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# Increased or Improved Services for Foster Youth, English Learners, and Low- Income Students

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CALIFORNIA DEPARTMENT OF EDUCATION

JANUARY 21, 2021



# Webinar Series

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## TUESDAYS @ 2

- 1/26: Stakeholders and the LCAP
- 2/2: LCAP and Annual Update Templates and Instructions for the 2021-22 School Year
- 2/9: Developing Focus Goals and Maintenance Goals for the LCAP

## THURSDAYS @ 3

- 1/21: Increasing or Improving Services for Students who are Low-Income, English Learners, and Foster Youth
- 1/28: Data and the LCAP
- 2/4: Developing Broad Goals for the LCAP
- 2/11: The CA School Dashboard Local Indicator Process for 2021-22

# LCAP Template and Instructions

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- The LCAP Template and Instructions to be used in the development of the 2021-22 Local Control and Accountability Plan (LCAP) are available for download at <https://www.cde.ca.gov/re/lc/documents/lcaptemplate2020rev.docx>
- The Expenditure Tables to be used in the development of the 2021-22 LCAP are available for download at <https://www.cde.ca.gov/re/lc/documents/lcapexpendituretable.xlsx>
- The Annual Update Template and Instructions to be used in the development of the 2021-22 LCAP will be posted by January 31, 2021. When available, an announcement will be sent out via the LCFF listserv.

# Purpose of This Webinar

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- To provide an understanding of the vision behind the requirement to increase or improved services for Foster Youth, English Learners, and Low-Income Students (unduplicated students)
- To provide an understanding of the requirements within the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section of the LCAP

# Foundations

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THE FOUNDATION OF THE REQUIREMENT TO INCREASE  
OR IMPROVE SERVICES

# Foundational Principles of the LCFF

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- Local Education Agency (LEA)-level improvement based on multiple measures
- Equity
  - Additional funding to address specific identified needs of students who are low income, English learners, and/or foster youth (i.e. unduplicated students)
  - Requirement to Increase or Improve Services in proportion to the increase in funding
- Subsidiarity
  - A principle of social organization that holds that social and political issues should be dealt with at the most immediate level
  - Necessitates transparency and collaboration with the community

# Unrestricted Funds

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- All LCFF funding, regardless of whether they are calculated as part of the base grant or the supplemental or concentration grant add-ons, is unrestricted funding (Resource 0000)
  - LCFF funds can be spent on any purpose allowable for LEAs under California's Education Code

# Flexibility to Ensure Student Success

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- LCFF provides for an increased level of local flexibility to determine which programs and/or services have the greatest likelihood of ensuring that each student will succeed in relation to each of the eight LCFF state priorities.
- In exchange for this flexibility, the LCFF model requires greater local responsibility for selecting appropriate and effective programs.
- This necessitates transparency and engaging stakeholders in analysis and decision-making.



# Requirement to Increase or Improve Services

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- The LCFF requires an LEA to provide evidence in its LCAP to demonstrate how the LEA plans to increase or improve services for students who are low income, English learners, or foster youth (unduplicated students) as compared to the services provided to all pupils.
- Services must be increased or improved in proportion to the increase in funds apportioned on the basis of the number and concentration of low income, English learners, or foster youth students
- To increase services means to grow services in quantity and to improve services means to grow services in quality.

# LCAP Approval Criteria

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- The LEA has adhered to the template **and** has followed the instructions for completing the template
- The LEA budget for the fiscal year includes expenditures that are sufficient to implement the actions in the LCAP
- **The LCAP adheres to the expenditure requirements set forth in *California Code of Regulations*, Title 5, Section 15496 for funds apportioned on the basis of the number and concentration of unduplicated pupils pursuant to *Education Code* sections 2574, 2575, 42238.02 and 42238.03**

# New Requirements to Ensure Equity

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- Governor's 2021-22 Budget Summary (pg. 71)
  - Additional requirements will be added to ensure that LEAs are meeting the requirement to increase or improve services in proportion to the increase in funding
  - Not just an explanation of how the requirement will be met; also a demonstration of how the requirement has actually been met

# Not a Spending Requirement

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- Spending does not equal increased outcomes for students
- Increasing or improving services requires thoughtful planning that seeks to address specific identified needs of unduplicated students identified based on an analysis of available data and stakeholder input

