

Increased or Improved Services Resources



Quick Links

➤ Purpose	1
➤ Overview of the Increased/ Improved Services Requirement	2
» LCFF Funding	2
» Requirement to Increase or Improve Services	3
» Quantitative versus Qualitative Actions	6
➤ Increased or Improved Services for Foster Youth, English Learner, and Low-income Students Section	9
» Overview of Prompt 1 Requirements	9
» Overview of Prompt 2 Requirements	12
➤ Sample Responses to Prompts	13
» Example Response to Prompt 1	13
» Example Response to Prompt 2	16

Purpose

Each local educational agency (LEA) is required to develop a Local Control and Accountability Plan (LCAP). The LCAP development process serves three distinct, but related functions:

- Meaningful engagement of educational partners
- Comprehensive strategic planning
- Accountability and compliance

An LCAP includes the following major sections:

- The Local Control Funding Formula (LCFF) Budget Overview for Parents;
- Plan Summary;
- Engaging Educational Partners;
- Goals and Actions;
- Action Tables; and



- Increased or Improved Services for Foster Youth, English Learner and Low-income students

This packet of resources is intended to provide LCAP writers with resources to support the understanding of the Increased or Improved Services requirements, including the requirements within the LCAP template.

- Section 1** of this resource provides a summary of the requirement to increase or improve services for students who are foster youth, English learners, and low-income students.
- Section 2** provides an overview of the Increased or Improves Services prompts and related requirements.
- Section 3** provides examples of fictitious responses to Prompts 1 and 2 within the Increased or Improved Services Section.

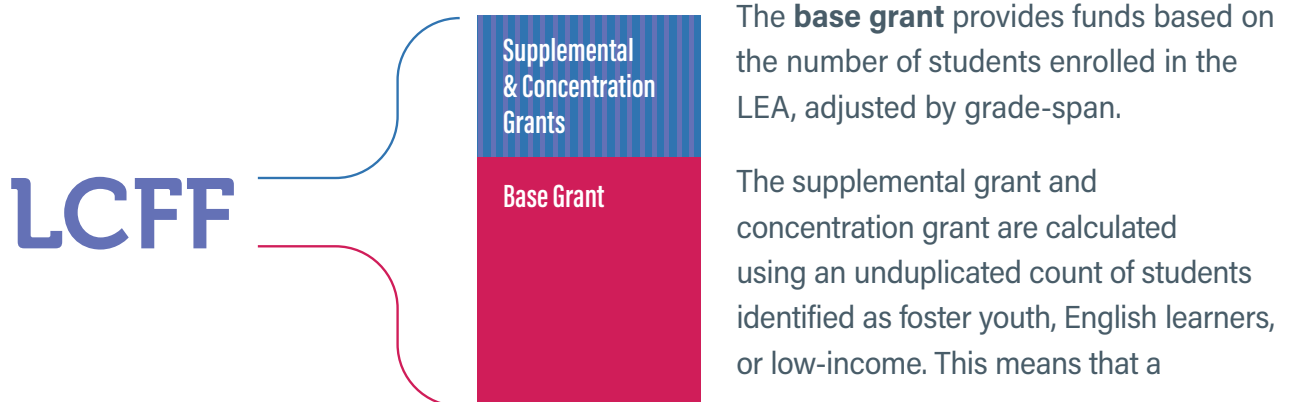
As LEAs prepare the LCAP, it is important to keep in mind existing statute, regulations, template instructions, requirements related to increased or improve services, the needs of the unduplicated students within the LEA community and the ultimate goal of improving outcomes for such students. Please see the California Department of Education's Local Control and Accountability Plan web page at <https://www.cde.ca.gov/re/lc> for a copy of the LCAP template and instructions.

Overview of the Increased/Improved Services Requirement

LCFF Funding

California's LCFF provides funding to county offices of education, school districts, and charter schools to enable them to provide a quality educational program to students. The LCFF provides funding based on three formulas: a base grant formula, a supplemental grant formula, and a concentration grant formula.

