

A PARENT'S GUIDE TO SCHOOL FUNDING

LEARNING THE FUNDAMENTALS ABOUT LCFF & LCAP

Produced by



PARENT LEADERS COMMIT TO:

Continue to advocate for quality education for everyone.



Educate myself so I can effectively work for positive improvements for children.

A ser la voz de los niños y padres!



A Transmitir la información buscar apoyo para buscar la mejor estrategia para capacitar a mayor número de Padres.



Build capacity among parents & community members!



INTRODUCTION

A Unique Opportunity for Parent Engagement

California State's recently implemented Local Control Funding Formula (LCFF) fundamentally changes the way schools are funded throughout the state, reforming an education finance system that has existed for more than a generation. Enacted in 2013, this historic legislation will provide millions of dollars in additional funding to school districts. These funds are intended to serve all public school students more equitably by correcting the "one size fits all" approach, which fails to account for barriers to access and educational opportunities facing low-income students, English language learners, and foster youth. Parents have a unique opportunity to become part of the decision making process and ensure accountability that funds intended to serve the most high-need students, will in fact, increase and improve their academic achievement.

Since the passage of LCFF in July 2013, Families In Schools, in coordination with various local and statewide partners, remains on the front lines of this advocacy effort. Our goal is to ensure that LCFF's implementation results in a public education system where all students have the opportunities and resources necessary to succeed in school and in life. Helping parent leaders become involved in this historic effort and equipping them to represent the broader interests and educational needs families seek for their children are just some ways FIS will continue to meet its mission to involve parents and communities in their children's education to achieve lifelong student success.

In an effort to prepare parent leaders selected to participate in their district's Parent Advisory Committees (PAC), Families In Schools hosted a two-day Parent Learning Institute in Los Angeles



Parents have a unique opportunity to become part of the decision making process and ensure accountability that funds intended to serve the most high-need students, will in fact, increase and improve their academic achievement.

in March 2014. The institute was designed to equip parents with background knowledge on the purpose of LCFF and its intent to drive equity and student achievement so that these leaders would feel more confident as they prepared to give feedback on their district's Local Control Accountability Plan (LCAP). Parent leaders spent two days participating in workshops, panels, and discussions highlighting the three target student groups—low-income, English Learners, and foster youth—as well as reviewing the state's eight priority areas under LCFF that every district must address as part of its LCAP. In attendance were more than 140 parent leaders from ten districts across the state, including Arvin, Coachella, Earlimart, Fresno, Lodi, Long Beach, Los Angeles, Montebello, and San Bernardino. The information and resources shared over this two-day training form the basis for the development of this toolkit.



HOW PARENT LEADERS AND NONPROFITS CAN USE THIS TOOLKIT

This toolkit provides background and other important information to parent leaders on LCFF and its intent to target funds to support high-needs students with the goal of preparing these leaders to provide informed feedback to their school districts' LCAP, both in the development process and throughout the implementation process particularly in the first year.

In addition to the background information on LCFF and LCAP, the toolkit includes an overview of the eight LCFF priority areas focusing on why each area is important, key information parents need to know, and recommended questions parents can ask their districts during the LCAP process.

Whether parents use this resource as a reference document during their PAC meetings, or whether nonprofits highlight content from this toolkit in their parent trainings, we hope it is helpful to parent leaders and community groups working with parents in their LCFF advocacy efforts locally and statewide.

TABLE OF CONTENTS

1. What Parents Need To Know About LCFF & LCAP	5
2. High Need Students	7
a. English Language Learners	7
b. Low Income Students	8
c. Foster Youth	9
3. LCFF Priority Areas	12
a. Conditions for Learning	13
i. Basic Services	13
ii. Implementation of Common Core	15
iii. Course Access (A-G)	16
b. Student Outcomes	17
i. Student Achievement	17
ii. Other Student Outcomes	17
c. Engagement	19
i. Parent Engagement	19
ii. Student Engagement	21
iii. School Climate	23
4. District-led Priorities	25
a. School Readiness	25
b. Arts Education	27
5. The LCAP Process	28
Understanding the Local Control Accountability Plan Template	28
LCAP Section 1: Stakeholder Engagement	29
LCAP Section 2: Goals and Progress Indicators	30
LCAP Section 3: Actions, Services, and Expenditures	31
6. Key Strategies For Parent Leaders	33
7. Frequently Asked Questions	35
8. Glossary Of Terms	38

What Parents Should Know About LCFF

1 What is the Local Control Funding Formula (LCFF)?

The Local Control Funding Formula

is a law passed in California in 2013, which took effect on July 1. The law changes the method of distribution of funding from the state to local school districts. It provides more money to schools with large numbers of underserved students. Districts will decide how to use their allocated funds and are required to seek input from parents and community members on how the funds should be used.



3 LCFF Funds will be calculated based on unduplicated counts of high need students in the following categories: Low-income, English Learners, and Foster Youth.

This means a student is only counted one time in one of these three high need categories. For example, a student who is counted as low-income is not counted again if she is an English learner or foster youth.

2 How LCFF funds will be calculated:

Base Grant: School districts will receive a base target (or minimum amount) of \$6,485 per student. It will vary based on graded levels K–3, 4–6, 7–8, and 9–12 to meet the unique needs of students.

Supplemental Grant: Students who are low income, English learners, and foster youth have greater needs that require more resources. School districts will receive an additional 20% of the base grant for each student who is an English learner, low-income (qualifies for free and reduced lunch), or in foster care.

Concentration Grant: School districts with 55% or more students qualifying for supplemental funding because they are English learners, low income, or in foster care will receive an additional 50% of the base grant. Districts falling in this category will receive this funding on top of the 20% they receive in supplemental funds.

4 Minimum requirements that every California school district must follow in implementing LCFF:

- Must have a PAC in place (and a DELAC if 15% are English learner students)
- Must present the draft LCAP to the PAC/DELAC and respond in writing to any comments by the committee(s)
- Must provide an opportunity for the public to respond in writing to the draft LCAP
- Must hold at least one public hearing for comment on the draft LCAP
- Must adopt the LCAP at a public convening





5 The State's eight priorities under LCFF:

1. Basic Services
2. Common Core Implementation
3. Parent Engagement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Student Outcomes

6 What is the Local Control Accountability Plan (LCAP)?

In order to access the funds from the State of California, districts must develop a plan on their allocations. The Local Control Accountability Plan is the report that school districts will submit to the state outlining their budget strategies and allocations.

7 Minimum requirements that every California school district must follow in developing the LCAP:

- Gather input from parents, students, teachers, administrators, and broader stakeholder community in the development of the LCAP
- Involve parents and guardians in decisions about programs and services, particularly for high need students

8 What LCAP should describe:

- Must show annual goals for all students
- Describes what specific actions will be taken to achieve goals
- Details on how funds will be spent to achieve actions and goals
- Must show how the district is increasing or improving services for its high need students
- Low-income Students, English Learners, Foster Youth
- Must show how the district engaged and will continue to engage parents

9 Deadline for adoption of LCAP: July 1, 2014

10 Role of Parents on Parent Advisory Committees or the District English Learner Advisory Committees:

- Provide input on where the funds should be spent
- Hold the district accountable for spending the funds as the law intended

High-Need Students: English Learners

Who Are California's English Learner (EL) Students And How Are They Identified?

ELs are identified by districts and schools through the home language survey given at the point of registration. When parents enroll their child in school, they are asked whether a language other than English is spoken at home. If this is the case, their children take the California English Language Development Test (CELDT) to assess their ability to listen, speak, read, and write in English.

Students are identified as English Learners if they score below "early advance" on the CELDT test.

How Is EL Student Academic Achievement Measured?

State academic assessments:

- Formally the **CSTs (California Standards Test)** now transitioning to Smarter Balanced Assessment Consortium)
- **API (Academic Performance Index)** measures academic performance and progress of individual schools in California. Scores range from a low of 200 to a high of 1,000. The State Board of Education Suspended the Academic Performance Index for AY 2013–2014 and AY 2014–2015 as the State transitions to Common Core. API will resume in 2015–2016 and will incorporate results from the new common core aligned tests for English language arts and math to be administered in Grades 3–8 and 11.
- **AYP (Adequate Yearly Progress)** measures how every public school and district is performing academically according to standardized tests. This is a federal standard under Title 1 of the No Child Left Behind Act that is separate from California's API score.

