Empowering Parents of English Learners Through LCFF

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Isabel Quiñónez, Migrant Education, Instructional Program Specialist
Agenda

- Introductions
- English Learners
- Local Control Funding Formula (LCFF)
- Parent Advisory Committees
- Parent Panel
- Next Steps
- Closure
If you have a question we didn’t get to, please put it in the parking lot
Goals

Participants will understand:

- Ways in which the Local Control Funding Formula (LCFF) impacts parent advisory committees
- How to build parent empowerment and leadership within school systems
Table Talk
Introduce Yourself to the People at Your Table

- Your name
- School District
- Why you are here today
Who Is In The Room Today?

Stand up if you .....

Stand up if you .....
English Learners in California

- 23% of students in California are English Learners (1.4 million students)

- 23% of students in Sonoma County are English Learners (16,000 students)

- 85% of English Learners in California speak Spanish

- California educates almost \( \frac{1}{3} \) of the nation’s English Learners
How are Students Identified as English Learners?
Step One: The Home Language Survey

1. Which language did your child learn when he/she first began to talk?

2. Which language does your child most frequently speak at home?

3. Which language do you (the parents or guardians) most frequently use when speaking with your child?

4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)
The Home Language Survey

- If any of the first three questions are answered other than English, the student should be given the CELDT.

- If the 4th question is answered other than English the district may use their discretion to give the CELDT.

“CELDT 101”- Regulations and Requirements
CDE
June 2014
How are Students Identified as English Learners?

Current Test
CELDT
California English Language Development Test

Moving Towards (Tentatively Fall 2017)
ELPAC
English Learner Proficiency Assessment of California
ELD

English Language Development
RFEP
Reclassified Fluent English Proficient
Table Talk

• What new information did you learn?

• What do you still have questions about?
What is the Local Control Funding Formula (LCFF)?
Prior to LCFF

The “Old” Model of Funding

Districts received different amounts of funding per student.

In addition, districts received “categorical funds” which they were required to use for specific purposes and in specific ways.
Local Control Funding Formula

The “New Model” of Funding

Every District receives the same amount of money per student. This is called “the base grant”

They also receive money based on the number of English Learners, low income students and foster youth.
# How does LCFF determine English Learners, Low Income and Foster Youth?

<table>
<thead>
<tr>
<th>English Learners (EL)</th>
<th>Low Income (LI)</th>
<th>Foster Youth (FY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Based on Home Language Survey and California English Language Development Test (CELDT)</td>
<td>- Qualify based on free and reduced price meals eligibility.</td>
<td>- Foster youth are students who have been placed into an institution, group home, or private home of a state-certified caregiver or under the placement and care of the county welfare department, county probation department or tribal organization.</td>
</tr>
<tr>
<td>- No time limit for funding</td>
<td></td>
<td>- All foster youth qualify as Low Income students.</td>
</tr>
<tr>
<td>- Reclassified students (Fluent English Proficient) will no longer generate additional funding</td>
<td></td>
<td></td>
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**LCFF**

**Youth**

- Based on a survey and test.

**California English Language Development Test (CELDT)**

**Low Income**

- Qualify based on free and reduced price meals eligibility.

**Foster Youth**

- Foster youth are students who have been placed into an institution, group home, or private home of a state-certified caregiver or under the placement and care of the county welfare department, county probation department or tribal organization.

**All foster youth qualify as Low Income students.**
Local Control Funding Formula

“The “New” Model of Funding

Based on the number of English learner, Low income, and foster youth students, districts receive a “supplemental grant.”