Figure 1. LCFF Funding





student is only counted once regardless of the number of categories that the student falls into. For this reason, students identified as foster youth, English learners, or low-income are referred to as **“unduplicated students.”**

The **supplemental grant** provides additional funds based on the number of students enrolled in the LEA who are identified as unduplicated students. The amount of funding provided by the supplemental grant is equal to 20 percent of the base grant amount for each unduplicated student.

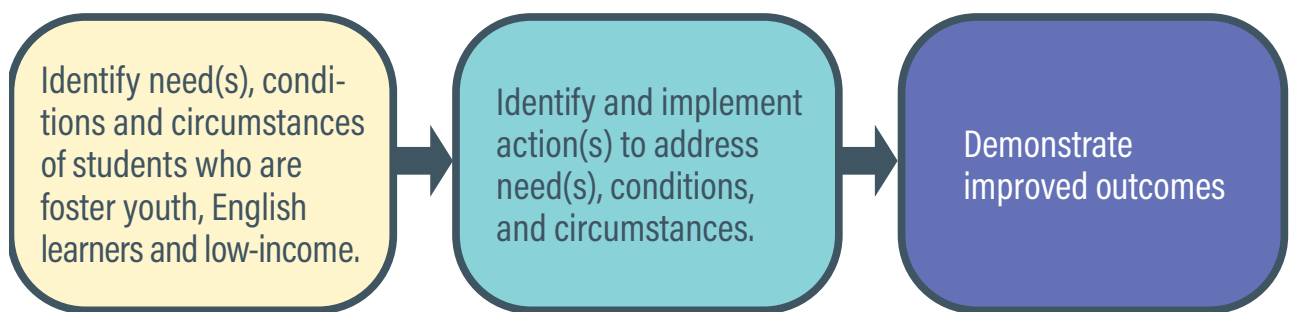
A **concentration grant** is calculated for LEAs whose enrollment of unduplicated students is greater than 55 percent. For school districts and charter schools, the amount of funding provided by the concentration grant is equal to 65 percent of the base grant amount for each unduplicated student. For county offices of education, the amount of funding provided by the concentration grant is equal to 50 percent of the base grant amount for each unduplicated student.

Requirement to Increase or Improve Services

LEAs are required to increase or improve services for unduplicated students as compared to the services provided to all students in the fiscal year in proportion to the additional funding provided.¹

The intent of the increased or improved services requirement is to identify and address the needs of unduplicated students in order to improve outcomes of those students.

Figure 2. Increased or Improved Services Requirement

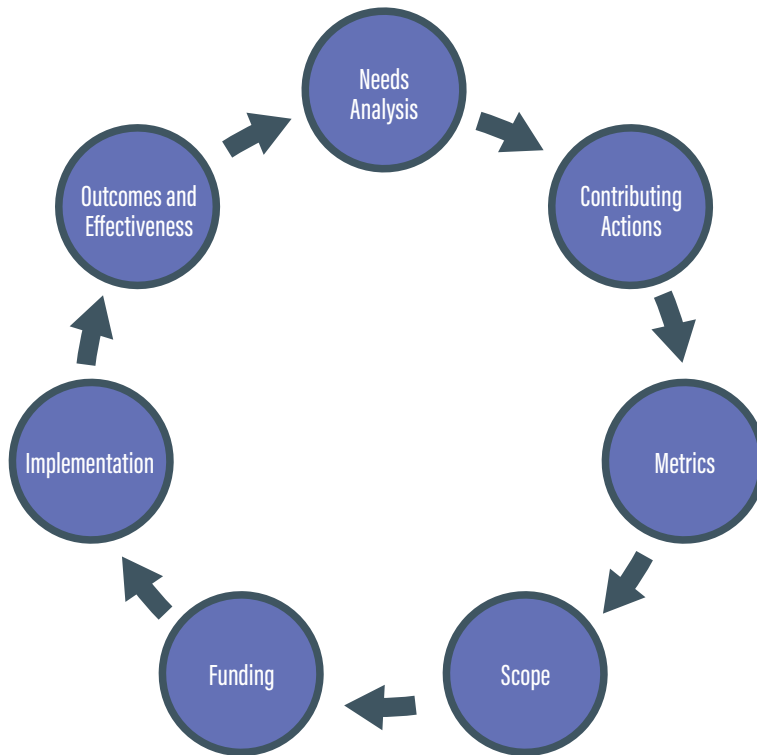


¹ California Education Code (EC) Section 42238.07, California Code of Regulations, Title 5 (5 CCR) Section 15496.



