

# California Public Schools' Supports for Immigrant Students following COVID-19

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GMC/CPIR Research Panel  
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# Overview

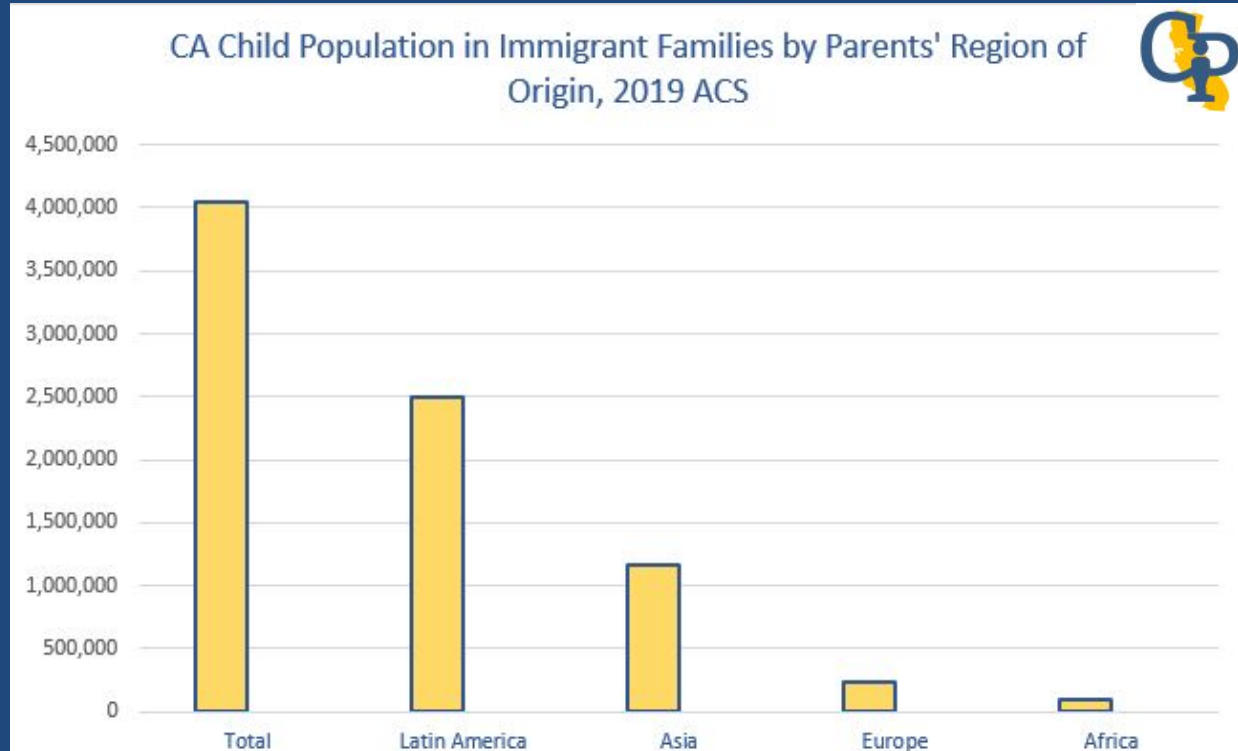
- California's Children in Immigrant Families
- Equity in the “Local Control” Era of California Public Education Policy
- School Districts' Attention to Immigrant Students
  - 2014-2020
  - During the Remote Schooling year
  - The Return to In-Person Schooling



# California's Children in Immigrant Families

In 2019:

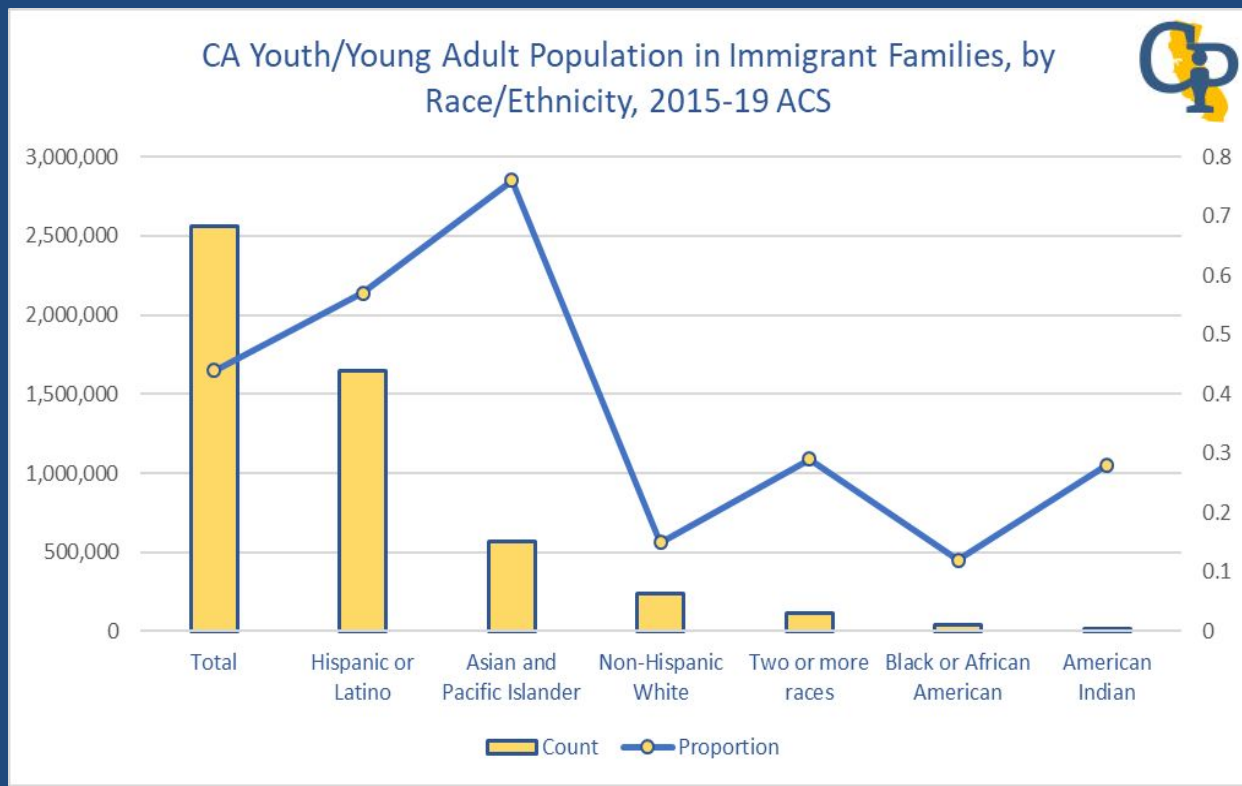
- 5% of CA children and youth were 1st-gen. immigrants
- 41% were 2nd-gen.



# California's Children in Immigrant Families

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- 41% were 2nd-gen.



# California's Local Control Funding Formula (LCFF)

- 2013 Reform to California's Education Finance System
  - Shift from local property tax funding to majority state funding
  - Emphasis on local control
    - Districts make decisions informed by local stakeholders
  - Focus on low-income, foster youth, and English Learning students as high-need populations
    - Districts receive additional 20% of base funding per high-need student
    - Districts with >55% high-need students receive an additional 50%



# Local Control and Accountability Plans (LCAPs)

- District-level policy document at the core of LCFF
- Includes detailed plans for achieving locally defined goals
- Specific focus on increasing equity
- 2020-21 version was called Learning Continuity and Attendance Plan (LCP)



# Research Questions

How frequently, and in what terms, did school districts discuss the needs of immigrant youth in their LCAPs' equity plans?

- a.) Across the pre-pandemic years (2014-2020)
- b.) During the year of remote schooling (2020-21)
- c.) In the return to in-person schooling (2021-22)

Were pre-pandemic trends interrupted during the 2020-21 school year?

Did the 2021-22 school year bring a return to pre-pandemic policies, or is there a new status quo?



# Data & Methods

- Longitudinal database of CA school districts' 2014-15 to 2019-20 and 2021-22 LCAPs and 2020-21 LCPs' Increased or Improved Services (IIS) text<sup>1</sup>
  - N≈6,400 documents
- Pair with California Department of Education administrative, California County Superintendents Educational Services Association (CCSESA) geographic, American Community Survey, and U.S. Decennial Census data
- “Bag of Words” descriptive analyses
  - Case Frequency = # of LCAPs with term / total number of LCAPs

1. LCP data were collected by California Education Lab researchers:  
<https://education.ucdavis.edu/california-education-lab>





# Local Control and Accountability Plans (LCAPs)

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$8,238,134

Percentage to Increase or Improve Services

14.01%

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).

Increase services for highest needs students

1. Begin implementation of a newly developed Multi-Tiered System of Support that clearly defines assessment result "triggers" to determine which students will receive Strategic and Intensive supports for ELA, Math, ELD or Social Emotional needs. Time will be taken to more fully develop strong Tier I universal access for all students using the Platinum Ticket to refine the elements of effective instruction. Training will include stronger understanding of Universal Design for Learning (UDL) highlighting the work with SEAL and NUA. Each site will be expected to contract Intervention Specialists to provide support to those students not meeting grade level standards. (Goals 1 and 2)

