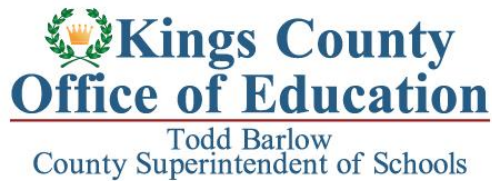




Tulare County  
Office of Education

*Tim A. Hire, County Superintendent of Schools*



The Education Trust–West

# Rethinking Increased/Improved Services & the LCAP

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January 24, 2019

# Presenters

- » **Josh Daniels, California Collaborative for Educational Excellence**
- » **Andrea Perez, Kings County Office of Education**
- » **Angelica Jongco, Public Advocates**
- » **Natalie Wheatfall-Lum, Education Trust-West**
- » **Tyger Bates, Tulare County Office of Education**

# Module Overview

» Resources: [ccee-ca.org/resource-collection.asp](http://ccee-ca.org/resource-collection.asp)

- Webinar PPT
- Protocol

» Twitter: [@CCEECA](https://twitter.com/CCEECA)

- #LCFFWorks
- #LCFFisEquity
- #IncreaseImprove

# Module Overview

## » Intended audience

- LEA staff involved in LCAP development
- Community members involved in LCAP process

## » Prior Knowledge Assumed

- Composition of unduplicated student groups
- Basic LCAP development process
- Different sections of LCAP template

# Module Overview

## » Module **IS** about...

- How to think more analytically regarding increased or improved services
- How to plan more equitable services for unduplicated students
- How an action or service effectively increases or improves services and outcomes
- How to focus on unduplicated students

# Module Overview

## » Module **IS NOT** about...

- writing a more compliant LCAP
- imposing more requirements
  - we only offer suggestions and considerations
  - use, don't use, or modify suggestions and considerations based on local context

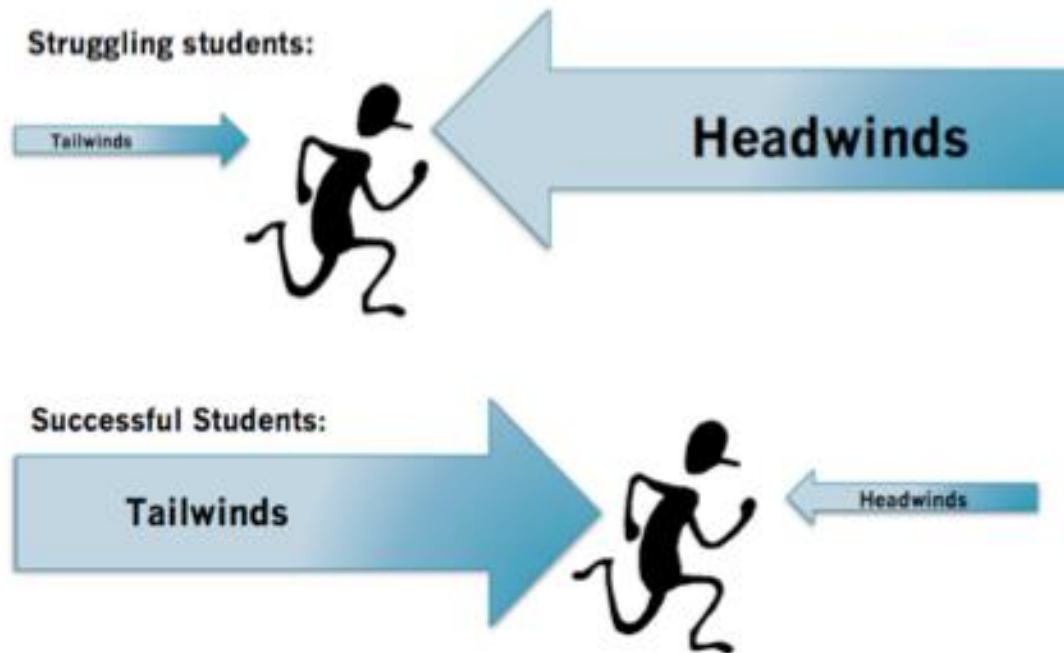
# Module Overview

## » Webinar Agenda

- **Refresher** on demonstrating increased or improved services in the LCAP
- **Reframing** on how to think about increased or improved services for unduplicated students
- **Protocols** on how to approach increased or improved services for unduplicated students

# Refresher

- » **Important** because some students experience more head/tailwinds than others





# Refresher

- » **Three ways an action/service can increase or improve services provided to unduplicated students as compared to services provided for all students**
  - **Limited to Unduplicated Student Groups**
  - **LEA-Wide**
  - **School-Wide**