In order to do this effectively, it is critical that LEAs implement a comprehensive strategic planning process that includes an in-depth analysis of state and local data and educational partner input to determine the specific root causes contributing to the unique needs, conditions, and circumstances of the LEA's unduplicated students. Once these root causes have been identified, the LEA is tasked with determining and implementing the best pedagogical practices to support the improvement of student outcomes. Outcome data is then used to monitor progress, determine the effectiveness of those practices, and inform continuous improvement.

Figure 3. Planning Process



An LEA must demonstrate in its LCAP how the services provided will meet the requirement to increase or improve services for unduplicated students over services provided for all students in the LCAP year.

$$\frac{\text{Supplemental Grant} + \text{Concentration Grant}}{\text{Base Grant}} \times 100 = \text{MPP}$$

Regulations provide the formula that LEAs use to calculate the percentage by which they must increase or improve services in the coming school year. This percentage is also known as the **minimum proportionality percentage (MPP)**. To calculate the MPP, an LEA divides their



allocation of the supplemental and concentration grants by the amount of the base grant they receive and converts the quotient to a percentage.

For example, Sapphire Unified School District's (Sapphire Unified's) base grant is \$10,000,000, and the total supplemental and concentration grants is \$1,000,000. To calculate the LEA's MPP, divide \$1,000,000 (S&C grants) by \$10,000,000 (base grant) and multiply it by 100. This equals a projected percentage to increase or improve services (MPP) of 10%.

$$\frac{\$1,000,000}{\$10,000,000} \times 100 = 10\%$$

LEAs meet the requirement to increase or improve services by providing services, staffing, resources, etc. that seek to address the unique needs of their unduplicated students, and this is demonstrated through the actions described in the LCAP. These actions are referred to as "**contributing actions**" because they contribute towards meeting the requirement to increase or improve services. Contributing actions may either be "quantitative increases" or "qualitative improvements" in services. These two types of actions are discussed in greater detail below.

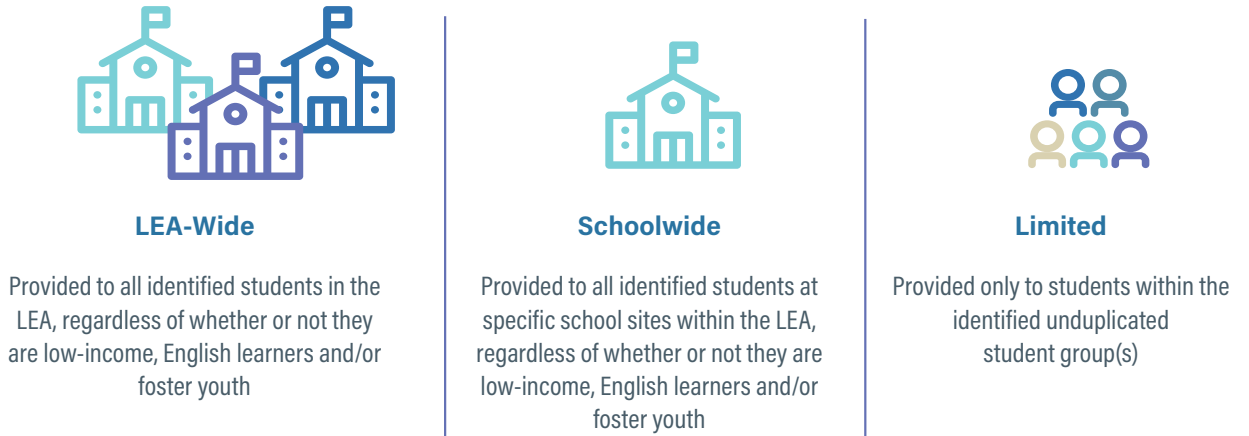
A contributing action meets the following criteria:

1. The action is being implemented to address the unique need(s) of the unduplicated student group(s) identified as being served by the action;
2. The action is designed to improve the outcomes of the unduplicated student group(s) identified as being served by the action to a greater extent than other students; and
3. The action must either be a quantitative increase if it is funded with LCFF funds or a qualitative improvement if it does not have any funding associated with it and is provided only to unduplicated students.