Language Assessment—California English Language Development Test (CELDT). This test will be transitioning to English Language Proficiency Assessment for California (ELPAC) in 2016–2017

Home Language Survey



DID YOU KNOW? English Learners make up 25% (or 1.4 million) of the state's students, but they are found in different proportions throughout the grades and regions of the state.

(Public Policy Institute of California, 2012)

What Parents Need To Know

- Value the richness of the student's background and experiences
- Assessments tell part but not the entire story
- Assure that new assessments provide the accommodations and support for ELs
- How and when they will be informed of their child's academic progress

Key Questions Parents Should Ask About EL Students During The LCAP Process

1. How much is our district/school receiving for supplemental and concentration funding?
2. How will our district implement these funds to specifically support ELs as well as foster youth and low income students?
3. How can I, as a parent, specifically support my child and our school in supporting English Learners?

High-Need Students: Low-Income Students

Who Are California's Low-Income Students And How Are They Identified?

Low-income students are defined as those eligible for the free or reduced price lunch program.

The latest data from 2012–2013 show that 3.5 million California students (out of 6 million) are eligible for free or reduced-price meals.

Under LCFF, school districts with large numbers of low income students, including English learners and foster youth, will receive substantially more money based on student attendance and the percentage of students who are low-income, English learners, or foster youth.

Ensuring Equity For Low-Income Students

California's low-income students exist in every student demographic; Low income students are English learners, foster youth, Latino, African-American, white, and Native American.

Under LCFF, school districts with high concentrations of poor children, special needs children, and English learners will receive additional funding to support students in reaching the academic targets. Spending more on high need students helps create a more equal opportunity to succeed in school. As California Governor Jerry Brown said, "Equal treatment for children in unequal situations is not justice."



DID YOU KNOW?

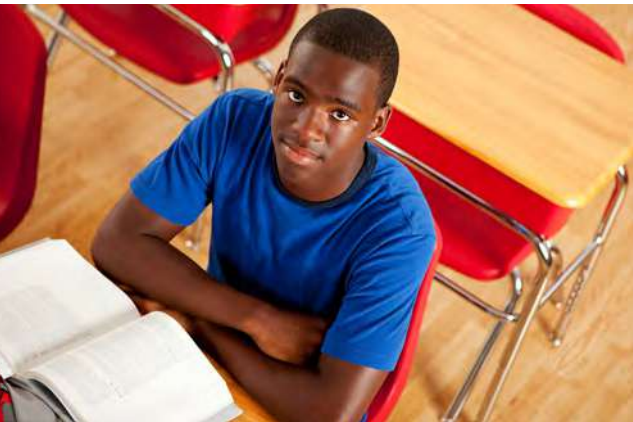
- **Low-income students and students of color are disproportionately suspended or expelled at higher rates than their white peers.** *(Terriquez, 2013)*
- **Low-income students have fewer options when public schools cut counseling and other college access programs.** *(UCLA IDEA, 2011)*
- **Low-income children missed twice as many days of school due to asthma as children from higher-income families.**

(Wolstein, 2010)

Key Questions Parents Should Ask About Low-Income Students During The LCAP Process

1. What are the district's goals for high need students?
2. Does the use of funds increase or improve services for high need students? If so, how does the LCAP show that it does?
3. How did the school district assess the needs of low-income students?
4. Did the school district include the recommendations offered by the district level Parent Advisory Committee and English Learner Parent Advisory Committee? Did the district respond in writing to the comments made by the parent committees?
5. How did the district gather input from school site committees like School Site Councils and English Learner Advisory Committees?

High-Need Students: Foster Youth



Who Are California's Foster Youth And How Are They Identified?

Foster youth are any youth, regardless of where they live, with either an open dependency/foster care or a delinquency/probation case. Foster youth have been removed from their parents care because of abuse or neglect. Once in the care of the State of California, we all share in the responsibility to ensure their educational needs are met. (Education Code § 48853.5) Obviously, we are failing to meet their needs: two years after aging-out of care, half of these youth are incarcerated, homeless, or on welfare.

School districts and child welfare agencies are required by LCFF to work together to identify foster youth.

DID YOU KNOW?

- Foster youth are four times more likely to transfer schools than the general student population. Youth attend an average of six schools while in care, losing 4-6 months of learning with each transfer.
- 29% of foster youth are proficient in English, compared to 53% of the general population; 37% of foster youth are proficient in Math, compared to 60% of the general population.
- 40% of foster youth earn a high school diploma, compared to 72% of the general population. A major factor in foster youth drop-out rates is lack of credits.

WHY IT MATTERS

- Schools and child welfare agencies must work together to keep foster youth from having to repeatedly transfer schools.
- Foster youth need remedial academic services to raise their achievement levels.
- Foster youth must be awarded partial credits for all work completed prior to a school change.



Education Laws Affecting California's Foster Youth

AB 490 - Foster Youth Education Bill

of Rights: provides foster youth with specific educational protections.

- The right to remain in their school of origin if it is in their best interest as determined by their education rights holder.
- If transferring schools is in their best interest, foster youth have the right to immediate enrollment in their local comprehensive school of residence, in the same or equivalent classes, without any of the normally required documents (e.g., birth certificate, proof of residence, immunization records, or transcripts).
- The right to access academic resources, services, and extracurricular activities, such as sports, even if they miss deadlines due to placement changes.
- Grades cannot be lowered due to absences or gaps in enrollment caused by changes in placement, attendance at court hearings, or participation in court ordered activities.
- When transferring schools, records must be requested and transferred within four business days.
- The right to receive full or partial credit toward high school graduation for all work satisfactorily completed before transferring schools. Credits are determined by "seat time" or the amount of time a youth is in class.

Education Code §§ 48853, 48853.5, 48918.1, 49069.5, 51225.2

AB 167/216 - Foster Youth High School Graduation Rights

- Foster youth who transfer schools after their second year of high school may opt to graduate by completing only state requirements if they cannot reasonably complete additional local graduation requirements within four years of high school.
- Alternatively, foster youth also have a right to remain in high school for a fifth year to complete local graduation requirements.
- Only the education rights holder can exercise the right to graduate under AB 167/216.

- Once found eligible, foster youths' right to graduate under AB 167/216 cannot be revoked, even if their foster care case closes, they are reunified with their parents, or they transfer schools again.
- A foster youth cannot transfer schools for the sole purpose of qualifying for AB 167/216 graduation.

Education Code § 51225.1

What Districts Can Do To Help Foster Youth

Under LCFF, school districts will be provided additional funds to support foster youth student outcomes. They can support foster youth by doing the following:

- Train school-site personnel on foster youths' right to remain in their current school, even when foster placements change. School districts can allocate funds to provide transportation to keep youth enrolled in their current school.
- Appoint a foster youth counselor to conduct an annual review of foster youths' education records and ensure that foster youth receive the necessary academic support and services. School districts can allocate funds for academic supports and remediation for foster youth.
- Adopt the Partial Credit Model Policy that outlines how schools can calculate, issue, and accept partial high school graduation credits for foster youth. School districts can provide credit recovery and CAHSEE prep programs.

Key Questions Parents Can Ask About Foster Youth During LCAP Process

1. How can school districts ensure that foster youth transfer between schools less often?
2. What support and services will the district provide to raise foster youth academic achievement levels?
3. How is your school district awarding partial credits to foster youth?



LCAP

Other

Student

Outcomes

Access

State Standards

BASIC Educational Necessities

Student

School

Engagement

Climate

LCFF PRIORITY AREAS AT A GLANCE

The eight priority areas of LCFF are grouped under three categories in LCAP.

Districts must address the eight state priorities—in addition to district priorities—that fit into the following three categories in their Local Control Accountability Plan.