In addition to the supplemental grant, if a district has 55% or more of three groups of students, the district also receives “a concentration grant.”
In Summary …

Only for districts with 55% or more of EL students, Low Income students, or Foster Youth

For districts with EL students, Low Income students, Foster Youth

All districts receive
Local Control and Accountability Plan (LCAP)

School districts and charter schools are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) using a template adopted by the California State Board of Education (SBE).
The LCAP is required to identify annual goals, specific actions, and measure progress for student subgroups across 8 state priority areas using required performance indicators.
LCAP 8 State Priorities and Metrics

**Student Achievement**
- Performance on Standardized tests
- Score on API
- Percent of College and Career Ready
- Percent of ELs that are Reclassified
- Percent of students with AP score of 3 or higher
- Percent of students determined prepared for college by EAP

**Parental Involvement**
- Efforts to seek parent input
- Promotion of parental participation

**Basic Services**
- Rate of teacher misassignment
- Student access to standards-aligned instructional material
- Facilities in good repair

**Implementation of Common Core**
- Implementation of Common Core State Standards for all students, including EL

**Course Access**
- Student access and enrollment in all required areas of study

**Student Engagement**
- School attendance rates
- Chronic absenteeism rates
- Middle school dropout rates
- High school dropout rates
- High school graduation rates

**School Climate**
- Student suspension rates
- Student expulsion rates
- Other measures

**Other Student Outcomes**
- Other indicators of student performance in required areas of study. May include performance on other exams.
School districts and charter schools are required to obtain public and parent input in developing, revising and updating LCAPs.
LCAP Required Representation from Parent Groups

- If students are part of one or more of these subgroups, parents or families must be included in the Parent Advisory Group.
  - Low Income rep
  - Foster Youth rep
  - English Learner rep

- EL Parent Advisory Group (if district enrollment includes):
  - 15% ELs
  - At least 50 EL pupils

Members of pre-existing committees (ELAC/DELAC) can be included in the LCAP EL Parent Advisory Committee.
- LCAP goals and actions must be aligned to the district’s spending plan.
- The school board must first approve the LCAP before adopting the annual district budget.
• Once the district LCAP is approved by the school board, it must be approved by the Sonoma County Office of Education.

• Approved LCAPs must be posted on the District website and on the Sonoma County Office of Education website.
Table Talk

- What new information did you learn?
- What do you still have questions about?
Parent Advisory Committees
Parent Advisory Committees

Warning.....
Gray Area Ahead!!
The “Old” Model
Parent Advisory Committees: The “Old” Model

English Learner Advisory Committee (ELAC)

A school site with 21 or more English learners must have a functioning English Learner Advisory Committee (ELAC)
Parent Advisory Committees: The “Old” Model

District English Learner Advisory Committee (DELAC)

A LEA with 51 or more English learners must have a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents (not employed by the district) of English learners.
Parent Advisory Committees: The “Old” Model

School Site Council (SSC)

The SSC is composed of the following members selected by peers.

(a) In elementary schools, half of the members shall consist of parents or other community members selected by parents.

(b) In secondary schools, half of the members shall consist of equal numbers of students selected by students, and parents or other community members selected by parents.
The “New” Model: LCFF
<table>
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<th>Summary</th>
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<td>ARTICLE 4.5. Local Control and Accountability Plans 52063</td>
<td><strong>School districts must have a parent advisory committee. They must give advice to the school board and superintendent about the LCAP</strong></td>
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<td>(a) (1) The governing board of a school district shall establish a parent advisory committee to provide advice to the governing board of the school district and the superintendent of the school district regarding the requirements of this article.</td>
<td><strong>The parent advisory committee needs to include parents or legal guardians of English Learners, Low Income students, and Foster youth</strong></td>
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<tr>
<td>(2) A parent advisory committee shall include parents or legal guardians of pupils to whom one or more of the definitions in Section 42238.01 apply.</td>
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● School districts must have a parent advisory committee. They must give advice to the school board and superintendent about the LCAP

● The parent advisory committee needs to include parents or legal guardians of English Learners, Low Income students, and Foster youth
### Ed Code