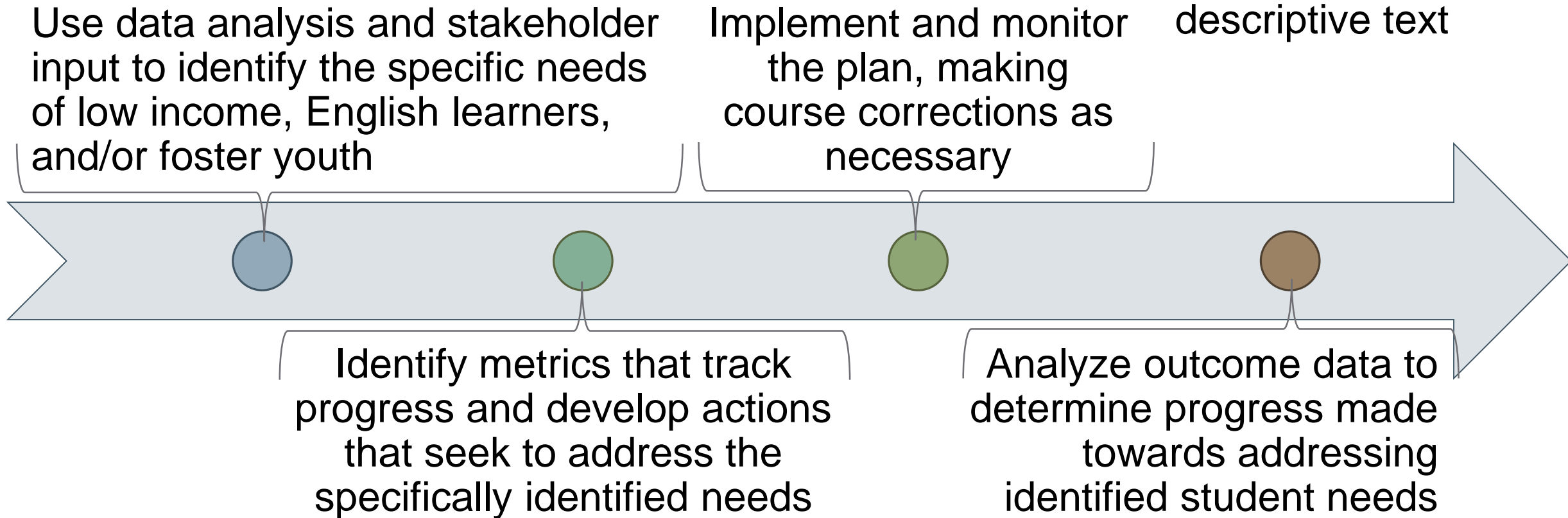
# A Shift in Mindset

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- This requires a mindset shift...
  - away from spending funds on services for students as a compliance exercise...
  - and towards meeting the needs of, and improving outcomes for, students who are low income, English learners, and/or foster youth...
  - based on an analysis of available data and in collaboration with stakeholders

# A Shift in Process

\*See [Addendum 1](#) for descriptive text



# The Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students Section

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REQUIREMENTS OF THE LCAP

# Purpose of the Section

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A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as compared to all students 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 promote a broader understanding of stakeholders 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.



# Increased or Improved Services (1)

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Prompt 1. Provide Justification for “Wide” Services

Prompt 2. Describe Increase or Improvement in Services

# Increased or Improved Services (2)

Action #	Title	Description	Total Funds	Contributing
[Action #]	[A short title for the action; this will appear in the expenditure tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$0.00]	[Y/N]
[Action #]	[A short title for the action; this will appear in the expenditure tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$0.00]	[Y/N]