1. CONDITIONS FOR LEARNING

- Basic Services – *Priority 1*
- Implementation of Common Core State Standards – *Priority 2*
- Course Access – *Priority 7*

2. STUDENT OUTCOMES

- Student Achievement – *Priority 4*
- Other Student Outcomes – *Priority 8*

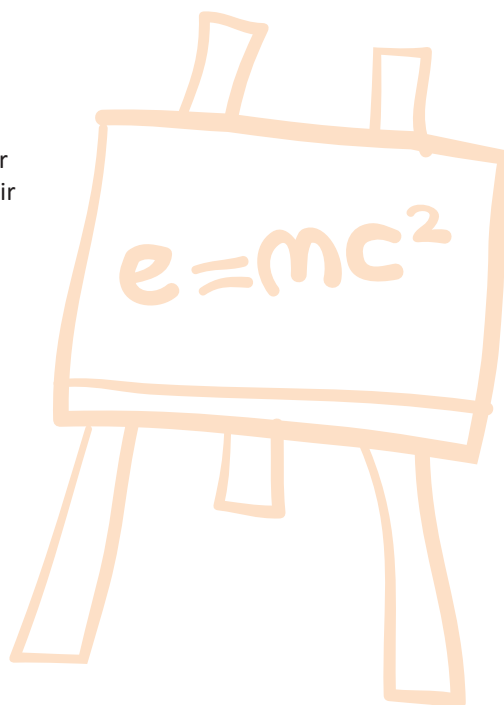
3. ENGAGEMENT

- Parental Engagement – *Priority 3*
- Student Engagement – *Priority 5*
- School Climate – *Priority 6*

DISTRICT-LED PRIORITIES

Examples of additional priorities that districts may consider investing in to help meet student achievement goals in their LCAPs include:

- Arts Education
- School Readiness



CONDITIONS FOR LEARNING:

Basic Services | LCFF PRIORITY 1**What Are Basic Services?**

Basic services are essential to supporting student health and safety, and play an important role in increasing academic achievement. Every student deserves access to a clean, safe, and supportive learning environment.

Some examples of services that are essential at every school site include:

ACCESS to quality teachers and instructional materials.

CUSTODIAL SERVICES - Make sure that classrooms and offices are clean and functioning at their best, restrooms are sanitary and accessible, and playgrounds are safe for children.

FOOD SERVICES - Cafeteria/Food service workers serve students the nutritious meals that keep them healthy and focused.

SAFETY - Supervision and Playground aides help keep an eye on our children and prevent incidents of abuse or violence.

IN-CLASSROOM ASSISTANCE - Teacher's aides and Special Education assistants provide critical support to some of our most vulnerable populations.

“Every student deserves access to a clean, safe, and supportive learning environment.” – SEIU Local 99

What Parents Need To Know

- **The definition of “basic services” offered by the state is narrow and does not address the need for clean and healthy schools.** The State describes schools as being “in good repair,” which is not the same as being clean and accessible. For example, the toilets in a school restroom may work fine, however, if the restroom is filthy and unsanitary, it is of no use to students and adults. In addition, we need to ask ourselves, what other “basic services” do we need at our school? For example, if we have high rates of English Learner students, what sort of support are we providing for students in the classroom? Do we have teacher’s aides or instructional aides that can be dedicated to supporting our students with most need?
- **Schools don’t clean themselves.** Think about how many classrooms, restrooms, offices, and playgrounds exist at your child’s school. Now ask yourself, how long it would take to sweep, mop, and take out the trash for each of those rooms (and hallways)? How long would it take to sanitize every toilet, urinal, and sink? How long would it take to clean the cafeteria so that the meals we serve our kids are not contaminated? Even in a small school it will likely take more than one full-time person. Schools should have the resources and personnel to ensure all students and adults have access to a clean, safe, and supportive learning environment.
- **School services—custodial, food service, supervision, in-classroom supports, etc.—were not at adequate funding levels before the economic crisis.** When determining the appropriate amount of resources for these areas, it is important to focus on your child’s school needs and not on where we were before the budget cuts (i.e., the number of janitors it takes to keep a school clean: not how many janitors were employed before budget cuts).





Why Are Basic Services Important?

- **Without a clean, safe, and supportive learning environment, academic achievement cannot take root.** Some of the worst learning conditions can be found in schools within low-income communities that have high concentrations of ELL and foster youth. These schools suffer from substandard conditions and have been historically underfunded (something LCFF is trying to fix) and may require additional resources to bring the physical conditions and student supports to a level that nurture student success.
- **For many children in low-income communities, the meal they receive at school is the only healthy meal they will eat all day.** Schools need enough food service workers to put a meal into the hands of every child with enough time for that child to sit and enjoy their food. Considering when, and how, students are fed can also increase the number of kids who eat at school. LAUSD recently adopted Breakfast In the Classroom which has led to more children of poverty starting their day off with a healthy meal, so they may start school ready to learn.

- **For English Learners, reclassification by fifth grade is critical.** Having in-classroom support in the form of a teacher's aide can support that student's academic development. Districts/schools should consider more professional development and training so that they may more directly support our children's academic success.

What Parents Can Ask Their District During The LCAP Process

1. How will the district ensure that every school is provided with the services needed to create clean, safe and supportive learning environment?
2. How have budget cuts affected staffing for basic services?
3. What are the ideal staffing levels for basic services (custodial, food service, in-classroom assistance)?

CONDITIONS FOR LEARNING: Common Core Standards | LCFF PRIORITY 2

What Are The Common Core State Standards?

California’s adoption of the Common Core State Standards (CCSS) set new expectations of what students should know and be able to do in Math, English Language Arts, Science, and Social Studies at the end of each grade on the K–12 pathway. The Common Core Standards are what students need to prepare for the future, and focus on deeper learning, critical thinking, and problem solving skills.

crucial critical thinking skills. As result, little to no progress has been made in closing the persistent learning and achievement gaps.

Common Core aims to provide all students with access to a rigorous, stimulating, and meaningful learning experience, particularly those students traditionally denied access, such as language learners, students with special needs, and at-risk students. CCSS seeks to develop increasingly sophisticated levels of thinking for all students as they progress through school.

What Parents Need To Know

The implementation of the Local Control Funding Formula (LCFF) and the Common Core Standards represents both promising change and opportunity to

- address the longstanding achievement gap in underserved communities; and
- advance the opportunities for parents and schools to work together to create school programs tailored to local priorities at the district and school site levels.

To have a positive, long-term impact on student achievement, LCFF investments in CCSS implementation must have a coordinated approach that includes targeted supports for struggling students. The challenge is to change the way in which school districts have traditionally approached education: as a “one-size-fits-all” model.



Why Are The Common Core State Standards Important?

In the past, language learners, students with special needs, and at-risk students were often denied access to rigorous, engaging, creative learning environments because schools were under intense pressure to improve standardized test scores. The education of many of these students focused on “teaching to the test” rather than developing

What Parents Can Ask Their District During The LCAP Process

1. What kind of additional support services can we expect for high need students?
2. How is the district supporting effective teachers and school leaders?
3. Will teachers and leaders have time to learn and collaborate on best practices?
4. How is the district ensuring that students are proficient in reading and math?
5. How will the curriculum ensure that students are being prepared for the next level of learning and for college and career?

CONDITIONS FOR LEARNING:

Course Access | LCFF PRIORITY 7

What Is Course Access?

Course access is defined as ensuring all students have access to classes that prepare them for college and career, regardless of the school they attend or where they live.

What Parents Need To Know

- A rigorous high school core curriculum must teach students the essential knowledge and skills needed for success in post-secondary education. This includes being well-prepared for college and career.
- Students must take high-level courses in high school, including advanced mathematics, laboratory science, and a world language. Completion of a rigorous academic program in high school is especially beneficial for African American and Latino students in terms of increased college attendance and higher education completion rates. (Pathways to College Network, 2009).
- In the State of California, a rigorous curriculum means access to—at a minimum—access to completing a college preparatory A-G course required by colleges and universities.