# Refresher

## » LEA- or School-Wide Action or Service

- Principally directed to and effective in meeting goals for unduplicated pupils

*or*

- Principally directed to and most effective in meeting goals for unduplicated pupils
  - Include alternatives considered and supporting research, experience, or educational theory

# Refresher

Conditions for LEA/School-Wide Actions and Services Depending on LEA/School Type	Principally + Effective	Principally + Most Effective
County Office of Education	X	
Charter School	X	
School District (with unduplicated % of at least 55%)	X	
School District (with unduplicated % less than 55%)		X
Non-Charter School (with unduplicated % of at least 40%)	X	
Non-Charter School (with unduplicated % less than 40%)		X

# Refresher

» Last section of LCAP asks to describe how each LEA- or School-wide service meets the increased/improved services requirement

## Demonstration of Increased or Improved Services for Unduplicated Pupils


LCAP Year: XXXX-XX


Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ [Add amount here]

[Add percentage here] %

 Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

 Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

[Add text here]

# Refresher

» Don't forget to properly identify services that increase or improve services provided to unduplicated students in *Goals, Actions, and Services* section

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

# (Re)Framing

## » Ask Not:

- **CAN** I spend my supplemental and concentration funds on a certain program?

## » Ask:

- **SHOULD** I spend my supplemental and concentration funds on a certain program?
- Did/Will this program increase or improve services for my unduplicated students as compared with what is provided to all students?

# **(Re)Framing**

## **» Considerations and questions:**

- Is there a specific need/benefit for unduplicated students?**
- Is the need/benefit different for non-unduplicated students?**
- What evidence (research, data, local experience) exists to support the above answers?**
  - Is it specific to unduplicated students?**

# **(Re)Framing**

## **» Considerations and questions:**

- How do you know if action/service increased or improved services for unduplicated students? As opposed to non-unduplicated students?**
- What metrics could you use? What outcomes indicate success or failure? When will you know?**



# **(Re)Framing**

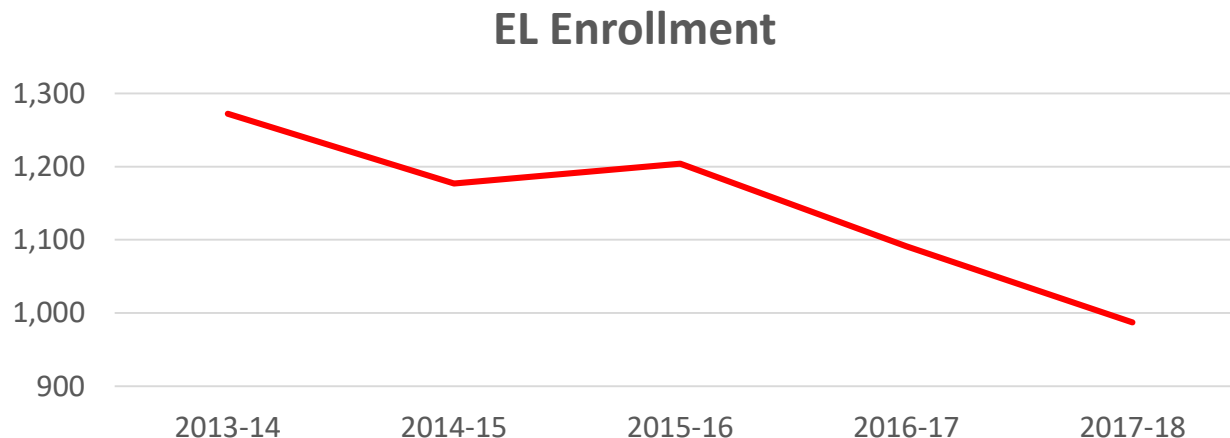
## **» Considerations and questions:**

- Should an action or service listed one year as increasing or improving services provided to unduplicated students continue to be listed as such the next year?**
- Is there an action or service that would be more effective at increasing or improving services provided to unduplicated students?**

# (Re)Framing

## » Considerations and questions:

- Should an action or service listed one year as increasing or improving services provided to unduplicated students continue to be listed as such the next year?



# (Re)Framing

## » Considerations and questions:

	Unduplicated 6 <sup>th</sup> Graders in Middle School Bridge	Unduplicated 6 <sup>th</sup> Graders NOT in Middle School Bridge
GPA	2.54	2.53
Attendance Rate	75%	76%

- Is there an action or service that would be more effective at increasing or improving services provided to unduplicated students?

