LCAPs – First pass at data extraction

5/31/2018 Meeting: Hibel, Lang, Reynolds, Arseo, Bowden

**Section 3: Amount and Allocation of Supplemental and Concentration Grant Funds[[1]](#footnote-1)**

1. Two numbers: Grant amount and minimum percentage increase in services

2014-15 LCAPs

1. Extract supplemental[[2]](#footnote-2)/concentration[[3]](#footnote-3) allocation for expenditures for unduplicated students – Section 3C
   1. Dollar amount; equivalent to amount reported in 3A in 2015-16 LCAP
2. Extract Minimum Proportionality Percentage (MPP)[[4]](#footnote-4) for unduplicated pupils – Section 3D
   1. Percentage; equivalent to value reported in 3B in 2015-16 LCAP

2015-16 LCAPs

Initial try worked pretty well. Data in LCAP Project sec3.csv

1. Extract supplemental/concentration allocation for expenditures for unduplicated students – Section 3A
2. Extract Minimum Proportionality Percentage (MPP) for unduplicated pupils – Section 3B

2016-17 LCAPs

Identical to 2015-16 LCAP format!

2017-18 LCAPs

New Template (hopefully consistent at least through 2019-20)

1. Extract supplemental/concentration allocation for expenditures for unduplicated students and Minimum Proportionality Percentage
   1. Both are reported under Section Heading “Demonstration of Increased or Improved Services for Unduplicated Pupils”
   2. Example; see p. 138: [Palo Alto USD](https://www.pausd.org/sites/default/files/pdf-faqs/attachments/LCAP_17_18_9_12_17.pdf)
2. Sweet, sweet text data

2014-15 LCAPs

1. Section 3C text box: Description of how supplemental/concentration funds are allocated
2. Section 3D text box: Explain how services will be increased to meet MPP for unduplicated pupils

2015-16, 2016-17 LCAPs

1. Section 3A text box: Description of how supplemental/concentration funds are allocated
2. Section 3B text box: Explain how services will be increased to meet MPP for unduplicated pupils

2017-18 LCAPs

1. Single fillable field under heading “Demonstration of Increased or Improved Services for Unduplicated Pupils”

Other data to extract:

**Stakeholder Engagement [Sean’s focus]**

2014, 2015, 2016 LCAPs

Section 1: (text in 2-column table)

1. Involvement Process
2. Impact on LCAP

2017, 2018, 2019 LCAPs

Reported under section heading “Stakeholder Engagement” (p. 58 in example LCAP linked above)

1. First fillable field, two headings: “INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE”; “How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?”
2. Second Fillable field, two headings: “IMPACT ON LCAP AND ANNUAL UPDATE”; “How did these consultations impact the LCAP for the upcoming year?”

**Goals, Actions, & Services**

* Biggest, messiest part of the LCAPS

Potential measures for assessing districts’ commitment to migrant/English learner students”

Presence of Key Terms

* Number of stated goals that include >= 1 population key term (e.g., “immigrant,” “newcomer”) in conjunction with a service key term (e.g., “special education,” “gifted and talented.”
  + In Goal heading text
  + In any of the “Actions/Services” within each goal
* Number of “Actions/services,” irrespective of number of goals
* Number of identified needs that include the same type of pairs of key terms
* Number of goals that check the box next to “English Learners” under “pupils to be served”

Financial Commitment

* Dollar amount of “budgeted expenditures” associated with “actions/services” directed toward migrant or English Learner students
  + Perhaps identified via key term analysis described above

Population Key terms

EL

English Learner

Newcomer

(Im)migrant

New arrival

Newly arrived

Foreign(-born)

Disabled

With disabilities (or a disability)

Special needs

Special education student

Service Key Terms

Bilingual Immersion   
ESL

CELDT

ELD

Reclassification

Proficiency

English Acquisition

Gifted

Talented

Special education

IEP

Individual Education Program

LCAP Example Links:

2014: [Sac City USD](https://www.scoe.net/lcap/Documents/scusd/2015/scusd_lcap.pdf)

2015: [Sac City USD](https://www.scoe.net/lcap/Documents/scusd/2016/scusd_lcap.pdf)

2016: [Sac City USD](http://www.scusd.edu/sites/main/files/file-attachments/scusd_revised_2016-17_lcap_with_highlights.pdf)

2017: [Palo Alto USD](https://www.pausd.org/sites/default/files/pdf-faqs/attachments/LCAP_17_18_9_12_17.pdf)

1. These are additional funds intended to supplement supports for instructional activities and services for at risk students. Amount is based on the relative size of three student populations: English learners, low income,

   and foster youth. Calculations use “unduplicated” student count: each student only counts once, even if meeting multiple criteria. Unduplicated percentage is Unduplicated Count ÷ Total LEA Enrollment [↑](#footnote-ref-1)
2. (Base$ + Grade Span Adj$) x 20% x Unduplicated% x Avg Daily Attendance [↑](#footnote-ref-2)
3. (Base$ + Grade Span Adj$) x 50% x (Unduplicated% - 55%) x ADA [↑](#footnote-ref-3)
4. “The percentage by which services for unduplicated pupils must be increased or improved above services provided to all pupils.” Basically S&C Grant funds ÷ Base LCFF Funds [↑](#footnote-ref-4)