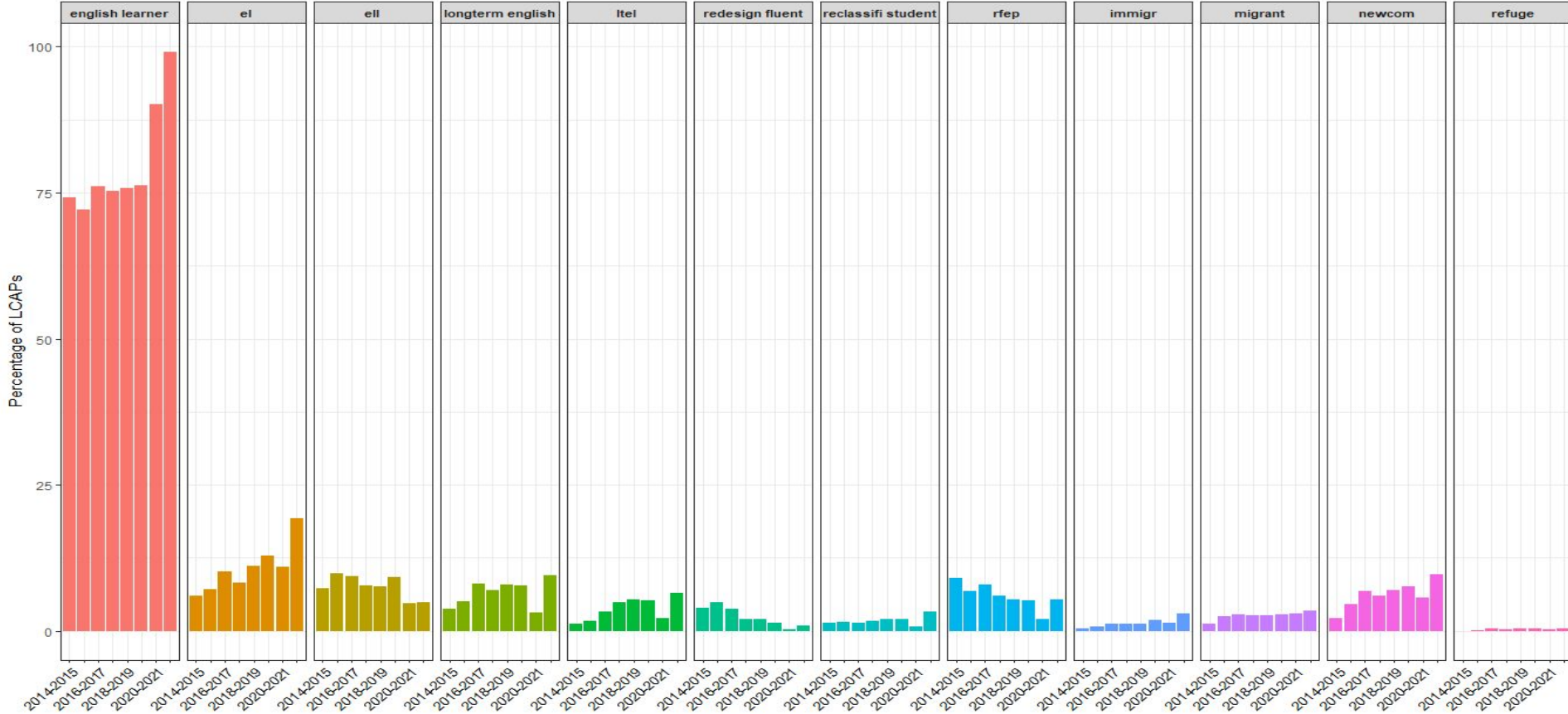
5. Implement a stronger **Newcomer** Program by including an additional Instructional Assistant (bringing the total to 4.2 **Newcomer** Instructional Assistants) to meet the needs of the increasing **Newcomer** students. **Newcomer** students will also utilize an online language learner program to meet the ELD Standards for Beginning speakers of English. Whenever possible, **Newcomer** students from Spanish speaking countries will be offered placement in one of the Dual Language Learner programs available. (Goal 1)



