



## LCFF LCAP

Your voice matters

• SPECIAL EDITION •

### This is an exciting time for our kids and our schools!

**T**here's a new school funding law called the LCFF (Local Control Funding Formula). It's a new way for schools to focus on student success.

LCFF requires all school districts to involve parents in planning and decision making as well as in developing Local Control and Accountability Plans (LCAPs). It also:

- Requires school districts to focus on eight key areas that help all students succeed.
- Provides extra funding for students with greater challenges.
- Gives school districts more flexibility for how to spend money to improve local schools.

LCFF is a huge opportunity for parents to shape the vision for our children's education and make it happen!

**Learn more in this special edition and get engaged!**



Inside



Message from President  
Colleen A.R. You, page 3



Understanding the LCAP,  
page 4



Framework for parent and  
family engagement, page 6



“Informing and educating parents about the new LCFF and LCAP is a top priority for California State PTA.”

## Now is the time to seize the parent engagement moment

**W**ell-informed, engaged parents make a vital difference in the health and education of children.

California’s new **Local Control Funding Formula (LCFF)** and **Local Control and Accountability Plans (LCAPs)**, as well as new academic standards and a new state testing system, present a historic opportunity to usher in an era of even greater parent and family engagement in our schools.

This is an exciting time – a moment we all must seize. It is especially crucial that as parents we engage both to support our own children’s education, and to help guide state and local policy and decision-making so that all children will succeed.

Informing and educating parents about the new LCFF and LCAP is a top priority for California State PTA. We have many great resources, such as this special edition of *PTA in California*. Be sure to visit [www.capta.org](http://www.capta.org) to learn even more.

We know there are no shortcuts to raising student achievement or to successful parent engagement. It takes an investment of time, resources and an ongoing commitment.

We also know that authentic engagement is much more than a one-time check-box on a form. It’s about building a culture at every school where parents and family members feel welcomed, respected and appreciated – a culture where

information is freely shared and input is sought and genuinely considered.

Many school districts are already doing excellent work to engage parents, but there is much more to do across the state, especially to reach and engage parents from all school sites, all backgrounds and in all languages.

A vital premise of the new LCFF is that decisions affecting student success are best made by those closest to the classroom. Our research-based **PTA National Standards for Family-School Partnerships Assessment Guide** provides a valuable framework to facilitate local conversations about your school district’s goals for parent and family engagement, as required by the new LCAP. We recommend that every district’s plan address the six accepted national standards, and that educators and parents have conversations together about the indicators, based on local priorities and needs. We also recommend that, while parent engagement is specifically identified as one of the eight state priority areas that all LCAPs must address, districts should be sure to embed parent engagement components throughout their entire plans.

On behalf of your entire state PTA Board of Managers, I want to thank you for the commitment you make each day to your children, grandchildren and all of California’s children!

The greatest promise of the new era of engagement is that parents, teachers, school staff, administrators, school board members and community members will talk more frequently and work together more effectively.

The results, when we do, will be amazing for children.



# Your voice matters – join the conversation!

**W**hen parents and families take an active role in their children's education both at home and in the community, children perform better in school and have a better chance of furthering their education.

## Get the facts!

- Find out what your school district is doing to engage you and all parents.
- Share your ideas directly with administrators and school board members. Attend a meeting or volunteer to serve on a committee.
- Talk with your children's teachers and principal about the new law.
- Talk with other parents and connect with your local PTA.
- Learn more about the eight priority areas of the Local Control and Accountability Plan (LCAP) and how they can help your child succeed.
- Find more information from your school district's website or [www.capta.org/lcff](http://www.capta.org/lcff).



## Learn more – get engaged!

We hope the information in this special edition is just the start of your engagement. Here are a number of other great resources to learn more and to get engaged:

- **Your local school district's website** – A good place to start to learn more about programs and services at your school. Be sure to also look at the School Accountability Report Cards (SARCs) that must be posted for each school.
- **California State PTA** – Informational videos, fliers and more in multiple languages available to PTAs and all parents at [www.capta.org](http://www.capta.org).
- **EdSource.org** – Offers a guide to the LCFF along with news and information about California K-12 finance system.



