Opportunities to Advocate for Equity in Your Local Schools
Webinar Overview & Format

Presenters

Jim Keddy, Vice President
Rob Manwaring, Senior Policy & Fiscal Advisor, Education
Samantha Tran, Senior Managing Director, Education
Eduardo Aguilar, Policy Associate, Education

Participant engagement

Question & Answer segment - the last 10 minutes of the webinar
Questions - send questions via chat box throughout the webinar
Webinar video will be available at childrennow.org
Today’s Presentation

Purpose

Revised LCAP Template

LCFF Evaluation Rubrics

Every Student Succeeds Act (ESSA) and Trump Admin

Tools to bring transparency to LCFF budgeting

Opportunity to answer your questions
Terms

**LCFF:** Local Control Funding Formula

**LCAP:** Local Control Accountability Plan. The 3 year plan to improve student achievement through the use of LCFF resources

**LCFF Evaluation Rubrics:** A data tool through districts will measure progress on a range of measures

**High needs students:** Low-income, English language learner, and foster youth

**Base, supplemental, concentration:** Three funding streams within LCFF. Supplemental/concentration funds are designated to improve achievement for high needs students.
Recommendations for Local Advocacy

Start early!

Follow the money: zero in supplemental/concentration funding

Raise the question of carryover funds

Question current funded strategies

Recruit allies and school board trustees

Bring forward your own recommendations
Budget Timeline

- **Late Summer-Fall 2016**: Local advocates engage district staff and board members.
- **Winter 2017**: District creates first draft of plan, incorporating community input.
- **Spring 2017**: Local advocates engage LCAP committee and staff. District presents proposed plan to parent advisory committees for feedback and input.
- **Spring 2017**: District responds in writing to feedback from parent advisory committees and incorporates feedback into plan.
- **July 1, 2017**: School board adopts plan by July 1st in a public hearing.
- **October 8, 2017**: County office of education must approve district LCAPs by October 8th.

Required by Statute
New LCAP Template
LCAP Template

★ What’s New?

Effort to make the LCAP easier to understand

Provides an opportunity to describe the overall vision (Executive Summary)

Districts should provide better linkages between outcome data and the plan

Ability to describe at a high level

• What’s working?
• What needs improvement?
• Where are there gaps in achievement?
• What is the district doing to address need and gaps?
What’s New?

New Access to Data to Inform Planning & Review
State will release new online platform with standardized data (LCFF Evaluation Rubric), broken down by student subgroup

Community Engagement
New template provides a space to demonstrate how stakeholder engagement specifically impacted the development of the local plan
What’s New?

Additional transparency

- Provides a description of the overall budget, in addition to specific LCFF funding
- Links specific actions and services to budget accounting codes
  - But it is important to note that separating base funding from supplemental and concentration funding is currently not required by the state
  - Great opportunity for local advocacy
- Makes it clear that every time supplemental and concentration funding is used for district wide or school wide services that it needs to be justified
LCAP Template

★ What’s New?

LCAPs will bring a greater focus on high need students and equity!

Will require districts and charter schools to list the amount of supplemental and concentration funds they have received and to explain how their use of these funds serve to improve the achievement of high need students.

Unfortunately, it will continue to be difficult to see the full picture for the use of supplemental and concentration funding – there is no single place to see the final tally of all the dollars.
Local Control Accountability Plan

How does this help local organizing?

Parents and community groups should have a clearer sense for district priorities and where the district is struggling to support better outcomes for high needs students.

With the inclusion of evaluation data in the plan, parents and community groups should have greater ability to hold their schools accountable for where they are falling short.

