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# SENATE COMMITTEE ON EDUCATION

Senator Benjamin Allen, Chair

2017 - 2018 Regular

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**Bill No:** AB 2878 **Hearing Date:** June 13, 2018  
**Author:** Chávez  
**Version:** June 6, 2018  
**Urgency:** No **Fiscal:** Yes  
**Consultant:** Brandon Darnell

**Subject:** Local control and accountability plans: annual goals: state priorities: family engagement.

## SUMMARY

This bill adds family engagement to the parental involvement state priority and specifies that family engagement may include, but need not be limited to, efforts by the school district and each individual school site make to apply research-based practices, as specified, and treating families as partners to inform, influence, and create practices and programs, as specified.

## BACKGROUND

Existing law:

- 1) Requires the governing board of each school district, each county board of education, and each charter school to adopt a local control and accountability plan (LCAP) using a template adopted by the state board. (Education Code §§ 47605, 52060, and 52066)
- 2) Requires a LCAP to include both of the following:
  - a) A description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each of the state priorities and for any additional local priorities.
  - b) A description of the specific actions the school district will take during each year of the LCAP to achieve those goals. (EC §§ 47605, 52060, and 52066)
- 3) Identifies eight state priorities for these purposes, including the parental involvement state priority, which includes efforts to seek parent input in making decisions for the local educational agency (LEA) and each individual schoolsite, and including how the LEA will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.
- 4) Requires the State Board of Education to adopt evaluation rubrics on or before October 1, 2016, for all of the following purposes:
  - a) To assist a school district, county office of education or charter school in evaluating its strengths, weaknesses, and areas that require improvement.

- b) To assist a county superintendent of schools in identifying school districts and charter schools in need of technical assistance pursuant and the specific priorities upon which the technical assistance should be focused.
  - c) To assist the Superintendent of Public Instruction in identifying school districts for which intervention is warranted.
- 5) Requires the evaluation rubrics to reflect a holistic, multidimensional assessment of school district and individual schoolsite performance and to include all of the state priorities.
  - 6) Requires the State Board of Education (SBE), as part of the evaluation rubrics, to adopt standards for school district and individual schoolsite performance and expectations for improvement in regard to each of the state priorities.

## ANALYSIS

This bill defines the pupil achievement state priority to also include, to the extent possible, the percentage of students who have successfully completed courses that satisfy the entrance requirements for the University of California and the California State University and a career technical education sequence or program of study. Specifically, this bill:

- 1) Adds family engagement to the parental involvement state priority.
- 2) Specifies that family engagement may include, but need not be limited to:
  - a) Efforts that an local educational agency (LEA) and each individual school site make to apply research-based practices, such as welcoming all families into the school community; engaging in effective two-way communication; supporting pupil success; and empowering families to advocate for equity and access.
  - b) Treating families as partners to inform, influence, and create practices and programs that support pupil success and collaboration with families and the broader community, expand pupil learning opportunities and community services, and promote civic participation

## STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “When the Local Control Funding Formula was passed in 2013-14 there was limited deliberation on the language for priority 3 – Parent Involvement... The current statute is not inclusive of the broader definition of “family engagement,” which decades of research has found to be more effective than just demonstrating parent involvement (which can be as simple as recording attendance at a local LCFF meeting) using limited approaches or sporadic involvement. In addition, the current accountability metric for meeting Priority 3 by local educational agencies is a “met/not met” metric on the LCAP. With a limited definition of family and parent involvement under the current LCFF statute and the limited performance indicator of “met/not

met,” the result is to render the current definition as weaker than the other seven priorities under LCFF and long term, may weaken the success of students based on research that shows authentic family engagement leads to higher student success”

- 2) ***More revisions to the school accountability system?*** The local control and accountability plan (LCAP) template has been revised every year since it was adopted by the State Board of Education (SBE) for use in 2014-15, in response to concerns that the document is too long, too compliance-oriented, and difficult for parents and other members of the public to understand. For 2017-18, the template includes an executive summary, simplified instructions, and clearer formatting. Further, the SBE launched the California School Dashboard in March 2017, with local educational agencies (LEAs) evaluating their strengths and weaknesses based on their test scores, graduation rates, and other measures of student success. LEAs will complete their LCAPs based on their Dashboard reports for the first time in 2017-18, with student outcomes informing their goals and specific actions to be taken.

Each year the components of the state’s school accountability system change or are added, personnel LEAs seek guidance and professional development to make sure their local accountability and engagement processes respond accordingly.