More great resources, videos, comprehensive information and tools are available at:

- [WestEd.org](http://WestEd.org)
- [cde.ca.gov](http://cde.ca.gov)
- [EdTrust.org/west](http://EdTrust.org/west) and [FairShare4Kids.org](http://FairShare4Kids.org)
- [Ed100.org](http://Ed100.org)
- [ChildrenNow.org](http://ChildrenNow.org)
- [Eddata.org](http://Eddata.org)



Visit [www.capta.org/lcff](http://www.capta.org/lcff) to download informational fliers and additional resources.

# The Local Control and Accountability Plan (LCAP):

As a critical component of the new LCFF law, every school district must engage parents and the community to create a Local Control and Accountability Plan (LCAP). The LCAP is intended to be a comprehensive planning tool.

Each plan must describe:

- District-wide and school-wide goals, as well as specific actions to be taken to achieve the goals for all students, including specific subgroups of students, in each of **the eight state priority areas**, plus any locally identified priority areas.
- Expected progress toward meeting the goals—and as part of a district’s required annual update of the plan, the district must describe actual progress made toward meeting the goals and describe any adjustments to be made.
- Expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth will be used to increase or improve services for these students.
- The process used to involve parents, students, community members, school employees and other stakeholders in developing, reviewing, and supporting implementation of the LCAP.

## Calendar for Adopting Plans

Every school district must involve parents, students and school employees in the development and review of its Local Control and Accountability Plan (LCAP).

As part of the process, every district must convene a parent advisory committee and district governing boards must:

- Share a draft of the district’s initial three-year LCAP at a public board meeting and provide opportunities for parents and others to give feedback;
- Respond to any feedback on the plan;
- Hold a separate public board meeting to discuss and adopt the plan.

The LCAP and district budget must be adopted and submitted to the County Office of Education prior to July 1.

As a next level of oversight, county offices of education are required to review and approve each school district’s plan. School districts must then review progress and update their plans annually. Because the LCFF process is new, we expect it to improve and become even more inclusive of parents each year.

Each school district’s Local Control and Accountability Plan must focus on eight priority areas that help all students succeed. These eight priority areas reflect PTA’s belief that many factors – both inside and outside the classroom – positively impact student success.



CONDITIONS OF LEARNING

## Basic Services

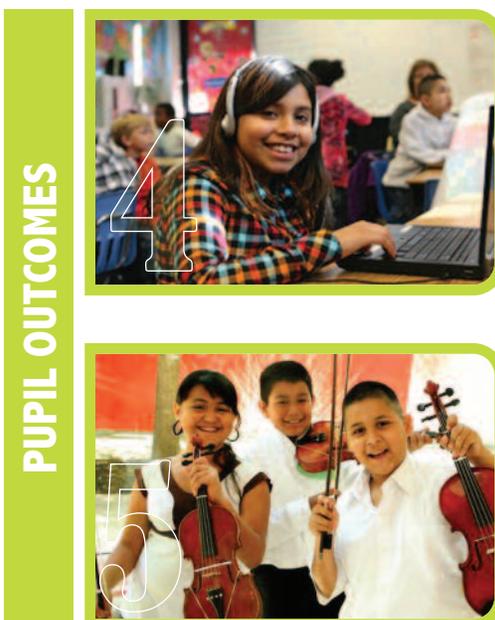
Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities.

## Implementation of State Standards

Ensuring school programs and services enable all students, including English learners, to access California’s academic content and performance standards, including Common Core Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards.

## Course Access

Ensuring all students have access to a broad course of study in all required subject areas, including math, social science, science, visual and performing arts, health, physical education, career and technical education and others, that prepares them for college and careers, regardless of what school they attend or where they live.



PUPIL OUTCOMES

## Student Achievement

Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness.

## Other Student Outcomes

Measuring other important indicators of student performance in all required areas of study.

# Eight priority areas to help all students succeed

Learn more about how you can provide input into each of these areas by checking with your school district or visiting [www.capta.org/lcff](http://www.capta.org/lcff).



## Student Engagement

Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.



## Parent Involvement

Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students. (See the PTA National Standards for Family-School Partnerships Assessment Guide for suggested ways to measure progress.)



## School Climate

Factors both inside and outside the classroom that impact student success such as health, safety, student discipline and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers and parents.