By requiring school entities to justify how they are using supplemental concentration funds, the use of template should support greater debate over how to best serve high need students.
LCFF Evaluation Rubrics
Indicators Available Now:

- Math and English assessments (reported in a new way)
- English learner progress
- Graduation rates
- Suspension rates
- Local self assessments - climate surveys, Williams, parental involvement/engagement, standards implementation and access
LCFF Accountability - Evaluation Rubrics

Indicators Under Development:

2019-2020
College and career readiness

2018-2019
High school readiness

2018-2019
5th year grad rate

2019-2020
Chronic Absence

2019-2020
Math and English Assessment
Student Growth Measure

2019-2020?
Student, teacher, parent surveys

2020-2021
Science Assessment

2019-2020
Local assessments: Williams,
parental involvement/
engagement, standards
implementation and access

2018-2019
Alternative School Accountability
System
## LCFF Accountability - Evaluation Rubrics

**West Chavez Unified School District**

Enrollment: 2,500 students  
Socioeconomically Disadvantaged: 8.8%  
Grade span: K-12  
Charter School: N

### Top-level Display

<table>
<thead>
<tr>
<th>State Indicator</th>
<th>Ratings</th>
<th>All Student Groups</th>
<th>Red/Orange</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td></td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Suspension Rate</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>English Learner Proficiency</td>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Graduation Rates</td>
<td></td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>College &amp; Career Readiness</td>
<td></td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>English Language Arts Assessment</td>
<td></td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Math Assessment</td>
<td></td>
<td>12</td>
<td>7</td>
</tr>
</tbody>
</table>

### Local Performance Indicator

<table>
<thead>
<tr>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basics (Teachers, Instructional Materials, Facilities)</td>
</tr>
<tr>
<td>Implementation of Academic Standards</td>
</tr>
<tr>
<td>Parent Engagement</td>
</tr>
<tr>
<td>Local Climate Survey</td>
</tr>
</tbody>
</table>
English Learners

This report provides the color coded rating for English learners for all state indicators. A dash (--) in any of the below cells indicates data was not available.

<table>
<thead>
<tr>
<th>State Indicator</th>
<th>Ratings</th>
<th>Status</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td><img src="image" alt="Blue" /></td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Suspension Rate</td>
<td><img src="image" alt="Green" /></td>
<td>7.5%</td>
<td>-0.6%</td>
</tr>
<tr>
<td>English Learner Proficiency</td>
<td><img src="image" alt="Orange" /></td>
<td>61.4%</td>
<td>+1.3%</td>
</tr>
<tr>
<td>Graduation Rates</td>
<td><img src="image" alt="Yellow" /></td>
<td>84.4%</td>
<td>-4.9%</td>
</tr>
<tr>
<td>College &amp; Career Readiness</td>
<td><img src="image" alt="Red" /></td>
<td>22.9%</td>
<td>-2.5%</td>
</tr>
<tr>
<td>English Language Arts Assessment</td>
<td><img src="image" alt="Orange" /></td>
<td>30.2%</td>
<td>no change</td>
</tr>
<tr>
<td>Math Assessment</td>
<td><img src="image" alt="Orange" /></td>
<td>19.4%</td>
<td>no change</td>
</tr>
</tbody>
</table>
## Reference Chart

<table>
<thead>
<tr>
<th>GRADUATION RATE (All LEAs and High Schools)</th>
<th>CHANGE (PRIOR 3 YEARS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High 95% or greater</td>
<td>Declined Significantly by more than 5%</td>
</tr>
<tr>
<td>High 90% to less than 95%</td>
<td>Declined by 1% to 5%</td>
</tr>
<tr>
<td>Median 85% to less than 90%</td>
<td>Maintained Declined or improved by less than 1%</td>
</tr>
<tr>
<td>LOW 67% to less than 85%</td>
<td>Increased by 1% to less than 5%</td>
</tr>
<tr>
<td>Very Low Less than 67%</td>
<td>Increased Significantly by 5% or more</td>
</tr>
</tbody>
</table>