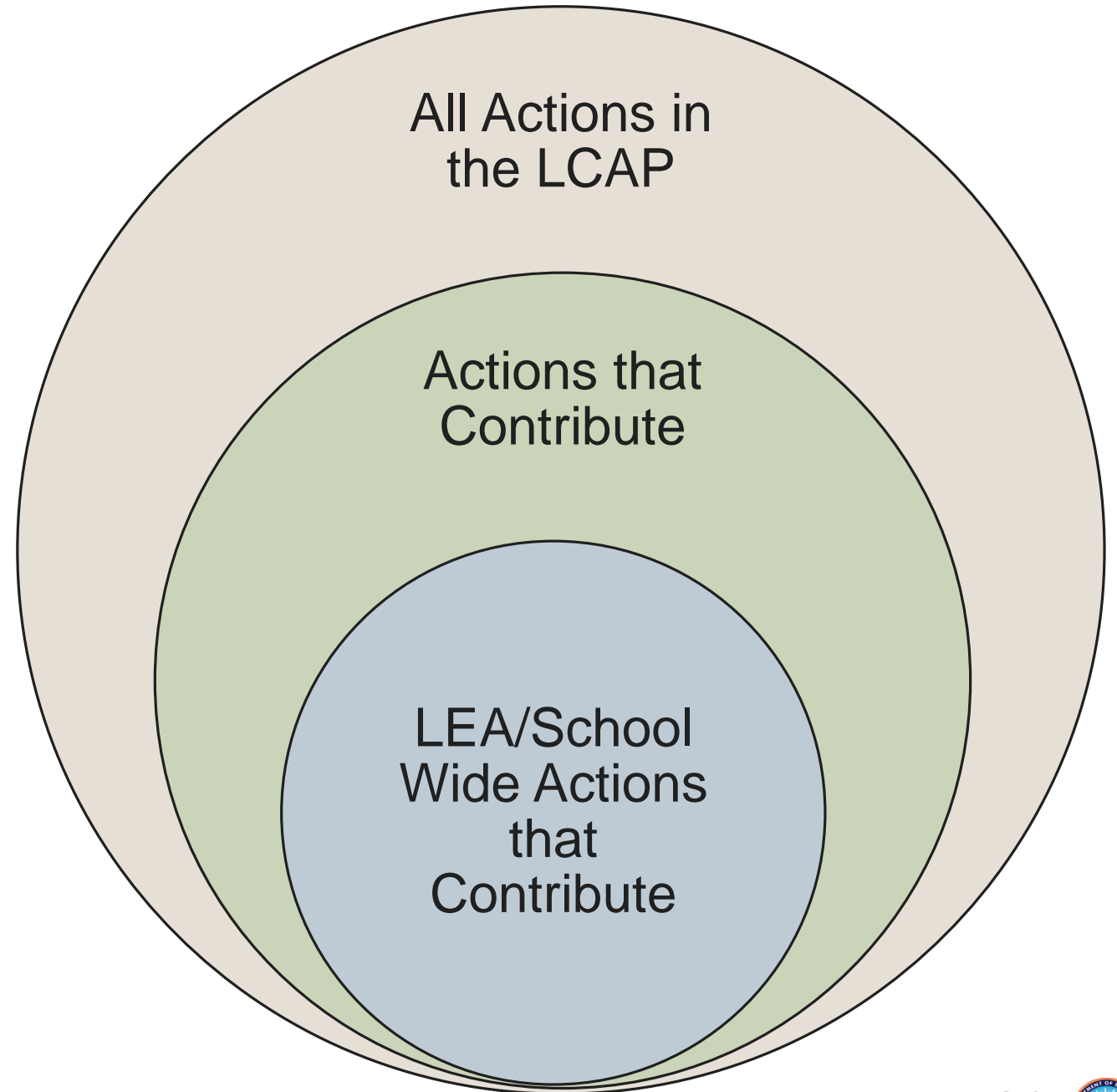
# Contributing Actions

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## 2 Kinds of Contributing Actions (Scope)

- Limited
- “Wide” (LEA wide, districtwide, schoolwide, charterwide, countywide)

# Types of Actions in an LCAP



# Required for “Wide” Actions/Services

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“Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the [LEA’s] goals for its unduplicated pupils in the state and any local priority areas, as applicable.”

-*California Code of Regulations*, Title 5, Section 15496

# Principally Directed (1)

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“An LEA describes how a service is principally directed to meeting the LEA’s goals for unduplicated students in any state or local priorities when it explains in its LCAP how it considered factors such as the needs, conditions, or circumstances of its unduplicated students, and how the service takes these factors into consideration (such as, for example, by the service’s design, content, methods, or location).” (Recent CDE UCP Report)

# Principally Directed (2)

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- Factors such as the needs, conditions, or circumstances of its unduplicated students
- How the service takes these factors into consideration (such as, for example, by the service's design, content, methods, or location)

# Effective In

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“An LEA meets this requirement by describing how it expects an action/service will help achieve one or more of the expected outcomes for the goal.” (Recent CDE UCP Reports)



# Increased or Improved Services (3)

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## **Principally Directed**

- Needs, conditions, circumstances of unduplicated students
- How action(s) consider these factors

## **Effective**

- How action helps achieve expected outcomes for goal

# Principally Directed and Effective

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1. Needs, Conditions, Circumstances
2. Action
3. Measurable Outcomes

1. What specifically are we trying to accomplish?
2. What change might we introduce and why?
3. How will we know that a change is actually an improvement?

p. 114 *Learning to Improve*, Bryk, et al.