The **scope** of a contributing action may be provided either on a limited basis or on an LEA-wide or schoolwide basis.

Figure 4. Scope of Contributing Actions



- A limited action is provided only to one or more of the unduplicated student groups.
- An LEA-wide or school-wide action is provided to all students and upgrades the entire educational program of an LEA or school site(s). These actions are referred to as either an LEA-wide action (also referred to as districtwide, countywide, or charter-wide actions) or a schoolwide action. Schoolwide actions may be provided at certain schools or to certain grade spans within the LEA. Requirements for LEA-wide and schoolwide actions are discussed in greater detail further in this document.

Quantitative versus Qualitative Actions

Contributing actions may either be “**quantitative increases**” or “**qualitative improvements**” in services.² Each contributing action, both qualitative and quantitative, included in the LCAP represents a percentage of the LEA’s MPP.

A contributing action is determined to be a “**quantitative increase**” when the action is funded, in whole or in part, by LCFF funds. The action may include funding from other sources; however, the extent to which an action contributes to meeting the LEA’s MPP is based on the LCFF funding being used to implement the action. A quantitative action’s proportional contribution towards meeting the MPP is calculated by dividing the amount of LCFF funds being used to implement the action by the amount of the LEA’s LCFF base grant and converting the quotient to a percentage.

$$\frac{\text{Amount of LCFF funds being used to implement action}}{\text{Base Grant}} \times 100 = \text{Quantitative Increase}$$

² 5 CCR Section 15495(k) and (l).



Building on the previous example, through Sapphire Unified's comprehensive needs assessment, it has identified its low-income students are reading two grade levels below their non-low-income peers. To address this need, Sapphire Unified has decided to provide a reading intervention teacher at each of its five elementary schools. The cost of the five reading intervention teachers is \$600,000. The proportional contribution of the reading intervention teachers action contributes 6 percent towards meeting the LEA's MPP of 10 percent.

$$\frac{\$600,000}{\$10,000,000} \times 100 = 6\%$$

A contributing action is determined to be a **"qualitative improvement"** when it 1) is limited to serving one or more of the unduplicated student groups and 2) has no funding, from any funding source, allocated to support the action. The extent to which a qualitative action contributes to meeting the LEA's MPP is based on the amount of LCFF funds that the LEA estimates it would have spent to implement the action if it were funded. To calculate the qualitative action's proportional contribution towards the MPP, divide the amount of LCFF funds that the LEA estimates it would have spent to implement the action by the amount of the LEA's LCFF base grant and convert the quotient to a percentage.

$$\frac{\text{Amount of LCFF funds that the LEA estimates it would have spent to implement the action}}{\text{Base Grant}} \times 100 = \text{Quantitative Action's Proportional Contribution towards MPP}$$

Continuing with the example of Sapphire Unified, the LEA identified a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring five additional full-time staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$400,000 based on the current pay scale for the district. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. The amount of existing staff time used to analyze data and coordinate supports related to foster youth will be equivalent to the time that the five full-time staff would have spent doing the work. The LEA will divide the estimated cost of \$400,000 by \$10,000,000 (the LCFF base grant) and convert the quotient to a percentage. The proportional contribution of the action contributes 4 percent towards meeting the LEA's MPP of 10 percent.

$$\frac{\$400,000}{\$10,000,000} \times 100 = 4\%$$



The actions included as contributing to meeting the increased or improved services requirement must be indicated as such within the Goals and Actions section of the LCAP as well as in the Actions Tables. Further, the description of the actions in the Increased or Improved Services section must be aligned with those actions identified within the aforementioned sections.

An adequate description of how an LEA will meet its increased or improved services requirement must address in some manner all of the contributing actions included in the Goals and Actions section.