- **Very High** (95% or greater): Blue
- **High** (90% to less than 95%): Orange, Yellow, Green, Green, Blue
- **Median** (85% to less than 90%): Orange, Orange, Yellow, Green, Green
- **LOW** (67% to less than 85%): Red, Orange, Orange, Yellow, Yellow
- **Very Low** (Less than 67%): Red, Red, Red, Red, Red

### Status Change Example:
- **2014-15 Status:** Median (85% to less than 90%)
  - Change: Increased by 1% to less than 5%
  - New Status: Green

### Color Code:
- **Green:** Good performance
- **Yellow:** Improvement needed
- **Orange:** Attention needed
- **Blue:** Outstanding performance
- **Red:** Urgent action needed
## Single Indicator Data Layout: Graduation Rate

<table>
<thead>
<tr>
<th>Performance</th>
<th>Total Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td>833</td>
</tr>
<tr>
<td>English Learners</td>
<td>633</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>N/A</td>
</tr>
<tr>
<td>Homeless</td>
<td>N/A</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>725</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>50</td>
</tr>
<tr>
<td>American Indian</td>
<td>---</td>
</tr>
<tr>
<td>Asian</td>
<td>42</td>
</tr>
<tr>
<td>African American</td>
<td>69</td>
</tr>
<tr>
<td>Filipino</td>
<td>---</td>
</tr>
<tr>
<td>Hispanic</td>
<td>573</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>23</td>
</tr>
<tr>
<td>Two/+ Race</td>
<td>33</td>
</tr>
<tr>
<td>White</td>
<td>83</td>
</tr>
</tbody>
</table>
## Status and Change Data Layout: All Students

<table>
<thead>
<tr>
<th>State Indicators</th>
<th>All Students Performance</th>
<th>Status</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Suspension Rate</td>
<td>.5%</td>
<td>-1.1%</td>
<td></td>
</tr>
<tr>
<td>English Learner</td>
<td>62%</td>
<td>-1.0%</td>
<td></td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>87%</td>
<td>+2%</td>
<td></td>
</tr>
<tr>
<td>College/Career</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>English Language Arts Assessment</td>
<td>50.7%</td>
<td>no change</td>
<td></td>
</tr>
<tr>
<td>Mathematics Assessment</td>
<td>20%</td>
<td>no change</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Indicators</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basics (Teachers, Instructional Materials, Facilities)</td>
<td>Met</td>
</tr>
<tr>
<td>Implementation of Academic Standards</td>
<td>Not Met</td>
</tr>
<tr>
<td>Parent Engagement</td>
<td>Not Met for Two Years</td>
</tr>
<tr>
<td>Local Climate Survey</td>
<td>Met</td>
</tr>
</tbody>
</table>

**Narrative**

The narrative text box is provided as an optional feature for local educational agencies to describe their performance on the state indicators and local indicators. This option allows LEAs to provide additional information and context as part of the display.
## All Student Groups/All State Indicators Data Layout: Golden State Unified School District