Few students graduate with the college-ready coursework needed to access our state’s public university system. This is especially true for low-income students and students of color, who are also disproportionately tracked into less rigorous “career education” courses.

(Education Trust West, 2011)

Why Is Course Access Important?

Education cutbacks have forced high schools to provide students less time and attention, and fewer quality programs. As a result, outcomes for student engagement and student progress toward graduation and college are suffering, further widening the inequality gap across and within schools.

What Parents Can Ask Their District During The LCAP Process

1. What is the district doing to expand access to college preparatory A-G courses?
2. How is the district supporting students to ensure they succeed in these courses?
3. How are parents being informed of the importance of completing and succeeding in A-G courses?

STUDENT OUTCOMES:

Student Achievement | LCFF PRIORITY 4

& Other Student Outcomes | LCFF PRIORITY 8

What Are Student Achievement And Other Student Outcomes?

Student Achievement refers to the ways in which school districts measure how well their schools are preparing students for success in school and in their careers. Districts are required to report how students are performing in multiple areas including scores on state standardized tests, rate of English proficiency and English learner reclassification, and college and career preparedness.

Other Student Outcomes refers to student performance in other required areas of study that support student achievement, such as physical and arts education. This can also include other forms of assessments, such as SAT or ACT college entrance examination scores of high school students.

What Parents Need To Know

- Districts must track Student Achievement with the following data:
 - Results of standardized tests (CST, CELDT, etc.)
 - School scores on Academic Performance Index (API)
 - Number of reclassified English Learners
 - Number of English Learners who become English-proficient
 - Number of students determined to be prepared for college by the Early Assessment Program
 - Number of students that pass Advanced Placement (AP) exams with three or higher
- Student performance on various standardized tests is a key way districts measure Student Achievement. In the coming years, many of these tests will be modified or changed to better align with the shift to new state academic standards.
- Parents can use assessment data as a tool to hold school districts accountable for their child's progress in college and career readiness, and in language acquisition.

Why Are Student Achievement And Other Student Outcomes Important?

STUDENT ACHIEVEMENT

- The areas categorized under Student Achievement are heavily based on student performance on standardized tests. Historically, high need students have not performed as well as their peers on many of these exams and need additional support and resources to make the educational playing field more equitable.
- Standardized tests sometimes serve as benchmarks for advancement into certain classes (e.g., mainstream English and AP/Honors level courses). If students do not have access to these courses, the likelihood of them being on track and ready for college greatly decreases.
- Remember that data alone does not tell the whole story.

OTHER STUDENT OUTCOMES

- Districts may choose to prioritize certain programs or curricula to increase student performance in other areas of study.
- It is important that these priorities reflect the needs of the students in their districts and includes support for foster youth, English learner, and low-income students.

What Parents Can Ask Their District During The LCAP Process

1. How much of the new funding is being invested in high need students?
2. What other student outcomes is the district planning to prioritize?
3. Based on the data for student outcomes, what other programs and services should be prioritized that can support the needs of students who are low-income, English learners, and foster youth?
4. Where does the district or school currently lie in terms of these performance indicators?
5. Does the district know specifically how high need students are performing?
6. Who is responsible for overseeing Student Achievement and Other Student Outcome priorities in the district?

Student Outcomes are the growth/increases in knowledge and skills of students that help districts measure academic success. Student outcome goals are a key piece of a district's LCAP as they will be used to determine the effectiveness of LCFF funds to increase programs and services.



ENGAGEMENT:

Parental Engagement | LCFF PRIORITY 3



What Is Parental Engagement?

Families In Schools (FIS) defines parent engagement as actions taken by schools to make it as easy as possible for parents and guardians to get involved; and parent involvement as those actions taken by parents to support their child's education at home and at school. Each piece of this equation is critical for a successful school-family partnership. This framework helps both sides recognize they each have a key role to play.

We know that in too many schools the basic and essential components of parent engagement are absent. This is particularly true in low-income communities and communities of color. The daily obstacles parents face, such as limited time, inflexibility with work, insufficient financial resources, and lack of know-how about the school system are often some of the excuses schools cite to blame parents, rather than reasons to more fully engage them.

What Parents Need To Know

- Under the Local Control Funding Formula (LCFF), parental engagement is now a statewide priority that districts must address in their Local Control Accountability Plan (LCAP). School

Districts must involve parents in the decision-making and programming of the LCAP plan. Districts must consult with parents or guardians—particularly the parents and guardians of English learners, low-income, and foster youth—when developing their LCAP goals and priorities, and when planning the actions and strategies the district will use to achieve those goals.

- School districts must promote the engagement of parents or guardians in the decision-making process at the local and district level, and must improve the ways in which schools engage families on a daily basis.
- Parent engagement efforts should prioritize parents and guardians of English learners, low-income, and foster-youth students.

Why Is Parental Engagement Important?

- When schools engage families, students improve academically. Students are ten times more likely to improve their math performance and four times more likely to improve their reading performance when schools effectively engage families. (Byrk, Sebring, Allensworth, Luppescu, & Easton, 2012).

Parent engagement is the single most important factor in students' academic performance.

(Dufur, Parcel, and Troutman, 2011)

- When parents get involved, students improve academically. When parents participated in academic enrichment activities with their children outside of school for less than twelve weeks on average, students demonstrated an equivalent of four to five months' improvement in reading or math performance. (Summarized from Nye, C., Turner, H. M., & Schwartz, J. B. (2006).)
- When parents are engaged in budgetary decision-making, resources are better used to address the needs of the students and their families.

What Parents Can Ask Their District During The LCAP Process

1. What were the specific recommendations provided by parents/guardians of English learners, low-income, and foster youth, and how were they included in the district's LCAP?
2. What specific parent engagement strategies are included in the LCAP, and what percentage of the budget was allocated to support the work?
3. How will the district track, monitor, and assess the quality of parent engagement activities, especially for parents or guardians of English learners, low-income, and foster youth?



ENGAGEMENT:

Student Engagement | LCFF PRIORITY 5

What Is Student Engagement?

Under LCFF, student engagement will be measured using attendance rates, chronic absenteeism rates, dropout rates, and graduation rates. Within the LCAP template, school districts must set goals and actions to improve these measurements, with particular emphasis on high need students, as all are critical aspects of improving student outcomes. But there is more to student engagement than these metrics.

Student engagement also means meaningfully engaging students in a process or movement that puts their voices in the forefront of problem solving and decision-making processes. It is about creating a space where youth feel safe and empowered to elevate their voices and become their own agents of social change. Organizations such as East Los Angeles-based InnerCity Struggle strongly believe that those who are directly impacted by an issue are best positioned to think of solutions. Thus, they push for policies that closely fit the needs of the students who best know what their school environment needs. Cultivating and developing this grassroots leadership is key to building a successful movement.

What Parents Need To Know

- The metrics required by the Local Control Accountability Plan (LCAP) for the priority of “Student Engagement” focus on

outcomes. To address and improve these LCAP “Student Engagement” outcomes, genuine student engagement as described above should be practiced at school sites.

- Students are stakeholders in creating a just and quality education for all students. They have a valuable and significant voice, but parents and other adult allies need to support them in elevating that voice.
- Students face a myriad of challenges day-to-day at school and at home that impact their school performance and the LCAP “Student Engagement” metrics.

Why Is Student Engagement Important?

- Historically, the voices of English learners, foster youth, and low-income students have been silenced. The creation of the “Student Engagement” priority area by the state is an opportunity to reverse this reality and to create a space for students to share their voices and be part of the decision-making process.
- These three high need student groups are impacted by lower academic performance, push-out rates, and lower college-going rates. These students need to be engaged to ensure their success and for the benefit of all other students.
- These students’ needs are significantly different from the needs of students outside these groups. Many specific needs fall outside the realm of instruction; these are community-based needs in which students face issues such as immigration, violence, incarceration, and poverty. Non-instructional needs must be addressed so these students can succeed academically.