- 3) ***School districts must establish goals and actions for the state priorities.*** As noted above, as part of their adoption of an annual LCAP, LEAs must include a description of: (1) the annual goals to be achieved for each of the state priorities, and (2) the specific actions to be taken during each year of the plan to achieve the goals established. LEAs have the discretion to establish what their goals and specific actions will be, and which state priority areas those goals and actions will address. This bill would require LEAs to establish goals and actions for family engagement in addition to parental involvement, and includes suggestions for what those actions could be.
- 4) ***Parental involvement local indicator.*** Existing law requires the SBE to adopt evaluation rubrics to assist a school districts, county offices of education, and charter schools in evaluating their strengths, weaknesses, and areas that require improvement and, as part of the evaluation rubrics, to adopt standards for school district and individual schoolsite performance and expectations for improvement in regard to each of the state priorities, including parental involvement.

According to the SBE, it approved a local indicator for the parental involvement state priority that helps support local educational agencies (LEAs) in measuring and reporting their progress. For each local indicator, the approved standard includes:

- a) Measuring LEA progress on the local indicator based on locally available information, and

- b) Reporting the results to the local educational agency's LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

For each applicable local indicator, LEAs assign one of three performance levels: Met, Not Met, or Not Met for Two or More Years

LEAs make the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the California School Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas, in this case, parent involvement support LEAs in local planning and improvement efforts. LEAs determine if they meet the adopted performance standards using self-reflection tools. For the parent involvement state priority, "LEAs provide a narrative summary of their progress toward: (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs. The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the LEA briefly describes why it chose the selected measures, including whether the LEA expects that progress on the selected measure is related to goals it has established for other priorities in its Local Control and Accountability Plan (LCAP)."

- 5) ***How is family engagement different?*** Parent involvement generally refers to the participation of parents in programs and activities that have been planned or designed by school personnel, such as volunteering in a classroom or chaperoning on a field trip. By contrast, parent engagement denotes the active participation in informing decisions about LEA priorities and planning actions to achieve them. According to the author, "Research shows authentic family engagement leads to reduced absenteeism, decreased dropout rates, increased student achievement and increased graduation rates which lead to young adults who are college and career ready."
- 6) ***Related and previous legislation.*** AB 3188 (Thurmond, 2018) would define the pupil achievement state priority to also include, to the extent possible, the percentage of students who have successfully completed courses that satisfy the entrance requirements for the University of California (UC) and the California State University (CSU) and a career technical education sequence or program of study. AB 3188 is pending in the Senate Appropriations Committee.

AB 2820 (McCarty, 2018) would (1) require the Superintendent of Public Instruction (SPI), by March 1, 2019, to convene a technical design group composed of stakeholders and technical experts to develop criteria for vetting and certifying school conditions and climate surveys; (2) require the SPI, by July 1, 2019, to compile a list of state-vetted surveys and post it on the California Department of Education's (CDE) website; (3) require the surveys to include tools for surveying families, pupils, teachers, staff, and administrators on school conditions and climate; and (4) authorize local education agencies (LEAs) to use one of the state-vetted surveys beginning in the 2019-20 school year and

provides that, subject to an appropriation for this purpose, all state-vetted surveys, along with basic analysis and reports, shall be free of charge to LEAs.

SB 390 (Mendoza, 2017) would have added consideration of the Model School Library Standards for California Public Schools, including how libraries and certificated teacher librarians can help improve the critical thinking, research skills, and digital citizenship of pupils, to the state priority areas that local educational agencies (LEAs) are required to address in their LCAPs. SB 390 was vetoed by Governor Brown, who stated:

***“This bill adds the implementation of the Model School Library Standards as a new state priority area under the local control funding formula that county offices of education and school districts must address in their local control accountability plans.***

***I believe this bill is unnecessary. The Model School Library Standards are already considered in these plans under priority two of the local control accountability plan.”***

AB 2443 (Baker, 2016) would have added the number of practicing school psychologists working on school climate issues to the indicators used to assess school climate for purposes of Local Control and Accountability Plans (LCAPs). AB 2443 was held in the Assembly Appropriations Committee.

AB 1226 (Chavez, 2015) would have expanded the state priorities under the local control and accountability plans to include the degree to which the certificated instructional personnel of the school district are offered opportunities for professional development and growth. AB 1226 was held in the Assembly Appropriations Committee.

## **SUPPORT**

California Catholic Conference  
California State PTA  
Ninth District PTA

## **OPPOSITION**

None received

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