# Results

## Case Frequency of Select Unigrams and Bigrams Over Time

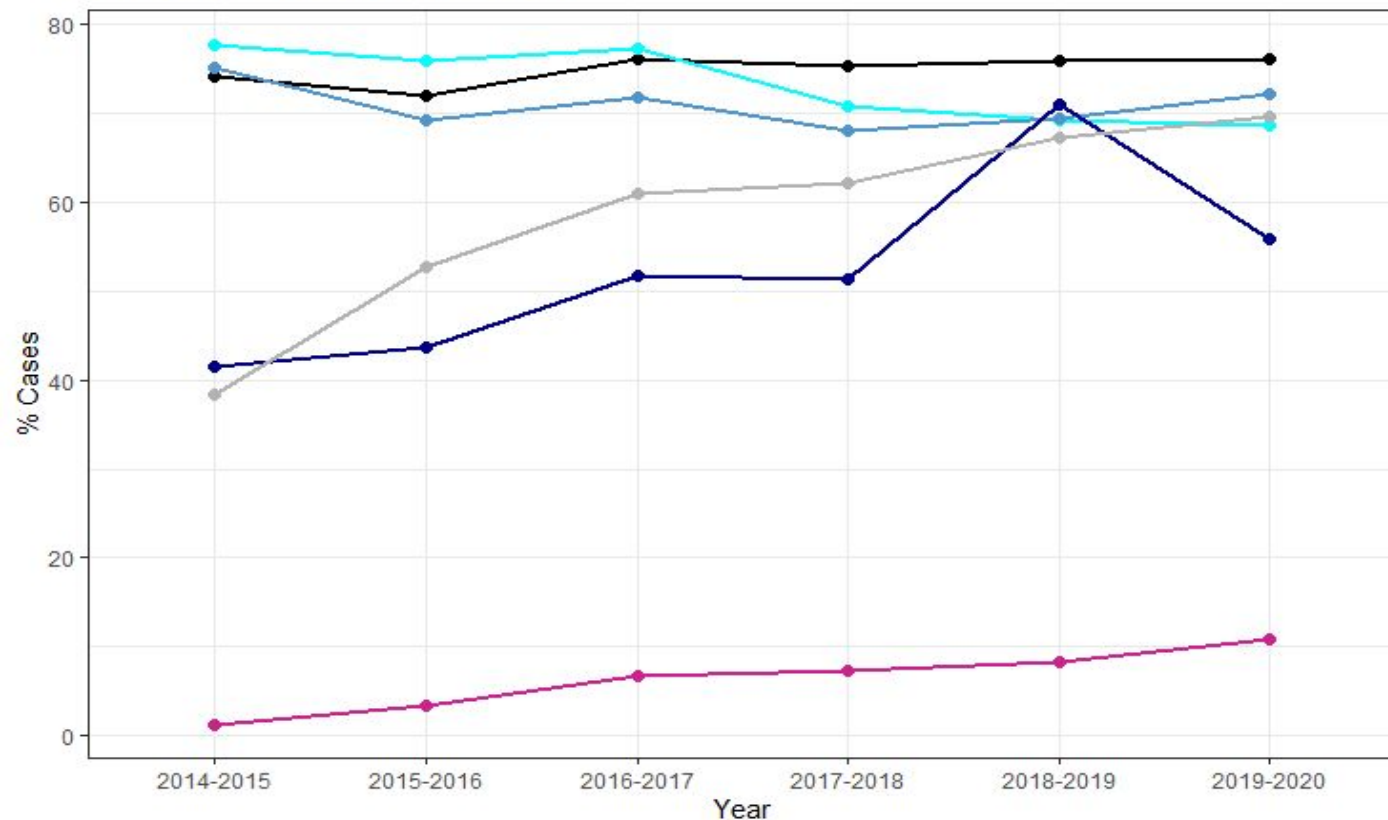
Via LCAP Section 3, 2014-15 - 2021-22



# Results

## Share of Annual LCAPs that include LCFF Student