Increased or Improved Services for Foster Youth, English Learner, and Low-income Students Section

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to provide educational partners with a broader understanding and to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Overview of Prompt 1 Requirements

PROMPT 1

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

In responding to the first prompt, LEAs are required to identify each action being provided on a schoolwide or LEA-wide basis that is contributing to meeting the increased or improved services requirement and must describe how these actions are “**principally directed towards**” and “**effective in**” meeting the LEA's goals for unduplicated students.³

An LEA describes how an action is **principally directed** to meeting the LEA's goals for its unduplicated students when it explains:

- The unique identified need(s) of the unduplicated student group(s); and
- How the action is designed to address those identified need(s).

An LEA describes how the action will be **effective in** meeting the LEA's goals for its unduplicated students when it explains:

- How the action is intended to achieve progress towards one or more of the measurable outcomes for the goal; and

³ EC Section 42238.07, 5 CCR 15496(b)



- How the action is intended to improve the outcomes of the unduplicated student group(s) that the action is principally directed towards to a greater extent than the other students being served by the action.

When providing these descriptions, **conclusory statements should be avoided.**

A conclusory statement is a statement that makes a generalization without providing an explanation of the facts or data on which the statement is based. Justification for LEA-wide and schoolwide actions must first be based on the unique identified need(s) of the unduplicated student group(s) for which the action is principally directed to serve, not the number of unduplicated students the LEA enrolls. Simply stating the LEA has a high enrollment of unduplicated students is not sufficient because enrolling students is not the same as serving students.

Additionally, conclusory statements that an action will help make progress towards a goal, without an explicit connection to measurable outcomes based on state and local data and/or input from educational partners, are not sufficient. A sufficient response will connect to measurable outcomes and will explain how the action is intended to improve outcomes for the identified unduplicated student group(s) to a greater extent than for the other students being served by the action.

For example, as part of its justification for actions being provided on an LEA-wide basis, Sapphire Unified provides the following description:

Because of our high unduplicated student enrollment, many of the services and related expenditures, which align with the goals and actions included in the LCAP, are offered to all students. These actions provide an increase of learning opportunities through hiring additional teachers, providing professional development in effective strategies, early learning opportunities, career pathways, and social and emotional learning (SEL) supports through hiring additional staff such as psychologists, social workers, and college and career counselors. These actions are planned on an LEA-wide basis due to our unduplicated pupil count percentage being 89 percent. We anticipate these actions will improve academic and SEL outcomes for our unduplicated students.



This description is insufficient because it does not:

1. Identify the unique identified needs of the LEA's unduplicated student group(s);
2. Describe how the actions are designed to address those needs;
3. Describe how the actions are intended to achieve progress towards one or more of the measurable outcomes for the goal; and
4. Describe how the actions are intended to improve the outcomes of the unduplicated student group(s) that the action is principally directed towards to a greater extent than the other students being served by the action.

In addition to the requirements outlined above, there are additional requirements for school districts that meet certain conditions:

- **For school districts with an unduplicated pupil percentage of less than 55 percent:** When providing the required description for actions being provided on an LEA-wide basis, the LEA must also describe how the actions are the most effective use of the funds to meet the goal(s). Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.
- **For school districts with an enrollment of unduplicated students that is less than 40 percent:** When providing the required description for actions being provided on a schoolwide basis, the LEA must also describe how these actions are the most effective use of the funds to meet its goals for unduplicated students.

When an LCAP contains the descriptions outlined above for actions provided on an LEA-wide or schoolwide basis, it will be apparent how the LEA is acting to increase or improve services for unduplicated students and why it believes the actions will be effective in making progress towards achieving its goals for unduplicated students.



Overview of Prompt 2 Requirements

PROMPT 2

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In responding to the second prompt, LEAs are required to describe how the actions provided for unduplicated students are increasing or improving services by at least the required percentages compared to the services provided for all students.⁴ As discussed in the overview of the Increased/Improved Services Requirement, services can be grown in quality and in quantity.

Since actions provided on an LEA-wide and/or schoolwide basis are discussed in Prompt 1, actions provided on a limited basis are described in Prompt 2. A limited action is an action that only serves unduplicated students.