## Some key questions you can ask your school leaders about the LCAP

Each school district's Local Control and Accountability Plan must be developed with input from parents, students and school employees. The plans must address the eight state priority areas. Here is a sampling of questions that you can ask your school principal, district administrators and school board members to get the conversation going:

- What is our school and school district doing to engage all parents in the process of developing our LCAP? How can parents, staff and community partners work together to support student success at home and at school?
- What are we doing to ensure that all students are motivated to come to school?
- Do all of our students have textbooks and materials that are up-to-date? Are school facilities safe? Are we providing instruction by credentialed teachers in all subject areas?
- What are we doing to prepare our staff for the implementation of the new standards and assessments?
- How is our school district improving or increasing services for low-income students, English learners and foster youth?
- Do all of our students have access to a complete education that includes the arts, physical education and other required courses?
- In what ways does school climate impact student achievement? What is being done to improve school climate so all students have a positive school experience?
- In what different ways is our district measuring student achievement?
- How are we increasing our graduation rates and reducing the number of drop outs?

## How does the Local Control Funding Formula work?

The LCFF changes the way the state provides money to school districts. Under the new system, school districts will receive a uniform **base grant** for every student, adjusted by grade level. School districts will receive additional **supplemental grants** for students with greater challenges, defined as low-income students, English learners and foster youth. Plus, districts will receive additional **concentration grant** funding when the numbers of these students enrolled in a district make up more than 55 percent of a district's total enrollment.

Base Grant	Supplemental Grant	Concentration Grant
Per student base amount, adjusted for grade level.	Additional funds to improve or increase services for low-income students, English learners and foster youth.	Additional funding for districts that have a high concentration (55 percent or more) of low-income students, English learners and foster youth.



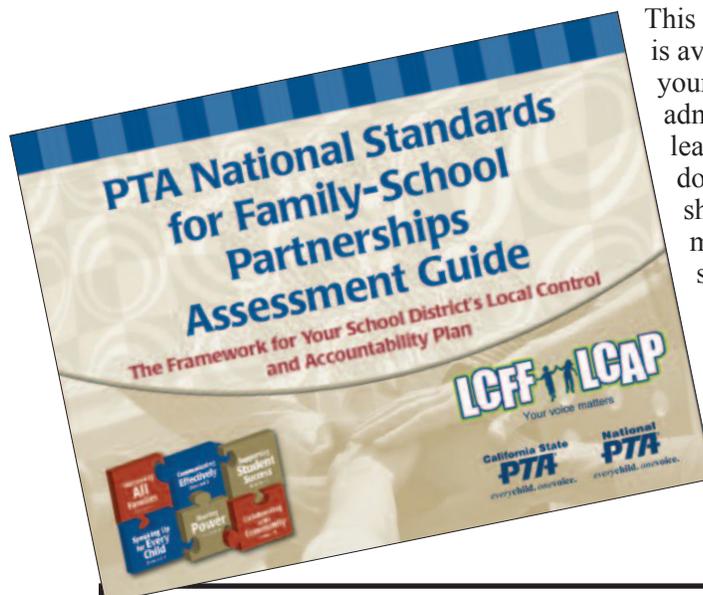
# Introducing PTA's research-based framework for family and parent engagement

To support parents and school districts in the development of family engagement goals and activities as part of the newly required LCAPs, California State PTA has joined with National PTA in releasing an updated version of the **PTA National Standards for Family-School Partnerships Assessment Guide**.

The PTA National Standards for Family-School Partnerships serve as a great framework for the important conversations parents, educators, school leaders and communities should have as part of their local planning and their longer term assessment of progress.

While parent engagement is specifically identified as one of eight state priorities that all LCAPs must address, it is also important to recognize that parent engagement is a strategy that enables school districts to achieve their goals in each of the other priority areas as well.

This comprehensive guide is available to share with your local school administrators and leaders. You can also download a summary to share with parents, members and your school community.



“This guide offers an excellent blueprint for school district leaders to use as they engage families in the priority areas required by the new Local Control and Accountability Plans. The guide is both research-based and practical, and offers a wealth of information about how to develop programs, practices and policies that promote family and community involvement in student success. Plus, it comes from a highly trusted source – the PTA.”