Group Bigrams

Via LCAP Section 3, 2014-15 - 2019-20



### Legend

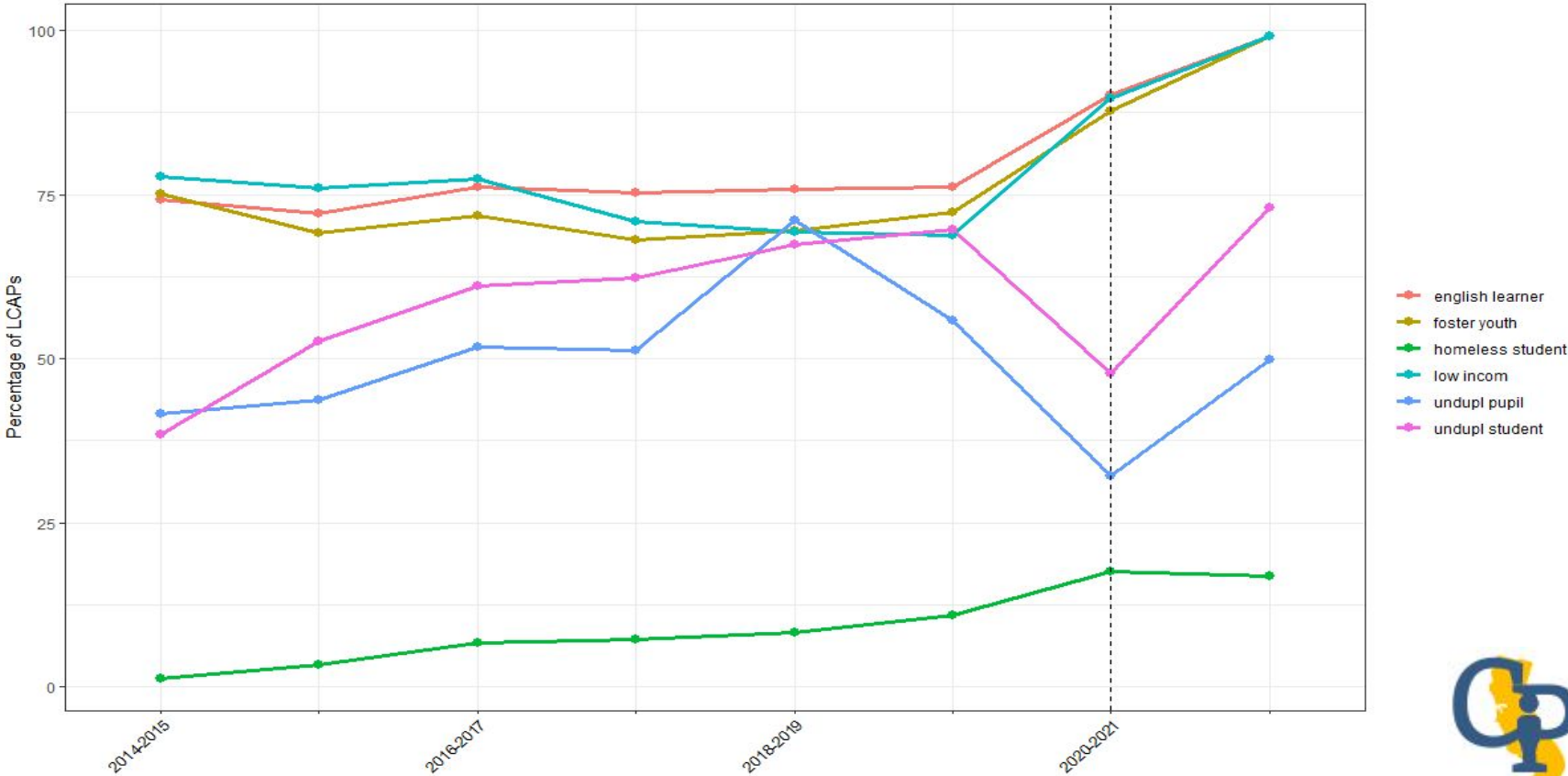
- english learner
- low incom
- foster youth
- homeless student
- undupl pupil
- undupl student