What Parents Can Ask Their District During The LCAP Process

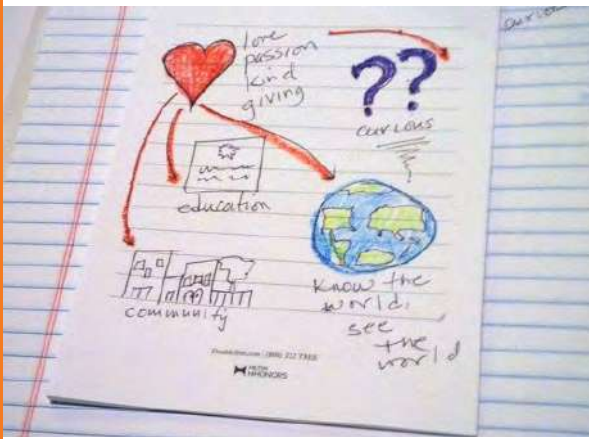
1. How is the district encouraging school sites to create spaces for students to have a voice in shaping decisions and strategies that affect LCAP’s “Student Engagement” outcomes and student success in general?
2. Outside of meeting the minimum requirements for LCAP’s “Student Engagement” priority, what does student engagement look like at the district and school site level: is it having a significant impact on the three groups of high need students?
3. What research-backed strategies is the district implementing to significantly improve LCAP’s “Student Engagement” required

“Improved communication between teachers and parents is associated with increased student engagement as measured by homework completion rates, on-task behavior and class participation.”

(Darsch, Miao, and Shippen, 2011)

ENGAGEMENT:

School Climate | LCFF PRIORITY 6



What Is School Climate?

School climate refers to factors that contribute to the tone and attitude of staff and students in school. Under LCFF, this is measured by suspension and expulsion rates. School climate can include other measures as defined by local school districts. School climate is widely associated with well-managed classrooms and common areas, high and clearly stated expectations concerning individual responsibility, feeling safe at school, and teachers and staff that consistently acknowledge all students and fairly address their behavior. The issue of school climate can also be viewed from a frame of human rights and dignity as all students—and their families—should be treated with fairness and dignity even in matters of school discipline.

The advocacy efforts of organizations such as CADRE and other local, statewide, and national partners has helped to push for policy and practices changes that foster a positive school climate in which there is mutual respect and dignity among all school stakeholders, including parents.

What Parents Need To Know

A positive school climate is one that:

- Develops a culture of discipline grounded in positive behavior interventions and away from punitive approaches that infringe on instruction time
- Incorporates restorative practices that seek accountability through understanding the impact of school discipline incidents and repairs the harm caused
- Utilizes a shared decision-making process which addresses root causes to prevent future harm and supports the healing of all parties
- Articulates clearly defined roles for school police and limited involvement in non-threatening incidents

Why Is School Climate Important?

A positive school climate creates an environment conducive to learning. School climate takes into account the conditions that must be present for students, parents, and educators to feel socially, emotionally, and physically supported within the school environment. School climate is an important equity issue: historically, foster youth, English Learners, and low-income students have been the greatest targets of school push-out through

Positive school climate, which includes connectedness, is associated with higher academic achievement and healthy behavioral outcomes for students.

(National School Climate Council, 2013)²



unfair discipline practices, inadequate instructional support, limited resources, school disruption, economic constraints, and other problems. Creating the right school climate derives from the premise that student achievement begins with keeping students in a safe classroom and healthy environment conducive to learning and free from disruption.

Within their LCAP plan, school districts must establish annual goals to reduce suspension and expulsion rates, and improve the overall school climate. In addition, districts must adopt specific actions to reach their set goals for improving school climate such as adopting restorative justice, positive behavior supports or policies that end willful-defiance suspensions. Lastly, LCAP plans must outline how school districts will use funding towards improving school climate and additionally for those students who most need it.

What Parents Can Ask Their District During The LCAP Process

1. Under the state's priorities, what is the district's plan for resourcing alternatives to discipline strategies, such as restorative justice practices or positive behavior supports to address school climate?
2. What provisions are being made for School-Wide Positive Behavior Interventions and Support at the school site level? If a district does not currently have a school-wide positive behavior support policy, how will such policy be implemented as a function of LCAP to satisfy the eight state priority targeting school climates?
3. How does the LCAP plan articulate the role of parents in school climate as it relates to their rights in matters of discipline and their participation in shared decision-



DISTRICT LED PRIORITIES:

School Readiness



What Is School Readiness?

School readiness can be defined as the process by which children and families prepare themselves for education in a formal school setting. This typically includes becoming knowledgeable about how children develop cognitively, emotionally, and socially as they make the transition from learning at home to learning in a formalized school setting.

In the education policy arena, school readiness is often examined in relation to how children perform academically in school, particularly in kindergarten through third grade. In the long-term, middle school and high school academic performance are examined in relation to college and career readiness.

What Parents Need To Know

- You are your child's first and life-long teacher. What matters most in ensuring your child's academic success is your ability to be comfortable asking questions and, in turn, asking for help.
- How you speak to your child matters. Regularly engage your child in a conversation making sure to ask your child questions and in turn welcome their questions. Children are naturally and highly curious.
- Use encouraging language. When you use encouraging language, you are also teaching and modeling for your child positive social-emotional development that enhances cognitive development, which in turn results in school readiness and future academic achievement.
- It is never too early to start preparing your child to be successful in school. School readiness is a process that takes time. As a parent, it is your responsibility to serve as guide for children who are literally discovering and exploring the world all around them. Don't lose sight of that: continue to inspire their curiosity to ensure they are always looking forward to learning.
- The earlier a child is ready for school the more ready they will be for college and career.
- Three-year-old children from affluent communities possess a vocabulary of 1,100 words on average. Three-year-old children from low-income communities know only about 500 words. That 600-word gap easily turns into the achievement gap that we see in children from foster care settings, low-income communities, and for whom English is a second language.
- Studies show that the third grade provides a critical academic transition for children. It is important that we learn what experiences children have had in the important years before third grade.
- If we are not preparing our children for school from the earliest years and continuously supporting them as they move through our school system, we are failing to prepare them for a life of social and economic challenges.
- English learners, foster youth, and low-income student populations need to receive more resources as a matter of social justice and equity. Investing in these students will benefit the economy in the long run. When a school district has high concentrations of



the target populations in LCFF, that school district and its community members have an economic stake in ensuring that these children are succeeding. Success translates to students graduating ready to go to college or launch a career in the twenty-first century.

What Parents Can Ask Their District During The LCAP Process

1. How is the district working to ensure that parents have the tools and support they need to play this role throughout the course of their child's lives?
2. How can the district begin to engage parents as early as birth of the student?
3. How many NEW dollars is the district budgeting to ensure that children and families enter school (preschool and/or kindergarten) ready to learn and succeed?
4. How many children in foster care, low-income children, and children that may be English learners are currently enrolled in preschool through third grade?



DISTRICT LED PRIORITIES:

Arts Education



“A broad education in the arts helps give children a better understanding of their world... We need students who are culturally literate as well as math and science literate.”

– Paul Ostergard, Vice President, Citicorp

What Is Arts Education?

Arts education offers students a chance to create, perform, learn about, and experience

- Dance
- Theater
- Music
- Visual Arts

What Parents Need To Know

- **Arts education more deeply engages students in school, resulting in increased attendance and lower dropout rates.** (Catterall, James S. (1997). UCLA Imagination Project, Graduate School of Education and Information Studies, UCLA. *Involvement in the Arts and Success in Secondary School*. Washington, D.C: Americans for the Arts.)
- **Education in the arts boosts student test scores and achievement in all subjects.** (Catterall, James S. (1997). UCLA Imagination Project, Graduate School of Education and Information Studies, UCLA. *Involvement in the Arts and Success in Secondary School*. Washington, D.C: Americans for the Arts.)

- **One in seven jobs in the Los Angeles area are in the creative industries.** (Otis College of Arts and Design (2013). *Otis Report on the Creative Economy, California and the Los Angeles Region*. Los Angeles: Otis College of Art and Design.)

Why Is Arts Education Important?