**ARTICLE 4.5. Local Control and Accountability Plans 52063**

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| 3) This subdivision shall not require the governing board of the school district to establish a new parent advisory committee if the governing board of the school district already has established a parent advisory committee that meets the requirements of this subdivision, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act. (b) (1) The governing board of a school district shall establish an English learner parent advisory committee if the enrollment of the school district includes at least 15 percent English learners and the school district enrolls at least 50 pupils who are English learners. | ● **School districts do not need to create a new parent advisory committee if they already have one that meets the requirements of LCFF and Title I**

● **School districts must have an English learner parent advisory committee if the district enrolls 15% English learners AND 50 students who are English learners.**
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<td>ARTICLE 4.5. Local Control and Accountability Plans 52063</td>
<td><strong>● Districts do not need to create a new English learner parent advisory committee if there is already one in place</strong></td>
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2) This subdivision shall not require the governing board of the school district to establish a new English learner parent advisory committee if the governing board of the school district already has established a committee that meets the requirements of this subdivision.
... we have arrived
There are many reasons why districts should maintain their ELACs and/or DELACs.
Why do We Need DELAC and ELAC?

- **Economic Impact Aid (EIA)** - English Learners or State Compensatory Education (SCE)
- **Single Plan Student Achievement** - Site Council consults with ELAC on development
- **Local Education Agency Plan** - LEAP
- **Auditors**
- **Federal Program Monitoring** - FPM
Recommendations for EL Parent Advisory Committees

- Keep ELAC/DELAC
- Change and/or tweak the committees to meet both the old and new funding models
- Document Meetings - Announcements, Agendas, Minutes, Sign-in sheets
Parent Advisory Committees aren’t just the law, they are an opportunity for educators to share their knowledge about teaching and learning and for parents to share their knowledge about the needs of their children.
Parent Advisory Committees: Why They Matter

The partnerships that are forged in well functioning Parent Advisory Committees create the conditions that pave the way for the excellent educational experiences our children deserve.
Table Talk

- What new information did you learn?
- What do you still have questions about?
How Do We Get More Participation?
How Do We Get More Participation?

- Food
- Remember Latino holidays
- Provide childcare
- Consider changing the time of day
- Give incentives for students when parents participate
- Practice your elevator pitch
- Make personal phone calls days the before meetings
- Make personal follow up phone calls the next day to those didn't attend
- Incorporate topics of interest ie. immigration, driver’s licenses, etc.
- Student Recognitions
- Student Performances
Remember:
It’s about making it work for parents
Authentic Parent Engagement
## Parent Participation

<table>
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<tr>
<th><strong>Inform</strong></th>
<th><strong>Consult</strong></th>
<th><strong>Involve</strong></th>
<th><strong>Collaborate</strong></th>
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<td>To <strong>provide parents</strong> with balanced and objective <strong>information</strong> to assist them in understanding the problem, alternatives, opportunities and/or solutions.</td>
<td>To <strong>obtain parent feedback</strong> on analysis, alternatives and/or decisions.</td>
<td>To <strong>work directly with parents</strong> throughout the process to ensure that parent <strong>concerns</strong> and aspirations are consistently understood and considered.</td>
<td>To <strong>partner with parents</strong> in each aspect of the decision including the development of alternatives and the identification of the preferred solution.</td>
</tr>
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*Modified from The International Association for Public Participation*
Empathy Driven Questions

Getting to the heart of what parents want and need for their children
Lunch!
Parent Panel

Healdsburg Unified School District
- Yolanda Giron
- Tina Guerrero

Santa Rosa City Schools
- Edith Quintero
- Jose Martinez
- Rafael Solano

Sonoma Valley Unified School District
- Mario Castillo

Windsor Unified School District
- Erika Garcia
Next Steps

After attending this workshop, what are your next steps?
Thank you
Parent Leadership Institute

Friday, January 30th

- Free!
- Breakfast and Lunch included!
- Childcare not provided
How to Contact Us

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geagan@scoe.org
Evaluations