answer the following questions:

- Are these expenditures centered on our unduplicated (EL/LI/FY) student needs?
- Do these expenditures provide services supporting equity that would not be provided absent LCFF Intervention funding?
- Do position allocations for LCFF Intervention support the principal benefit of unduplicated students?

Note: That does not mean there isn't accessibility for all (i.e., Library Assistants)

- Do these expenditures directly affect each student in progressing to proficiency on the Common Core State Standards?
- Does this LCFF Intervention funding allocation help us reach our LCAP goals?

SPECIFIC SPENDING PROCESSES AND REQUIREMENTS:

1) Equipment

- a. General type of equipment and intended use/benefit must be identified in the site plan.
- b. If not **clearly instructional**, seek guidance in advance from the SPSA Department.
- c. No procurement cards.
- d. No confirming orders (i.e., purchase order created after item purchased and delivered).

2) Instructional Materials

- a. Must be related to classroom support, intervention support, and professional development.
- b. Must be for the principal benefit of unduplicated student achievement.

3) Non-Instructional Supplies and Expenses

- a. Must specifically identify how non-instructional supplies and expenses are for the principal benefit of unduplicated student achievement.
- b. Must specifically identify how administrative costs such as postage, office supplies, clerical time, etc., as well as maintenance agreements, and non-classroom equipment are for the principal benefit of unduplicated student achievement.

4) Travel

- a. Submit travel authorization **prior** to trip with justification tied to site plan.
- b. Must be for the principal benefit of unduplicated student achievement.

5) Conferences and/or Consultants (for professional development)

- a. Must be for the principal benefit of unduplicated student achievement.
- b. Conference should support achievement and learning by building staff capacity.

6) Field Trips

- a. Must be part of classroom instructional plan.
- b. Must be related to core academics.
- c. Must have appropriate pre- and post-trip activities.

- 7) **Substitutes (for classroom teachers)**
 - a. For professional development.
 - b. To provide sick leave for teachers paid from the same funding source.
- 8) **Hourly time**
 - a. For professional development.
 - b. Extra time for support of academic programs.
 - c. Clerical time beyond the regular school day in support of academic programs.
- 9) **Parent Involvement**
 - a. Workshops for parents.
 - b. Materials for parent meetings, training, parent resource library.
 - c. Speakers or consultants for parents.
 - d. Communications with parents (including mailings).
 - e. Childcare for parents to attend workshops.
 - f. Translation for parents attending workshops.
 - g. Equipment and supplies for parent room.

INCREASED OR IMPROVED SERVICES FOR UNDUPLICATED PUPILS SPENDING GUIDELINES 2021-22

Rationales for IISUP Spending must be clearly described in the School Plan for Student Achievement (SPSA). The following examples are organized by goal.

LCAP Goal	Action Areas	Examples of Allowable Expenses
1. Cultivating Inclusive, Anti-Racism, and Restorative Schools, Classrooms & District – with Equity at the Core and Support for the Whole Child	1. Ensure Inclusive School Environments 2. Implement Restorative, Anti-Bias & Anti-Racism Policies and Practices 3. Expand Wellness Services/Opportunities for Children, Youth & Adults	Classroom Support <ul style="list-style-type: none"> • Resources and materials in students home language Intervention Support <ul style="list-style-type: none"> • Counselors/hourly • Guidance Assistance • PAL, Community Liaison • Nursing services to support the academic, health, and wellness needs of students • Community Service Officer • Mentor and Apprenticeship Programs • Homeless and Foster Youth services Professional Development <ul style="list-style-type: none"> • Professional Development (PBIS, Restorative Justice, Trauma Informed, LGBTQ+, NEP)
2. Access to a Broad and Challenging Curriculum	1. College, Career, and Civic/Global Life Readiness 2. Guaranteed Viable Curriculum 3. Standards-Based Reporting	Classroom Support <ul style="list-style-type: none"> • AP, IB teacher, VAPA Teacher, Librarians, Resource Teacher • ROTC, CTE, and Library Tech • Culturally relevant instructional materials Intervention Support <ul style="list-style-type: none"> • Summer school and intersession time • Counseling time for master schedule support • Instructional resources and materials • Counseling time to support academic, emotional, and personal needs of students including credit recovery • Push in /Pull out support for struggling students • Early Literacy Support Teacher(Reading Recovery) Professional Development <ul style="list-style-type: none"> • Professional Development directed at student centered teaching, intervention, and

LCAP Goal	Action Areas	Examples of Allowable Expenses
		support including cultural proficiency <ul style="list-style-type: none"> • ILT time for curriculum planning • PLC for Next Generation Science Standards curriculum and state common core.
3. Accelerating Learning with High Expectations for All	1. ELA Professional Learning 2. Expanded Learning Opportunities 3. Additional Support 4. Early Learning Programs 5. Supplemental School Allocations for Multiple Levels of Support – English Learners, Foster Youth, Low Income	Classroom Support <ul style="list-style-type: none"> • Assessment programs Intervention Support <ul style="list-style-type: none"> • ILT time to analyze and discuss student progress for students including: ELs, African-American, Latino, and Students with Disabilities • Tutoring services for students including literacy and mathematics • Online software intervention programs • Equipment to foster differentiated services • Provide additional services to students with disabilities • Provide translation and interpretation services Professional Development <ul style="list-style-type: none"> • Professional Development directed at student centered teaching, intervention, and support including cultural proficiency • Curriculum Resource Teachers
4. Quality Leadership, Teaching, and Learning Effective leadership and teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.	1. TEACH- LEAD San Diego: Pipelines for Educator and Leadership Development 2. School Leader Professional Growth and Development 3. Educator, Effectiveness and Empowerment (E3) Teacher Growth and Development 4. Increasing Diversity and Affirming Staff Identity 5. Building Leadership Content Expertise 6. Effective Teaching in Every Classroom & Monitoring Learning Loss - IMTSS 7. Effective Teaching in Every Classroom & Monitoring Learning	Classroom Support <ul style="list-style-type: none"> • Manipulatives • Lesson Study Intervention Support <ul style="list-style-type: none"> • Teacher hourly tutoring • Translation services Professional Development <ul style="list-style-type: none"> • Visiting teacher for release time/Teacher hourly – PD, curriculum writing, PLC collaboration, Peer Collaboration • Consultant • Trainings: Parents • Trainings: Paraprofessional • Conference travel and Local • WASC, AVID, IB, AP, GATE, ELPAC, SBAC, CAASP training • Video study

LCAP Goal	Action Areas	Examples of Allowable Expenses
	8. Effective Support Staff: Growth and Development 9. Effective Support Staff: Professional Learning	
5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities	1. Strengthen Connections & Relationships to Engage Families 2. Shared Leadership & Elevate Family & Community Voice 3. Engage Families as Partners to Accelerate Student Learning	Classroom Support <ul style="list-style-type: none"> • Parent room materials • Copying supplies and services for newsletters Intervention Support <ul style="list-style-type: none"> • Hourly time for interpreters Professional Development <ul style="list-style-type: none"> • Materials for parent meetings and training • Conferences and workshops for parents • Parent communication materials • Light refreshments. (meals are not allowable) • Childcare services for meetings
6. Well-orchestrated District-wide Support Services and Communications	1. Communications 2. Creating Learning Environments Worthy of Our Students: Learning Materials and Resources; Well-Maintained Schools and Facilities 3. Creating Learning Environments Worthy of Our Students: Nutrition; Transportation	Classroom Support Intervention Support Professional Development