- Arts education boosts literacy, math skills, and ELA for English Language Learners.
- English Language Learners are more likely to pursue a college degree if they attend an arts-enriched high school.
- Arts education is linked to improved state test scores among low income students.
- Low income students with access to the arts are more likely to attend college.

What Parents Can Ask Their District During The LCAP Process

1. What arts classes does my child’s school currently offer?
2. Is funding for arts programs written into the district’s LCAP plan?
3. Are the arts included in Common Core professional development for teachers?

LCAP SECTION 1: Stakeholder Engagement

Meaningful engagement of stakeholders ensures that the LCAP is accepted and implemented successfully.

In this section of the LCAP, districts must describe their efforts to engage parents, students, and community members in the development and review of the Plan. Information for Section 1 will be presented in the table below. Here are some tips for reviewing this section.

When reviewing this section, consider this question: Is your district’s stakeholder engagement minimal or meaningful?

This column describes how the district engaged parents, students, and the community in the process to develop the LCAP.

This column describes how the involvement of key groups affected or informed the content of the LCAP.

Involvement Process	Impact on LCAP

This section asks: Did the district answer the following questions?

- a. What methods did the district use to collect recommendations from parents, students, and the community?
- b. Did the district create opportunities for parents, students, and the community to give recommendations?
- c. What information, data, or other resources did the district share in the process?
- d. How did the district establish their Parent Advisory Committee (PAC)? What type of training or support did they provide to prepare parents for their role on the PAC?

In this section, did the district answer the following questions?

- a. Were the top priorities listed by parents, students, and the community included in the LCAP before it was finalized?
- b. Was content added or changed to the draft of the LCAP and budget as a result of additional recommendations from parents, students, and the community?
- c. How will parents, students, and the community remain involved in monitoring and review of district progress on the actions and strategies listed in the board approved LCAP?

LCAP SECTION 2:

Goals and Progress Indicators

Districts must set “big-picture goals” for their district that they will pursue and measure over the three-year period.

Districts must identify goals and establish how to measure their progress in achieving them. These goals align with the eight LCFF priorities and any other local priorities. Information for Section 2 will be presented in the table below. Following are some tips for reviewing this section.

When reviewing this section, consider this question: Are your district’s goals in line with the state’s eight LCFF priorities and the district’s local priorities?

In this column, districts must describe an area of improvement and the manner in which the district will measure progress in addressing it.

Here, the district must provide an analysis of its progress, success, or challenges in meeting its goals and reaching target metrics.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate “all” for all pupils.)	School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	

In this section, districts must outline a district goal to improve student outcomes that should

- address the eight LCFF priority areas in the following three categories: Conditions for Learning, Student Outcomes, and Engagement;
- include goals for all students in the district and unique goals for high-need students (Low-Income, English Learners, and Foster Youth) that differ from goals for all students; and
- note if the goal applies to all schools or to specific school sites.

In this section, the district must describe specific outcomes, metrics, or noticeable changes that will indicate progress towards meeting stated goals for the next three years.

In this final column, the district must explain which of the State’s eight LCFF priorities or local district priorities to which the goal is related. Note: One goal may address multiple priorities.

LCAP SECTION 3:

Actions, Services, and Expenditures

Districts must specifically state the programs and services they will provide to meet their goals.

In this section, the district must list the programs and services it will provide to meet its goals, along with the projected costs. Information for Section 3 will be presented in two tables similar to the one below. Following those tables will be two sections of narrative responses from the district about how it is using its supplemental and concentration funding. Following are some tips for reviewing this section.

When reviewing this section, consider this question: Does this list show an increase and improvement in programs and services for high-need students (Low-Income, English Learners, and Foster Youth)?

SECTION 3 (A AND B):

In this first column, the district must restate the goals identified in Section 2.

This column should note if the program or service will be provided for the entire district or at specific schools only.

Here, the district must provide an analysis of how it has implemented its programs and services during the given LCAP year.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX

In this column, the district must restate which of the State's eight LCFF priorities or local district priorities this goal addresses.

This column must describe the program or services the district will provide to support positive student outcomes, and the associated costs. In addition, under this same column of the chart in section 3B, the district should provide separate detailed information on programs and services aimed specifically for high-need students (Low-Income, English Learner, and Foster Youth). These are educational programs and services above and beyond what is provided for all students.

In this final section, the district must provide an estimation of costs associated with providing the programs and services described over the three years of the LCAP and the funding sources that will be used to cover these costs. Note: This section may also include other federal or local funds, if applicable.

SECTION 3C: In this section of the LCAP, the district must address the following:

1. How much supplemental and concentration funding will the district receive for the LCAP year (based on calculations using the formulas provided by the State)?
2. How does the district plan to spend these supplemental and concentration funds on programs and services?
3. Provide justification if using these funds for services for a specific school or the entire district.

SECTION 3D: In the space provided, the district must address the following.

1. Describe how the programs and services provided for high-need students (Low-Income, English Learners, and Foster Youth) during the LCAP year have grown and improved in proportion to the increase in funding the district received through supplemental and concentration funds.
2. The percentage by which programs and services for high-need students will increase. This percentage must be calculated using the state's Minimum Proportionality Percentage Formula which calculates the minimum percentage that districts should increase services to high-needs students given the additional supplemental and concentration funds designated to specifically serve those groups under LCFF.



KEY STRATEGIES FOR PARENT LEADERS

As a parent, becoming involved in the way your school district makes decisions is vitally important. You can become a member of an existing school advisory group, district committee, or as an individual parent and member of the community. Here are some helpful tips for making sure you can engage authentically in the conversations and decisions that affect your child.

STRATEGY	TIPS
	<p>1 ASK QUESTIONS</p> <ul style="list-style-type: none">• The only way to make sure we understand something is to ask questions.• There are no “dumb” questions; questions help make you smarter and help you make important decisions.
	<p>2 PARTICIPATE IN THE CONVERSATION</p> <ul style="list-style-type: none">• It is normal for some of us to stay quiet until we understand or grow comfortable—and some of us are shy.• Don’t stay too quiet for too long—what you have to say is important.
	<p>3 VOICE YOUR OPINION</p> <ul style="list-style-type: none">• We each bring an important perspective to this work. Your values and your experiences—in combination with those of others—are what help us reach fair and equitable decisions.• People do not have to agree with you. What is important is to speak your truth.
	<p>4 TALK TO OTHER PARENTS</p> <ul style="list-style-type: none">• We all need allies and support, especially from those who understand our perspective.• Reach out and talk to other parents to find alignment and to support each other.

STRATEGY	TIPS
	<p>5 REQUEST TRAINING</p> <ul style="list-style-type: none"> • It is important for you to be on an equal and level playing field with others in the room. • Some of you may be new to this kind of experience, or unfamiliar with the details of what you will be discussing. You can—and should—ask for training at the district’s expense.
	<p>6 REQUEST A GLOSSARY OF TERMS</p> <ul style="list-style-type: none"> • You cannot make good decisions or influence the group if you do not understand important terms. • Request a glossary of terms, and ask the facilitator and other speakers to use entire words, not acronyms, unless all agree to an understanding of what those acronyms mean.
	<p>7 BE PUNCTUAL AND STRIVE FOR PERFECT ATTENDANCE</p> <ul style="list-style-type: none"> • To exert influence, you must be in the room and involved in the conversation. If you miss any part of the discussion, you will be at a disadvantage and may lose the opportunity to influence a decision. • Punctuality and consistent attendance are strong demonstrations of your commitment to this process and your role as a leader.
	<p>8 PROMOTE PARENT ENGAGEMENT – NOT JUST PARENT INVOLVEMENT</p> <ul style="list-style-type: none"> • <i>Parent engagement</i> includes actions taken by schools to make it as easy as possible for parents or guardians to get involved at the school, such as creating a welcoming environment for parents, communicating effectively with parents, or allocating funds to support parent engagement efforts. • <i>Parent involvement</i> includes actions taken by parents to support their child’s education at home and at school.
	<p>9 EMBRACE YOUR ROLE</p> <ul style="list-style-type: none"> • Do not let others make you feel like you are “only” a parent: you are an equal partner at the decision-making table. • Be confident that your input and voice should be honored and regarded as valuable and important.