# Results

### Case Frequency of Targeted Student Groups Over Time

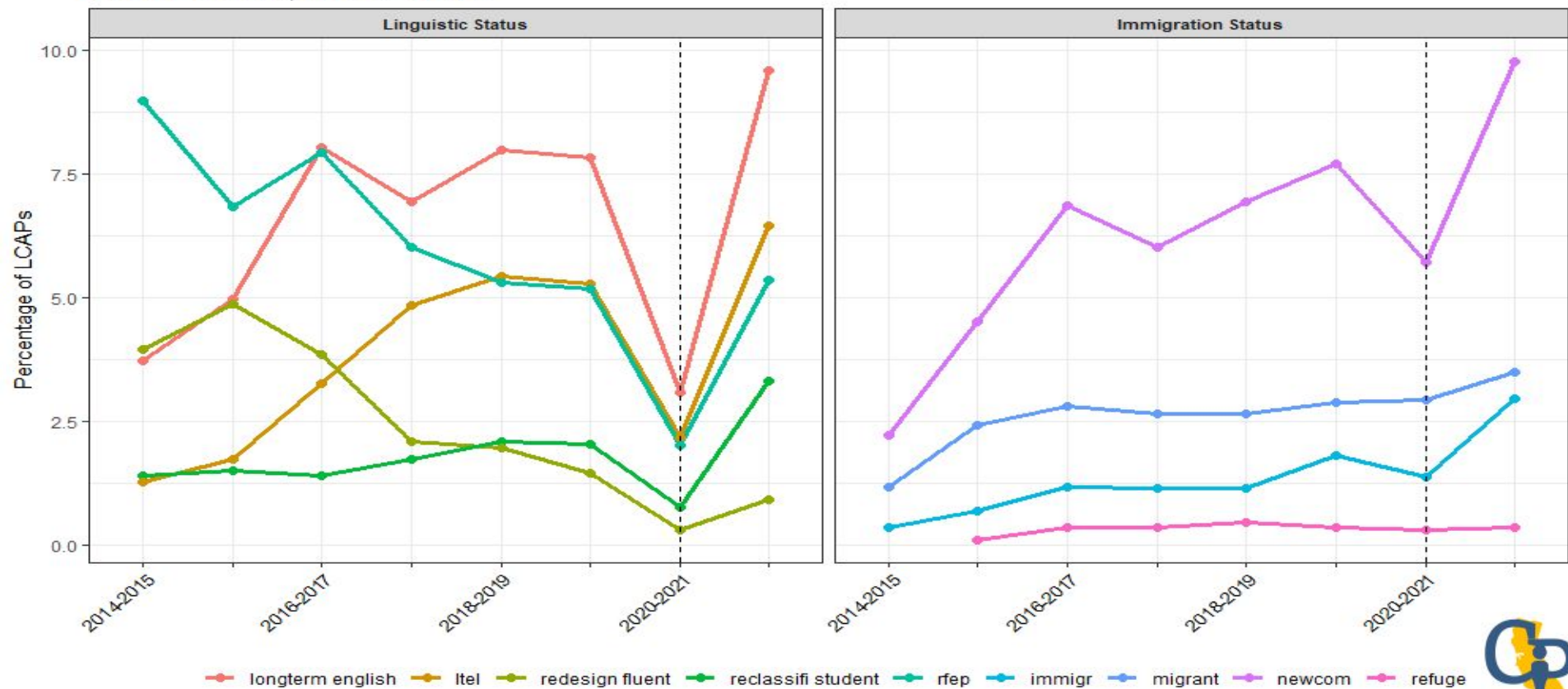
Via LCAP Section 3, 2014-15 - 2021-22



# Results

## Case Frequency of Select Student Groups Over Time

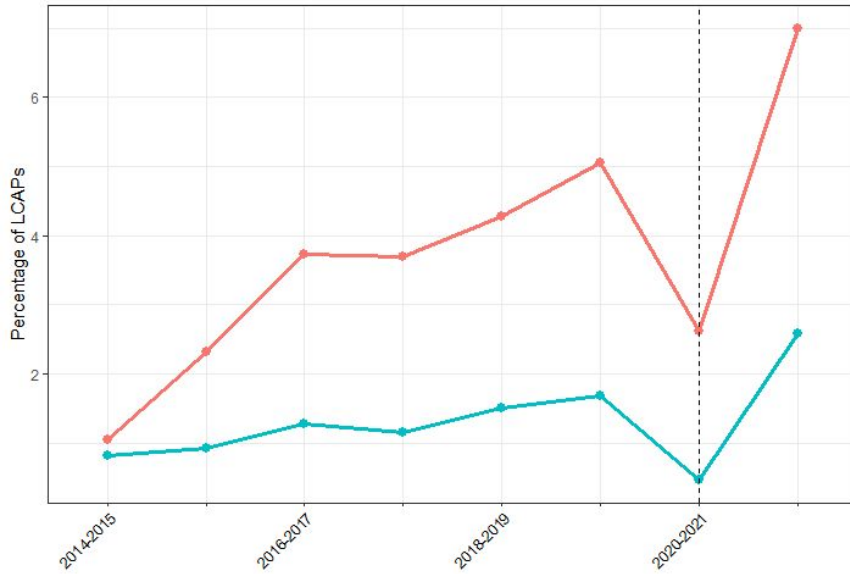
Via LCAP Section 3, 2014-15 - 2021-22



# Results

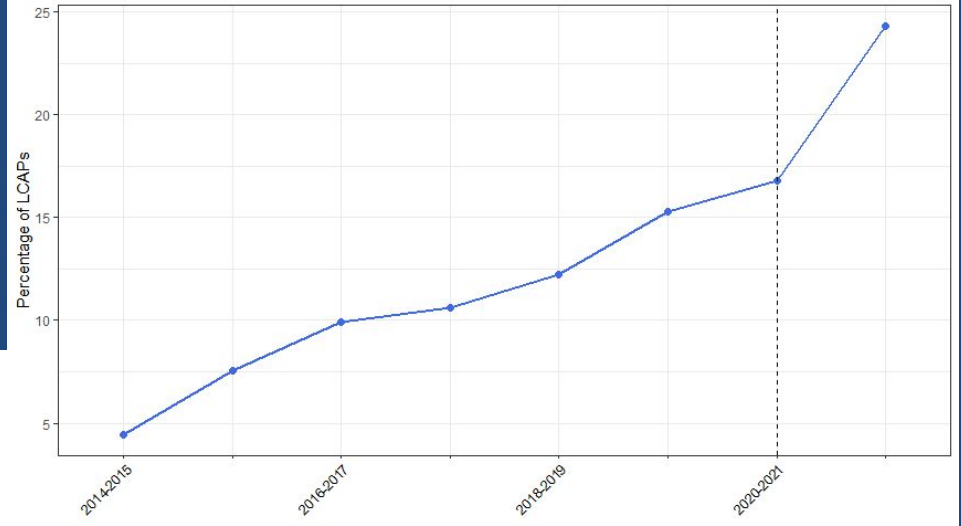
## Case Frequency of Other Student Groups Over Time