# Conclusory Statements

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Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

Ex: “This action is principally directed towards and effective in meeting the needs of our unduplicated students.”

# Enrollment is not a Justification (1)

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Simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

# Enrollment is not a Justification (2)

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Example: “Because of our high percentage of enrollment of unduplicated students, these actions are invariably principally directed towards and effective in meeting goals for unduplicated students.”

“Because of our high percentage of enrollment of unduplicated students, these actions will invariably improve outcomes for unduplicated students.”

# Increased or Improved Services (4)

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A Prospective Requirement



# Instructions – “Wide” Actions (1)

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“For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.”

# Instructions – “Wide” Actions (2)

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## 2019-2020 LCAP

- Action 1

Effective? Yes.



- Action 2

Effective? No, but will  
make changes.



- Action 3

Effective? No, and will  
remove.



## 2021-2022 LCAP

- Action 1

- Action 2

- ~~• Action 3~~



# Examples

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# Example 1: (1 of 3)

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For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

- After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

# Example 1: (2 of 3)

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- In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

# Example 1: (3 of 3)

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- These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students.  
(Measurable Outcomes [Effective In])

# Example 2 (1 of 2)

A review of English learners' CAASPP scores and scores on end of year summative reading test indicates a performance gap in reading comprehension between English learners and all students. Teachers have also reported that many of their English learner students do not have access to quality reading materials outside of school. In consideration of this performance gap and the reported circumstances of English learner students, we decided to offer an after school reading club and to pilot the "Book in a Bag" program to increase quality reading opportunities available to English learners. These actions are available to all students in order to promote an integrated program. We believe this action will be effective in meeting this goal for English learners because it will help improve results for end of year summative reading tests and help increase CAASPP ELA scores, for which Goal 1 includes expected annual measurable outcomes.

# Example 2 (2 of 2)

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## English Learners

Needs, Conditions, Circumstances	<ul style="list-style-type: none"><li>● A performance gap in reading comprehension between English learners and all students (CAASPP and local end of year reading test)</li><li>● No access to quality reading materials outside of school</li></ul>
Action(s)	<ul style="list-style-type: none"><li>● After School Reading Club</li></ul>
Expected Outcome(s)	<ul style="list-style-type: none"><li>● 3.5% Increase in performance on end of year reading test</li><li>● Improved CAASPP ELA scores</li></ul>

# Closing Thoughts

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# The Through-line

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- The description provided of how services are being increased or improved should allow stakeholders (and reviewers) to see a through-line between the identified needs of the unduplicated students, the metrics being used to track progress towards addressing those needs and the actions being implemented to address those needs
- The analysis of progress in the coming year should reflect progress made towards addressing the needs of the unduplicated students



# Take Advantage of the Opportunity

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- The 2021-22 LCAP provides the opportunity to rethink the approach to increasing and improving services for students who are low income, English learners, and/or foster youth
- It's an opportunity to build collaboration and trust between students, parents, teachers and staff, and educational leaders
- It's an opportunity to operationalize equity and to meet the needs of students
- It's an opportunity to change what the future of your community will look like for the better

# Upcoming Webinars

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## TUESDAYS @ 2

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[Note: All dates with strikethrough have occurred.]

# Contact Information

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If you have any questions, please contact the Local Agency Systems Support Office at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov)

Tuesdays @ 2 webpage:

<https://www.cde.ca.gov/fg/aa/lc/tuesdaysat2.asp>

# Addendum 1

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- A large arrow pointing from left to right with 4 colored circles (blue, green, dark green, and brown) in the middle that illustrates how the process should be implemented in chronological order. First is “Use data analysis and stakeholder input to identify the specific needs of low income, English learners, and/or foster youth”. Second dot is “Identify metrics that track progress and develop actions that see to address the specifically identified needs”. Third dot is “Implement and monitor the plan, making course corrections as necessary”. Fourth dot is “Analyze outcome data to determine progress made towards addressing identified student needs”.