FREQUENTLY ASKED QUESTIONS

QUESTIONS ON THE LCFF/ LCAP TRANSPARENCY AND ACCOUNTABILITY

Q How do you ensure transparency and accountability with the district?

A LCFF gives districts a great deal of flexibility in deciding how they will spend their funds. With this flexibility comes the responsibility to meaningfully engage and include feedback from parents, students, and the community in their decision-making process.

Districts should be clear about the different ways the district will seek public input—and the standards the district will use in deciding how to use that input in developing the LCAP or annual update.

LCFF establishes minimum legal requirements that districts must follow to seek and incorporate feedback from the community when developing their LCAPs. One requirement is that districts must establish parent advisory committees. Another requirement is that districts must “consult” with parents, guardians, students, and other stakeholders in developing the LCAP. Districts must also develop ways for the broader public to provide input on the LCAP as it is being developed and before it is adopted. Just complying with these minimum requirements is probably not enough to ensure transparency and accountability where stakeholder engagement is concerned. However, districts should communicate clearly what standards they will use in evaluating and incorporating public input into their proposed LCAPs.

It is up to schools to be more intentional about meaningfully engaging parents in the budget decision-making process, and it is up to parents to be more involved in their schools and in their school budgets.

Q Whether or not parents are members of the parent advisory committee, what can they and community agencies do?

A LCFF establishes minimum legal requirements that districts must follow to seek and incorporate feedback from the community when developing their Local Control Accountability Plan (LCAP). School districts must provide opportunities to solicit input from parents, students, teachers, principals, administrators, and other stakeholders including unions.

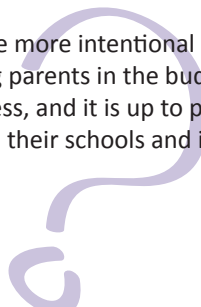
The LCAP is designed to be a planning tool that documents how the district reached out to parents and other stakeholders while showing how their input shaped the priorities and goals for their spending decisions. The LCAP is also an accountability tool to show how the spending aligns with the state’s eight priorities and with local priorities.

If you would like information to determine how your district plans to comply with the legal requirements for the PAC, you should submit a written request asking the district to identify the committees that it has established or will use to develop the LCAP, the committees that it has established or will use to satisfy the statutory requirements for the PAC and DELAC, and what other avenues for public input the district will establish to consult with stakeholders and ensure meaningful public engagement in the LCAP process.

QUESTIONS ON THE ROLE OF THE PAC/DELAC

Q What is the role of the Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC)?

A Districts must submit their draft LCAPs to the PAC and the DELAC and respond in writing to any comments submitted by the committees. The statute also states that parent advisory committees are intended to “advise” the school board and



superintendent on the implementation of LCFF, a role that requires more than simply providing comment to an already established plan. To comply with this statutory purpose, districts should meaningfully involve these committees in the development of the LCAP as well as other aspects of LCFF implementation.

QUESTIONS ON THE LCFF BUDGET

Q How does using percentages ensure that kids in need who don't make the cutoff are treated equitably?

A School funding levels in 2013–2014 will be higher than the year before, an average increase of about \$338 per student. Districts with between 82 percent and 100 percent of high-needs students (top quintile) will get an average of 6.4 percent more funding in 2013–2014. The quintile of districts with the fewest high-needs students – up to 29 percent high-needs students – would get 3 percent more funding. The new formula is setting a near record high per student. (EdSource)

Q How much is the base funding going to be? Will it be enough for the very minimum needs?

A LCFF will provide between 80 percent and 90 percent of state funds allocated for K–12 schools. Amounts can vary depending on how much is available through voter-approved Proposition 98 (guarantees a minimum amount for schools and community colleges annually) and a healthy economy.

Every district will receive the same base grant for each student, depending on his or her grade level. Districts will receive less funding for students in middle grades than for those in elementary and high school.

Because of Proposition 30, which voters approved in 2012, most districts will receive more money over the next eight years than they are currently receiving. Most of the funds will consist of a base grant that districts will receive for every student in attendance.

To find out how much money your school district will need to spend on high needs students, go to <http://fairshare4kids.org>.



QUESTIONS ON HIGH-NEEDS STUDENTS

GENERAL

Q Who will categorize / identify students within the three target areas, if student is unduplicated?

A Beginning in 2013–2014, the superintendent will annually report the enrollment of “unduplicated pupils”, pupils classified as English Learners, low-income, and foster youth using the California Longitudinal Pupil Achievement Data System (CALPADS).

Low-income students – A student’s “low-income” status is determined by his or her eligibility for the federally subsidized free-and-reduced price meals program, available to children from households with incomes up to \$42,643 for a family of four (185 percent of the federal poverty level) who enroll in the program.

English Learners – Districts identify students as “English learners” based on a home language survey and an English proficiency test. There is no limit in the law for the number of years a district can receive extra funds for each of its English learners. Eligibility ends when a district reclassifies an English learner as fluent English-proficient; districts determine when that happens.

Students in Foster Care – The California Department of Education defines a foster child as one who is being monitored by the court system, including children who are living with their parents. However, the Department of Social Services does not count foster students who are living with their parents. Because of the mismatch, the two departments will start to run weekly data matches in the fall to help school districts track foster students.

Note: For purposes of LCFF, a foster youth is any youth who has an open case in dependency court (foster care) or delinquency court (probation); removed from their parents' care because of abuse or neglect; and live in a foster home, with relatives, or in a group home.— *Alliance for Children's Rights*

Q Why are students with disabilities not accounted for in LCFF?

A Students with disabilities will be included in the Local Control and Accountability Plan (LCAP), however, some state education funds, roughly 10 to 20 percent, allocated annually through the voter-approved Proposition 98 for K–12 schools will not go to districts under Local Control Funding Formula (LCFF). These include funds for special education, along with a dozen smaller programs, including child nutrition, foster youth services, and after-school programs established under Proposition 49. Districts will continue to receive these funds in addition to the basic grants they will receive through the new funding formula.

LOW-INCOME

Q How are low-income parents being consulted, if the schools don't have a committee comprised of parents of low-income children? Parents don't participate and school site councils are not comprised solely of parents.

A Districts must provide opportunities for public input. The superintendent must provide an opportunity for members of the public to provide written comments regarding the specific actions and expenditures proposed in the LCAP or annual update. The school board must hold at least one public hearing to solicit comments and recommendations from the public regarding the specific actions and expenditures proposed in the LCAP or annual update.

At minimum, districts must establish parent advisory committee(s) to provide advice to the district regarding the district wide plan. Districts in which 15% of the students are English learners must establish an English-learner advisory committee that must review and provide comment on the LCAP. Districts can utilize existing committees.

ENGLISH LEARNERS

Q Is it right that at my high school we only have one teacher for English learners? The coordinator does multiple jobs and neglects the parents of English learner students.

A The California Department of Education (CDE) and Federal Law requires school districts to provide each English learner with daily English language development and access to the core curriculum for all ELs. The education code gives parents of English learners rights to demand English-language development instruction for their children targeted to their English proficiency level and appropriate academic instruction.

QUESTIONS ON THE STATE PRIORITY AREAS

STUDENT ACHIEVEMENT

Q Will student results influence receiving funds?

A There won't be a punishment approach, but rather a new support system created for schools and districts that may be struggling to show improvement.

PARENT ENGAGEMENT

Q Has the state changed the composition of the School Site Council to be just parents and staff?

A No. But, there is a bill pending in the State Assembly, AB 2384 Bradford, sponsored by the Alliance for Boys and Men of Color that deals with school site councils. The bill places term limits on members, would allow community organizations to serve on the councils, and ensure that councils are implementing the goals of Local Control Funding Formula (LCFF). The bill would place classified staff on the councils and ensure there is training for council members.

GLOSSARY OF TERMS

Academic Performance Index (API) — A score that California gives each school based on student test scores. The target API score is 800; the maximum is 1,000.