For any actions being provided on a limited basis, LEAs are required to describe the specific unduplicated student group(s) being served, the identified need(s) of the unduplicated student group(s), how the LEA is addressing those need(s), and how the action will be effective in meeting those need(s).

Additionally, for any of the limited actions being provided by the LEA that identify a Planned Percentage of Improved Services (qualitative improvement) in the Contributing Actions Table rather than an expenditure of LCFF funds, the LEA must describe how it determined the amount of LCFF funding that it would have expended to implement the action if it were funded.⁵

This description must also summarize how the LEA-wide and schoolwide action(s) described in Prompt 1 and the limited action(s) in Prompt 2 are expected to result in the required percentage to increase or improve services for unduplicated students. In summarizing how the required percentage will be met, LEAs may reference the actions described in Prompt 1 and Prompt 2, as well as the information provided in the Contributing Actions Table.

⁴ This percentage is also known as the minimum proportionality percentage (MPP).

⁵ As a reminder, an LEA determines the planned percentage of improved services for an action using a two-step process. First, the LEA identifies the amount of LCFF funding that the LEA estimates it would have expended to implement the action if it were funded. Then, the LEA divides the estimated amount by the amount of the LEA's base grant and converts the quotient to a percentage.



Sample Responses to Prompts

The LCAP template and related instructions provide LEAs with the requirements to address each prompt within the Increased/Improved Services Section of the LCAP. The development of the responses to these prompts is informed by an LEA's progress on each of the LCFF priorities, local priorities, input from educational partners, data identifying local needs, the availability of resources to support actions, and the requirement to demonstrate increased/improved services for unduplicated students.

The purpose of this section is to provide examples of how a fictitious LEA approached the responses to Prompts 1 and 2 in the Increased/Improved Services prompts in a well-written manner. These examples were derived based on the input and data described in sample responses to the Engaging Educational Partner prompts, the Focus Goal (School Connectedness), and the Broad Goal (English Language Arts).

Since each LEA is unique, the sample responses to the Increased/Improved Services prompts are not intended to be copied and pasted into an LEA's LCAP.

Example of Response to Prompt 1

Low-income students have disproportionately higher rates of chronic absenteeism and suspension than other student groups as well as lower participation rates in student leadership groups, as indicated in the Engaging Educational Partners, Why Statement and Measuring and Reporting Results areas of the Focus Goal for School Connectedness. In addition, educational partners identified that students are disengaged from school due to not feeling welcome, feeling a low sense of belonging, not feeling valued, and in some cases, not having transportation to enable participation in such after school activities. Therefore, there is a significant need for additional support for student and family engagement within school communities.

To address these needs, the district will implement restorative justice practices as alternatives to suspension (Focus Goal: School Connectedness, Action 4), a student leadership program to foster participation of low-income students in student clubs and leadership groups, relationship building, and the development of leadership skills to address the needs for an increased sense of belonging, attendance, and participation (Focus Goal: School Connectedness, Action 5), provide professional development to support staff in incorporating SEL strategies into instruction and interactions with students (Focus Goal: School Connectedness, Action 6), and establish a new Family Resource Center to facilitate wraparound services for students and families (Focus Goal: School Connectedness, Action 7).



We expect these actions to lead to a significant decrease in the chronic absenteeism and suspension rates for low-income students and increased participation of low-income students in student leadership groups as these actions are focused on addressing their identified needs. To maximize the impact of these actions in reducing chronic absenteeism and suspensions throughout the LEA, these actions are being provided on an LEA-wide basis.

Additionally, as identified in the Why Statement and Measuring and Reporting Results for the Broad Goal addressing English Language Arts (ELA), students who are foster youth, English learners, and low-income are performing below all other student groups in ELA. Contributing to this result is the fact that only 47 percent of English learner students progressed at least one level towards English language proficiency. As noted in the Engaging Educational Partners section, educational partners identified needs for assistance for families of low-income and English learner students to support students at home, and expanded learning opportunities for students who are foster youth, English learners, and low-income.