<table>
<thead>
<tr>
<th></th>
<th>Chronic Absenteeism</th>
<th>Suspension Rate</th>
<th>College/Career</th>
<th>English Learner</th>
<th>Graduation Rate</th>
<th>ELA Assessment</th>
<th>Math Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>American Indian</strong></td>
<td>N/A</td>
<td>---</td>
<td>N/A</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td>N/A</td>
<td>🟦</td>
<td>N/A</td>
<td>🟦</td>
<td>🟦</td>
<td>🟦</td>
<td>🟦</td>
</tr>
<tr>
<td><strong>African American</strong></td>
<td>N/A</td>
<td>🟦</td>
<td>N/A</td>
<td>---</td>
<td>🟦</td>
<td>🟦</td>
<td>🟦</td>
</tr>
<tr>
<td><strong>English Learner</strong></td>
<td>N/A</td>
<td>🟦</td>
<td>N/A</td>
<td>🟦</td>
<td>🟦</td>
<td>🟦</td>
<td>🟦</td>
</tr>
<tr>
<td><strong>Filipino</strong></td>
<td>N/A</td>
<td>---</td>
<td>N/A</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Foster Youth</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>N/A</td>
<td>🟦</td>
<td>N/A</td>
<td>🟦</td>
<td>🟦</td>
<td>🟦</td>
<td>🟦</td>
</tr>
<tr>
<td><strong>Homeless</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Pacific Islander</strong></td>
<td>N/A</td>
<td>🟦</td>
<td>N/A</td>
<td>---</td>
<td>★</td>
<td>🟦</td>
<td>🟦</td>
</tr>
<tr>
<td><strong>Socioecon.</strong></td>
<td>N/A</td>
<td>🟦</td>
<td>N/A</td>
<td>🟦</td>
<td>🟦</td>
<td>🟦</td>
<td>🟦</td>
</tr>
<tr>
<td><strong>Stud. w/Disability</strong></td>
<td>N/A</td>
<td>🟦</td>
<td>N/A</td>
<td>🟦</td>
<td>🟦</td>
<td>🟦</td>
<td>🟦</td>
</tr>
<tr>
<td><strong>Two or more Races</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>---</td>
<td>🟦</td>
<td>🟦</td>
<td>🟦</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>N/A</td>
<td>🟦</td>
<td>N/A</td>
<td>---</td>
<td>🟦</td>
<td>🟦</td>
<td>🟦</td>
</tr>
</tbody>
</table>
LCFF Evaluation Rubrics

How can the LCFF Evaluation Rubric serve local organizing and advocacy?

Through the data, parents and community groups will be able to see where the district is making progress and where it is struggling to close achievement gaps.

The data can lead to a review of the current investments of LCFF dollars. Will those investments lead to improved outcomes for high need students and subgroups?

The data will help inform specific recommendations that parents and community groups can bring forward to school boards and LCAP Advisory Committees.
Future of LCFF Funding

What do 2016-17 and 2017-18 look like for LCFF funding?

Projections for each district available at http://prokid.info/lcffdfprj

Significance of passage of Prop 55
Federal Policy
Every Student Succeeds Act (ESSA)

Development of the State Plan

Plan currently under development by State Board of Education

Deadline for state to submit - September 2017

Lots of state level work underway to advocate to strengthen the equity focus of the state plan

Elements in the ESSA plan
- Different accountability requirements than state system
- School site expenditures
- Interventions with low performing schools
- Teacher equity
Every Student Succeeds Act

How will this help us organize?

School site expenditures will enable local groups to track investments and measure equity. Are schools in low income communities receiving a greater total investment than schools in higher income communities?

Parents and community groups can participate in the development of intervention and support strategies for low performing schools.

Teacher equity. May provide clearer data that will help you ensure that schools serving high need students aren’t disproportionately impacted by teacher shortage.
Potential threats from the Trump Admin

How California Children May be Affected

- Discriminatory actions against student populations
- Deportation
- Sanctuary Cities funding (Head Start, Title 1)
- Reduction in Title 1 Funding
- Vouchers
Recommendations for Local Advocacy

- Start early!
- Follow the money: zero in supplemental/concentration funding
- Raise the question of carryover funds
- Question current funded strategies
- Recruit allies and school board trustees
- Bring forward your own recommendations
Making Budgets More Transparent

We recently developed budget tools to support effective communication with stakeholders.

**LCFF Budget Transparency letter**  
A Sample Letter to School District Leadership Regarding LCFF Budget Transparency  

**Achieving Greater Budget Transparency with the Local Control Funding Formula**  
Overview of LCFF Budget Tools  

**Budget Transparency with the Local Control Funding Formula**  
Talking Points for Local Groups regarding LCFF Budget Transparency  
Q & A
Thank you for participating

Next steps:
We will send out slides to participants
Webinar will be posted on Children Now YouTube channel
Available to provide support to local groups
Follow up survey