Achievement Gap — Refers to the difference in academic performance between groups of students as seen in grades, standardized tests scores, course selection, drop-out rates, and other success measures. It is usually used to describe the disturbing performance gaps between African-American and Hispanic students, at the lower end of the performance scale, and their non-Hispanic white peers.

Adequate Yearly Progress (AYP) — The federal AYP targets the progress a school must meet under No Child Left Behind (NCLB) on key indicators for certain groups, including economically disadvantaged students, students with disabilities, and English learners.

A-G Courses — The required sequence of courses that high school students must master with a “C” grade or better in high school to be eligible to apply to the UC and CSU systems of higher education.

Algebra I Pass Rate — The percentage of eighth-grade students passing Algebra 1A and 1B with a “C” grade or better.

Bachelor’s Degree — An academic degree (Bachelor’s of Arts (B.A.) or Bachelor’s of Science (B.S.) awarded by a college or university to undergraduate students who complete a four-year program of study.

California Department of Education — An agency within the Government of California that oversees public education, school funding, student testing, and holds local educational agencies accountable for student achievement.

California English Language Development Test (CELDT) — The test used to determine if English learners have reached proficiency in the English language in order to be reclassified.



California High School Exit Exam (CAHSEE) — The state high school exit exam students must pass in order to graduate from high school. Students may take the test beginning in the 10th grade.

California Standards Tests (CSTs) — Tests developed to measure the progress of students in meeting California’s state-adopted academic content standards in each grade level in the following areas: English–language arts (ELA), mathematics, science, and history–social science. Since the standards with the common core are changing, so will the tests. Scores fall into five categories: advanced, proficient, basic, below basic, and far below basic.

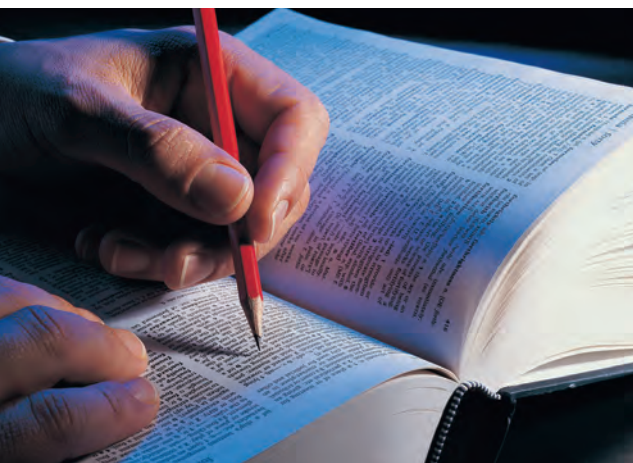
Chronic Absence — Missing 10 percent or more of school over the course of the school year for any reason, includes excused and unexcused absences. This is a proven early warning sign for both academic failure and dropping out of school.

Collaboration — Working together in a structured environment.

Common Core State Standards (CCSS) — A set of clear college- and career-ready standards for kindergarten through 12th grade in English–language arts/literacy and mathematics.

Community — A group of people that have shared experiences, values and goals. The group may be defined by a common geographic area, ethnicity, language or socio-economic status, or other specific physical or social factor.

GLOSSARY OF TERMS



District — A Local Education Agency (LEA) that serves multiple schools within its authorized boundaries.

Dropout Rate — The percentage of students that did not graduate from high school in four years.

Early Assessment Program (EAP) — A collaborative effort among the State Board of Education (SBE), the California Department of Education (CDE), and the California State University (CSU). The program was established to provide opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school, and to facilitate opportunities for them to improve their skills during their senior year.

English learners — A classification for students who speak a language other than English at home.

Family — A unit that exists as a support system, concerned about the health, well-being, and academic success of a child. A caregiver who is not also a legal guardian of the child is included in this definition (e.g., grandparent). This term can also include child him/herself.

Family Engagement — The process by which institutions, specifically education institutions, actively deploy people and practices with the explicit intent of bringing whole families (parents, guardians, caregivers) into the learning process as co-equal partners.

Family Involvement — The activities conducted by families (parents, guardians, caregivers) to be active participants in the learning process at home and at school.

Family Support — The services and systems in a community that exist to assist the family in functioning as a whole, effective unit.

Foster Youth — Children that are in the legal guardianship or custody of a state or foster care agency but are cared for by foster parents in their homes.

Four Year Graduation Rate — The percentage of students who graduate high school in four years.

Local Control Accountability Plan (LCAP) — A state-mandated planning document that school districts are required to develop describing their goals, actions, and expenditures related to local and state LCFF priorities. School districts are expected to share performance data, needs, actions, and anticipated outcomes that guide the use of available LCFF funding. The LCAP is LCFF's vehicle for transparency and engagement by requiring districts to think about and plan their budgets in a performance-focused rather than compliance-oriented way.

Local Control Funding Formula (LCFF) — A California school-funding law passed in 2013 which took effect on July 1. LCFF changed the method of distribution of funding from the state to local school districts. It gives more money to schools with large numbers of underserved students and provides local control to districts to decide how to use their allocated funds. The law also requires districts to seek input from parents and community members on how the funds should be used.

Local Education Agency (LEA) — School districts, county offices of education, and charter schools.

Low-Income students — Defined by school districts as students eligible to receive free and reduced price meals.

Middle School — Includes grades 5–8 and sometimes 9. Students attend middle school after they finish elementary school.

Other Student Outcomes — The eighth priority under LCFF. It refers to student performance in other required areas of study that support student achievement, such as physical and arts education.

Parent — A child’s mother or father, whether biological, adoptive or step. This also includes legal guardians or caregivers to the child.

Parent Engagement — Actions taken by schools to make it as easy as possible for parents/guardians to get involved in their child’s education.

Parent Involvement — Actions taken by parents to support their child’s education at home and at school

Parent Leader — A parent who has been identified by their school, district, or organization to represent the interests of other parents at the school/district/agency, and acts on behalf of those interests, usually as a liaison to the larger parent body; Parent Leaders may volunteer in this capacity or receive a stipend from their organization but are not paid staff members.

Reclassification Rate — The percentage of students reclassified from English Learner to Fluent-English-Proficient status each school year; a requirement for reclassification is scoring Early Advanced or Advanced on the CELDT.

Restorative Justice — A theory of justice that emphasizes reparation for unjust harm and crimes committed against individuals. In schools, restorative justice is used to reduce bullying, misbehavior, violence, and crime against students; manages conflict and improves the school climate.

Scholastic Aptitude Test (SAT) — A standardized test used for most college admissions, the SAT is designed to measure critical thinking and problem-solving skills essential for success in college; the SAT covers three subject areas: critical reading, mathematics, and writing.

School Accountability Report Card (SARC) — A report that shows how schools are performing on key indicators such as the Academic Performance Index (API), the Annual Yearly Progress (AYP), and the percentage of students proficient or advanced in mathematics and English-language arts; parents may request a copy from their school.

School Board — The body that sets local educational policies within the limits of state law, determines the curriculum, and adopts a budget and authorizes expenditures.

School Report Card — An information sheet that contains information about the progress of a particular school; includes key data such as the Academic Performance Index and the percentage of students proficient or advanced in mathematics and English-language arts.

School Site Council — A school-based advisory body composed of teachers, parents, classified employees, and high school students who work with the principal to develop, review, and evaluate school improvement and school budgets at their school site.

Smarter Balanced Assessment Consortium — A state-led consortium working to develop assessments aligned to the Common Core State Standards (CCSS) that accurately measure student progress toward college and career readiness.

State Board of Education (SBE) — The governing and policymaking body that sets K–12 education policies in the areas of standards, instructional materials, assessment, and accountability.

Student Achievement — Refers to the ways in which school districts measure how well their schools are preparing students for success in school and beyond.



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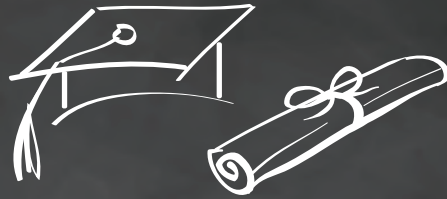
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– Benjamin Franklin



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