# **(Re)Framing**

## **» Considerations and questions:**

- **How have you included your stakeholders in discussing these considerations and questions?**
  - **Advisory committee(s), if applicable**
  - **Students, families, and community members**
  - **Staff and, if applicable, bargaining units**
  - **Cabinet and programmatic leads**
  - **School board**
  - **Special education local plan area**
  - **Others?**

# Protocols

## » Created four protocols

- Designed for various purposes related to increased or improved services
- Each protocol is designed for different needs and contexts
- We do not recommend one over the other
  - Use, don't use, or modify based on local context and need

# Action/Service Evaluation Protocol

**This protocol is designed to assist you in evaluating a pre-existing action or service intended to increase/improve services for one or more unduplicated student groups in order to determine what you intend to do with the action or service for the next year and why. It is suggested that this protocol be used by staff to evaluate LEA-wide and school-wide actions or services. Additionally, this protocol can be used both internally (e.g., with cabinet) or externally (e.g., with parent advisory committee) to support a robust discussion focused on a particularly controversial or expensive LEA-wide and school-wide action or service.**

# Action/Service Evaluation Protocol

**Step 1:** Select a *pre-existing* action/service intended to increase or improve services for one or more unduplicated student groups and select for which unduplicated student group(s) the action/service is designed increase or improve services.

**Action/Service:** Hire therapist to work with students who have experienced trauma; Foster Youth will constitute a majority of the therapist's caseload

English Learners

Low Income

Foster Youth

# Action/Service Evaluation Protocol

**Step 2:** List all metrics (e.g., LCAP metrics, local metrics) that action/service was expected to impact. Then enter outcomes for those metrics for the unduplicated student group(s) selected in Step 1. (Other outcomes may be entered as well.)

<b>Metrics</b>	<b>Associated Outcomes for Above Selected Unduplicated Student Group(s)</b>		
	<b><u>2015-16</u></b>	<b><u>2016-17</u></b>	<b><u>2017-18</u></b>
<b>Attendance Rate</b>	<b>75%</b>	<b>76%</b>	<b>76%</b>
<b>Suspension Rate</b>	<b>7.0%</b>	<b>2.4%</b>	<b>3.5%</b>
<b>Local measure of connectedness</b>	<b>51%</b>	<b>53%</b>	<b>53%</b>



# Action/Service Evaluation Protocol

**Step 3:** Based on the outcomes from Step 2, indicate what you are going to do with the action/service from Step 1 in the next LCAP year and why.

**What are you going to do with this action/service in this next LCAP year?**

- |   |   |
|---|---|
| <input type="checkbox"/> <b>Expand</b> ( <i>Action/service is working</i> )                                 | <input type="checkbox"/> <b>Modify</b> ( <i>Action/service is not working as well as it could or should</i> ) |
| <input type="checkbox"/> <b>Maintain</b> ( <i>Action/service is working</i> )                               |   |
| <input type="checkbox"/> <b>Monitor</b> ( <i>Need more time to determine if action/service is working</i> ) | <input type="checkbox"/> <b>Reduce/Eliminate</b> ( <i>Action/service is not working</i> )                     |

**What evidence is there to support this determination?**

# Action/Service Evaluation Protocol

**Step 2:** List all metrics (e.g., LCAP metrics, local metrics) that action/service was expected to impact. Then enter outcomes for those metrics for the unduplicated student group(s) selected in Step 1. (Other outcomes may be entered as well.)

<b>Metrics</b>	<b>Associated Outcomes for Above Selected Unduplicated Student Group(s)</b>					
	<b><u>2015-16</u></b>		<b><u>2016-17</u></b>		<b><u>2017-18</u></b>	
<b>Attendance Rate</b>	<b>75%</b>	<b>76%</b>	<b>76%</b>	<b>79%</b>	<b>76%</b>	<b>82%</b>
<b>Suspension Rate</b>	<b>7.0%</b>	<b>6.9%</b>	<b>2.4%</b>	<b>3.0%</b>	<b>3.5%</b>	<b>2.9%</b>
<b>Local measure of connectedness</b>	<b>51%</b>	<b>48%</b>	<b>53%</b>	<b>56%</b>	<b>53%</b>	<b>62%</b>
	<i>All Foster Youth</i>	<i>All Foster Youth served</i>	<i>All Foster Youth</i>	<i>All Foster Youth served</i>	<i>All Foster Youth</i>	<i>All Foster Youth served</i>

# Protocols

- » **Three other protocols will be summarized in three short video vignettes**
  - **Data Analysis Protocol**
  - **Unduplicated Student Group Focus Protocol**
  - **Listing of Actions/Services Protocol**
- » **Vignettes will be posted online with archived version of this webinar next week**

# Additional Resources

## » Next week:

- Archive webinar
- Video vignettes
- Applicable Regulations
- Frequently Asked Questions
- Among other resources...

<https://ccee-ca.org/resource-collection.asp>