- Wesley Smith, Executive Director  
Association of California School Administrators (ACSA)

Many other valuable LCFF-LCAP resources including informational fliers are available online at [www.capta.org](http://www.capta.org). Additional resources for utilizing the standards and assessment may be found at [www.pta.org/nationalstandards](http://www.pta.org/nationalstandards).



school **smarts**

## PTA School Smarts Parent Engagement Program helps create informed advocates

School Smarts is an award-winning, research-based parent engagement program developed by California State PTA with support from the William and Flora Hewlett Foundation. The program includes a seven-session Parent Academy.

To learn more about the School Smarts program and how it can meet the goals of your school district's LCAP, take a look at <http://www.capta.org/sections/school-smarts/> or check out the recent *EdSource* article online at <http://bit.ly/1gxYxr1>.



# California Schools: Still Chronically Underfunded by the State



**W**hile the new Local Control Funding Formula (LCFF) is an exciting, positive step for public schools because it requires parent engagement in planning and decision-making, provides additional funding for students with greater challenges, and gives local school districts more flexibility for how to spend money to improve local schools – LCFF does not change the fact that, overall, California’s schools remain chronically underfunded.

The LCFF reforms how dollars from the state get distributed to, and spent by, local school districts, but it does not address the true need for adequate funding so schools can provide the level programs and services that all students deserve.

For more than three decades, California has funded its public schools below the national average. During the recession that started in 2008, the funding went from bad to worse.

The 2014 Education Week *Quality Counts* report ranked California 50<sup>th</sup> among states in adjusted per-student expenditures.\* A recovering economy and a temporary tax helped to stabilize funding in 2012-13 and 2013-14, but it will be many years before the deep cuts that were made are restored. Even when the new LCFF is fully implemented, without further action, school funding in California will still lag behind other states.

\*This analysis accounts for regional cost differences and is based on 2011 data. California spent an average of \$8,341 per student compared to the national average of \$11,864. For more information about California schools, check out Education Week’s Quality Counts 2014 and interactive state report cards online at <http://www.edweek.org/ew/articles/2014/01/09/16shr.h33.html>.



While the new LCFF and LCAP represent a major positive reform, it does not change the fact that California’s schools remain chronically underfunded. The 2014 Education Week Quality Counts report ranked California 50<sup>th</sup> among states in adjusted per-student expenditures.

## What can you do?

Even with the passage of Proposition 30 in 2012, which provides a temporary tax increase, education funding is still sorely insufficient to provide all children with the educational opportunities required for them to be successful in the 21<sup>st</sup> century.

**California State PTA continues to speak up for adequate funding for all students.**

Urge your locally elected state legislators to **END THE CHRONIC UNDERFUNDING OF CALIFORNIA’S SCHOOLS**. Urge legislators to approve a long-term plan to address this funding crisis once and for all, and to move California up from the basement in school funding, so that the programs that all children need to be successful can be restored and built up.

Send an email, letter, or request a meeting with your legislator in his or her local office. Urge your legislator to make sure that schools are adequately funded. It is critical to ensuring the long-term success of the new LCFF.



# 2014 California State PTA Annual Convention

## May 7-10, 2014 in Los Angeles

California is ushering in a new era of education reforms and parent engagement. Your voice as a parent or educator is more important than ever.

California State PTA's Annual Convention is the place to get the latest information on key issues, build the skills to strengthen your school and community, and have fun and connect with PTA leaders from across the state.

[www.capta.org](http://www.capta.org)



Articles appearing in this newsletter may be reprinted in PTA unit, council and district newsletters only. Please credit the California State PTA.

### PTA IN CALIFORNIA

2327 L Street, Sacramento, California 95816-5014  
 PH (916) 440-1985 • FAX (916) 440-1986  
[www.capta.org](http://www.capta.org)

March 2014, Official newsletter of the California State PTA, Volume 76, No. 3. Four issues published annually. Subscription rate \$5.00. Circulation 4,800. ©2014 California Congress of Parents, Teachers, and Students, Inc. All rights reserved. PTA® is a registered service mark of the National Congress of Parents and Teachers.

President: Colleen A.R. You  
 Vice President for Communications: Patty Christiansen  
 Executive Director: Paul Richman  
 Communications Manager: Michelle Eklund  
 Design: Pat Ruiz

The mission of the California State PTA is to positively impact the lives of all children and families.

*Adopted August 2013*

PRESORTED  
 FIRST CLASS  
 U.S. Postage  
**PAID**  
 Sacramento, CA  
 Permit No. 1491

2327 L Street  
 Sacramento, California 95816-5014