Via LCAP Section 3, 2014-15 - 2021-22



## Case Frequency of Annual LCAPs that Include 'student disabl'

Via LCAP Section 3, 2014-15 - 2021-22



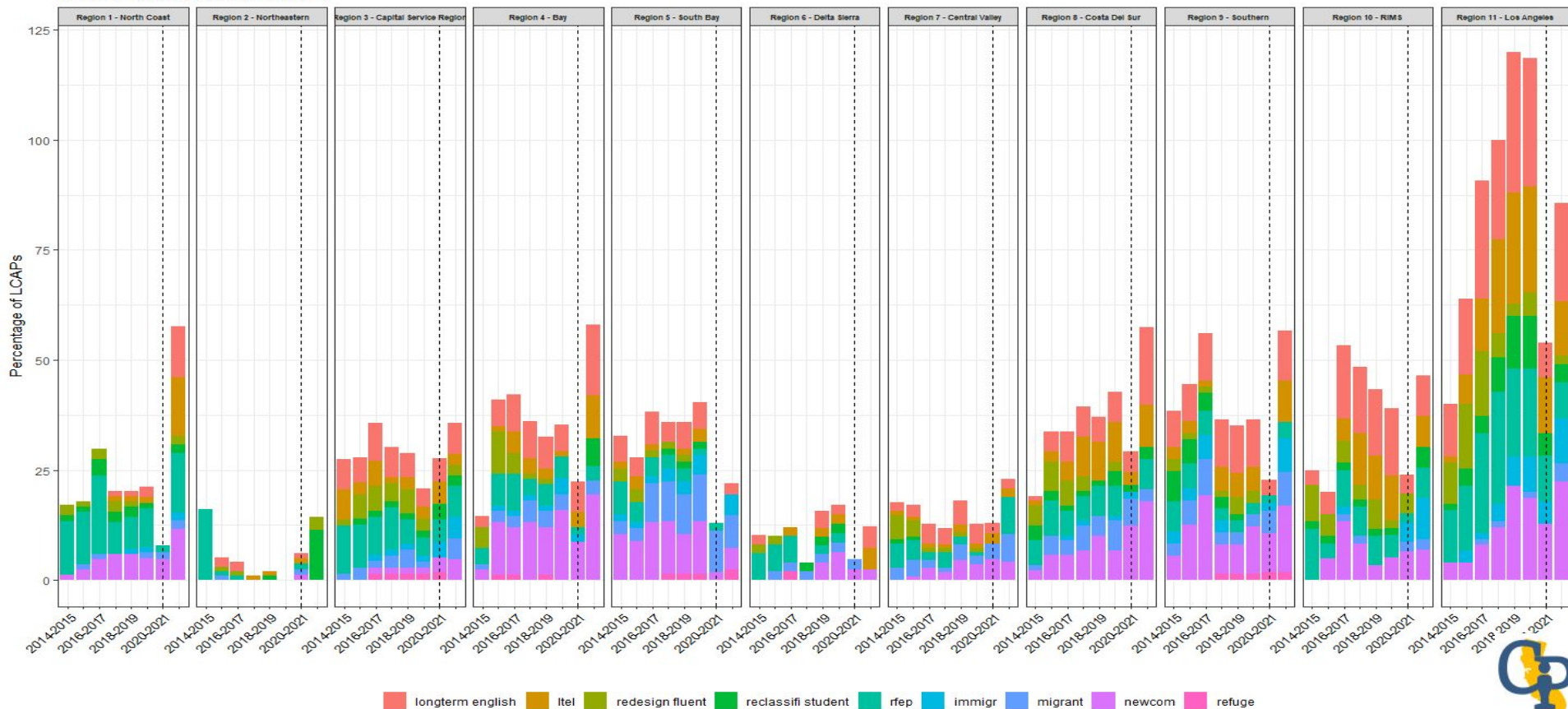
— african american  
— nativ american



# Results

## Share of Cases in CCSEA Region with Select Student Groups

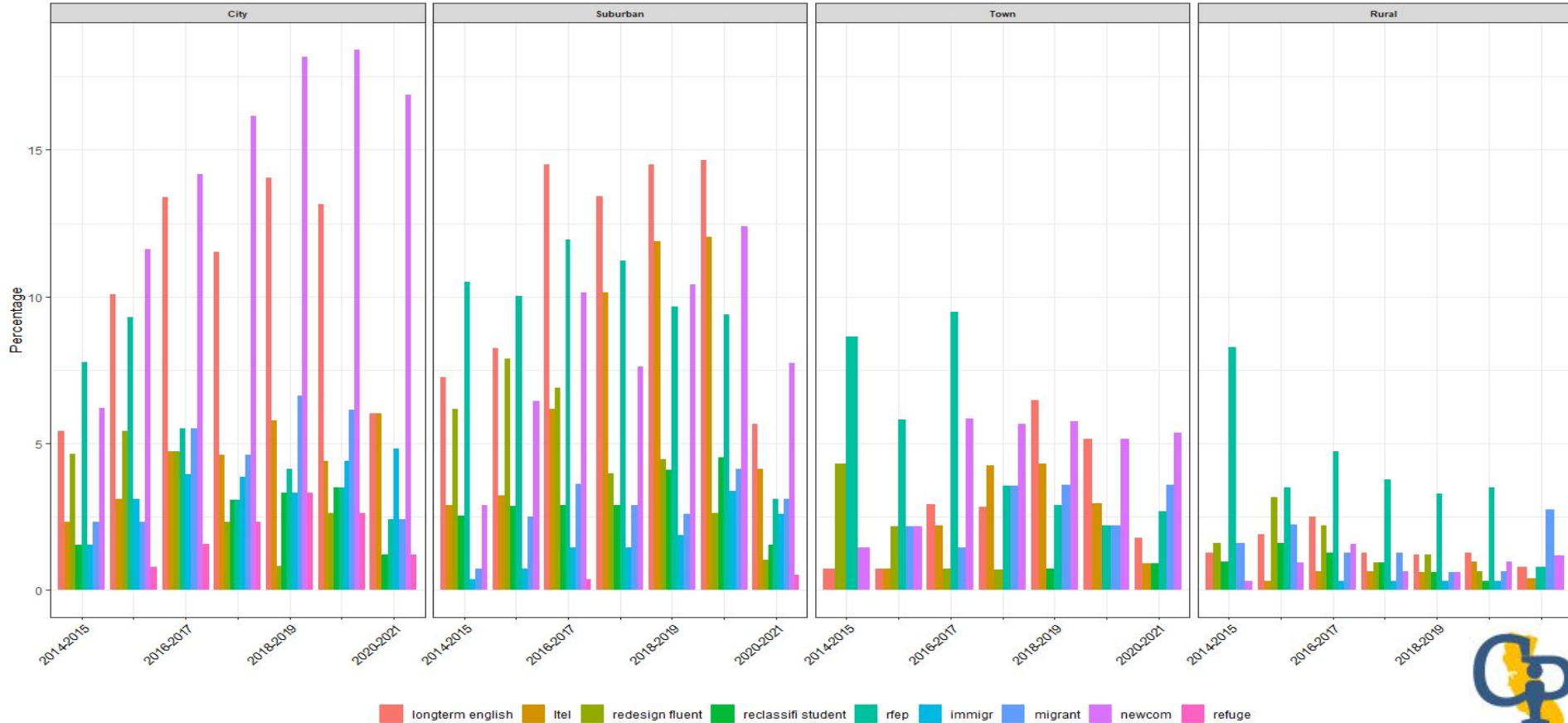
Via LCAP Section 3 2014-15 - 2021-22



# Results

## Share of Cases in Geographic Locales with Select Student Groups Over Time

Via LCAP Section 3 2014-15 - 2020-21

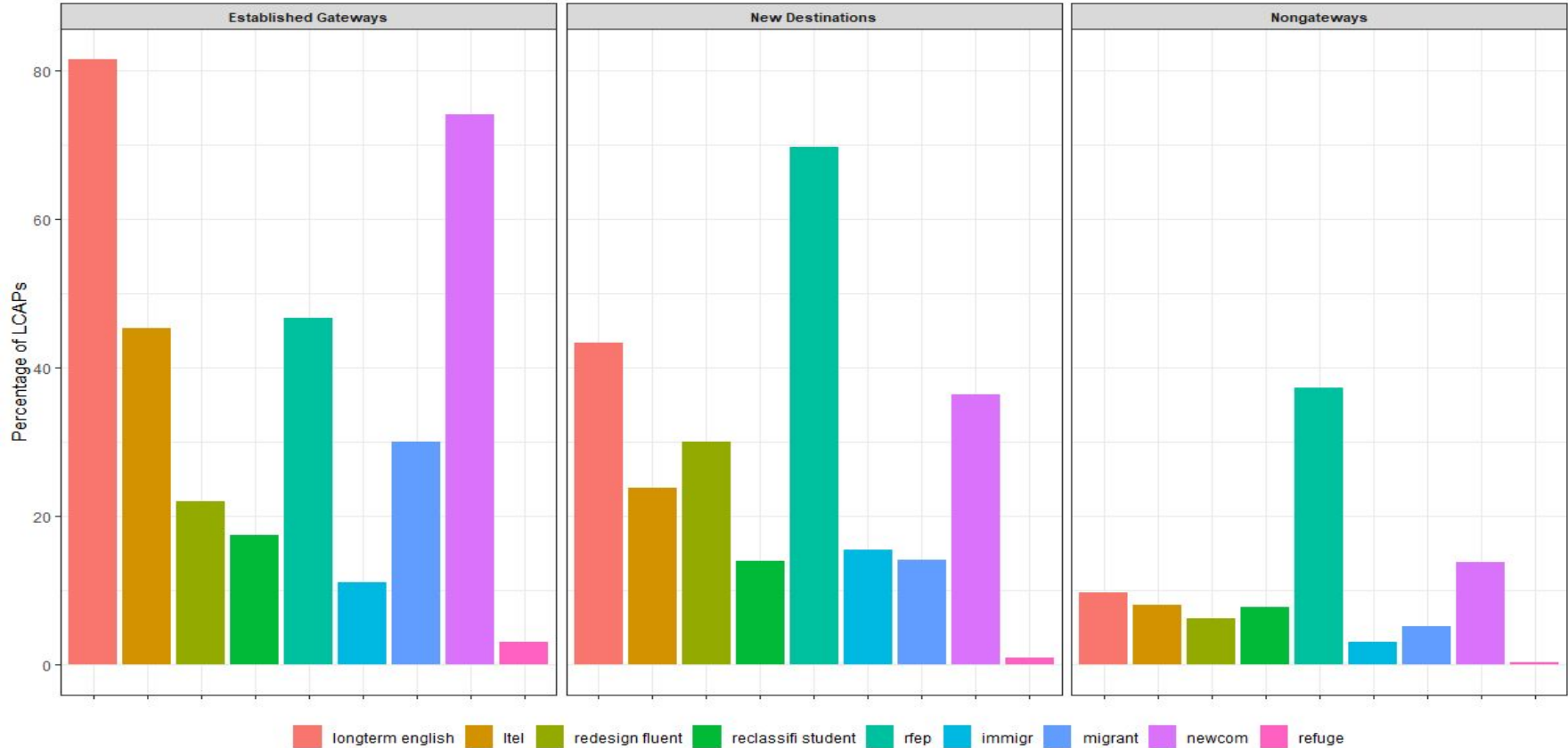




# Results

## Share of Cases in Immigrant Destination Type with Select Student Groups

Via LCAP Section 3, 2014-15 - 2021-22



# Summary and Next Steps

## Pre-Covid Trend:

Districts' overwhelmingly focused on English Learners in their equity plans

Growth in discussion of immigrant students over time

## Remote Schooling Year (2020-21)

Narrowed focus on EL students coincided with decrease in mentions of other specific groups (e.g., “newcomers”)

## School Re-Openings (2021-22)

Emerging evidence suggests a return to pre-Covid trajectories



# Acknowledgements

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