To address these needs, the district will implement an extended summer school program (Broad Goal: ELA, Action 1), an afterschool program that focuses on advancing literacy skills and language proficiency, as applicable to student needs (Broad Goal: ELA, Action 4), and provide support for learning at home by hiring a full-time family engagement coordinator to facilitate effective school-family partnerships (Broad Goal: ELA, Action 5).

We expect these actions to result in improved outcomes for students who are foster youth, English learners, and low-income in both the California Assessment of Student Performance and Progress (CAASPP) ELA and local ELA benchmark assessments, and that the percentage of English learner students making progress towards proficiency will increase as the actions are designed to meet the needs of these students. As it is likely that other low-performing students may benefit from these actions, they will be provided on an LEA-wide basis.



The above response to Prompt 1 is well written because:

- The LEA has provided the following descriptions for each action or group of actions identified as contributing* and being provided on an LEA-wide or schoolwide basis:
 - » The unique identified need(s) of the unduplicated student group(s) to whom the action or actions are principally directed;
 - » How the action or actions are designed to address the identified need(s);
 - » How the action or actions are intended to achieve progress towards one or more of the measurable outcomes for the goal; and
 - » How the action or actions are intended to improve outcomes of the unduplicated student group(s) to whom the action or actions are principally directed to a greater extent than the other students being served by the action.
- The response is succinct.

* As a reminder, actions are identified as contributing in both the **Goals and Actions** section and in the **Action Tables**.



Example Response to Prompt 2

The LEA intends to meet its required percentage to increase or improve services using the LEA-wide actions described above in Prompt 1, as well as the limited actions described below. As noted on the Contributing Actions table, the LEA's planned percentage to increase or improve services is 10 percent.

To address the need to reduce chronic absenteeism and suspension rates, as well as to increase student engagement with our low-income students, we will be implementing home visits to build trusting relationships with low-income families and provide targeted support (Focus Goal: School Connectedness, Action 2).

As identified in the Engaging Educational Partners section, low-income families emphasized the need for supplemental reading materials to be used at home. To address this need, we will be providing our low-income students with additional reading materials to practice their reading skills at home (Broad Goal: ELA, Action 6). We anticipate the additional reading materials will assist in increasing our low-income students' scores on the CAASPP ELA and local ELA benchmark assessments.

CAASPP ELA data demonstrates only 6 percent of foster youth students are scoring at or above grade level, and only 23 percent are scoring at or above grade level on our local formative ELA benchmark assessments. Educational partners identified that our foster youth students need more supportive learning environments at home. Furthermore, our foster youth students shared that it is difficult to concentrate in their home environments because of excess noise and a multitude of distractions happening in their living spaces. To address this need, we will provide foster youth students with access to noise canceling headphones, a desk and chair, privacy screens to create a work area free of distractions, and school supplies (Broad Goal: ELA, Action 7). We anticipate this action will result in an increase in our foster youth students achieving at or above grade level on both the CAASPP ELA and our local formative ELA benchmark assessments.

Lastly, our data demonstrates that 47 percent of our English learner students are making progress towards English proficiency according to the English Learner Progress Indicator (ELPI). Our teachers also indicated they would like increased assistance in implementing integrated and designated English Language Development (ELD) instruction. To address these needs, teachers and administrators will have the opportunity to participate in ongoing professional development and coaching to support improved implementation of integrated and designated ELD instructional strategies (Broad Goal: ELA, Action 3). We anticipate our English learner students' progress towards English proficiency will increase due to the use of new teaching techniques their ELD teachers learn through the ELD professional development and coaching.



The above response to Prompt 2 is well written because it:

- Describes how the LEA intends to meet its requirement to increase or improve services for its unduplicated students by at least the **Total Percentage to Increase or Improve Services** identified in the plan and includes the following:
 - » An explanation of how the contributing actions, including those provided on an LEA-wide and/or schoolwide basis and those provided on a limited basis, are contributing towards meeting this requirement. The description may reference, rather than restate, information provided in response to Prompt 1 and may also reference the action tables or action descriptions.
- Describes the following for each action being provided on a limited basis:
 - » The specific unduplicated student group(s) being served;
 - » The identified need(s);
 - » How the LEA is addressing the need(s); and
 - » How the action will be effective in meeting the identified need(s).
- The response is succinct.

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