



CSCi Briefing Quarterly



Drivers of Change - You do not want to miss this!

2014 Bay Area Community School Network Summit - APRIL 23rd, 2014

This one day Summit promises to bring the best minds and practitioners together. The goal is maximum knowledge and learning exchange, maximum engagement and networking, maximum resource sharing, problem solving, and more. The Bay Area Community Schools Network is holding an innovative Summit **for all stakeholders** invested in the success of children, youth, families, and communities.

YES

that's you from social services, school districts, health, probation, and mental health!

YES

that's you from businesses, foundations, school sites, parents, county offices of education!

YES

that's you from cities, school boards, counties, non-profit and faith based service providers!

Register NOW.

"Drivers of Change: Student, Family, and Community Success through Full Service Schools."

<http://cscinnovation.org/register/>

Location:

Hs Lordships, 199 Seawall, Berkeley
Time: 8:30 am-5:00 pm

For information contact:

Sarah De Witt at (510)559-3193 or sarah@cscinnovation.org

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Why a Summit?

The Drivers of Change Summit is a challenge to all of us to take our work to the next level. The Full Service Community Schools movement got rolling in the Bay Area in 2007 – seven years ago! Much has happened in the past seven years, several school districts are implementing Full Service Schools at pilot sites, and a small number are moving forward to district wide action. Counties and cities are getting mobilized. Local Control Funding Formula acknowledges the historical inequity of public education funding, and finally prioritizes low-income students, English learners and foster youth – a tacit acknowledgement

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that place matters and that trauma and other assaults on health and wellbeing matter as well.

But despite this progress, what we are doing remains insufficient. Young men of color are still less likely to graduate from high school, attend college or secure a high-wage, high-demand job than their white counterparts. And they are more likely to be involved in crime – as the victim or the perpetrator – spend time in jail, be unemployed and die young. Families of color are more likely to experience poverty and trauma.

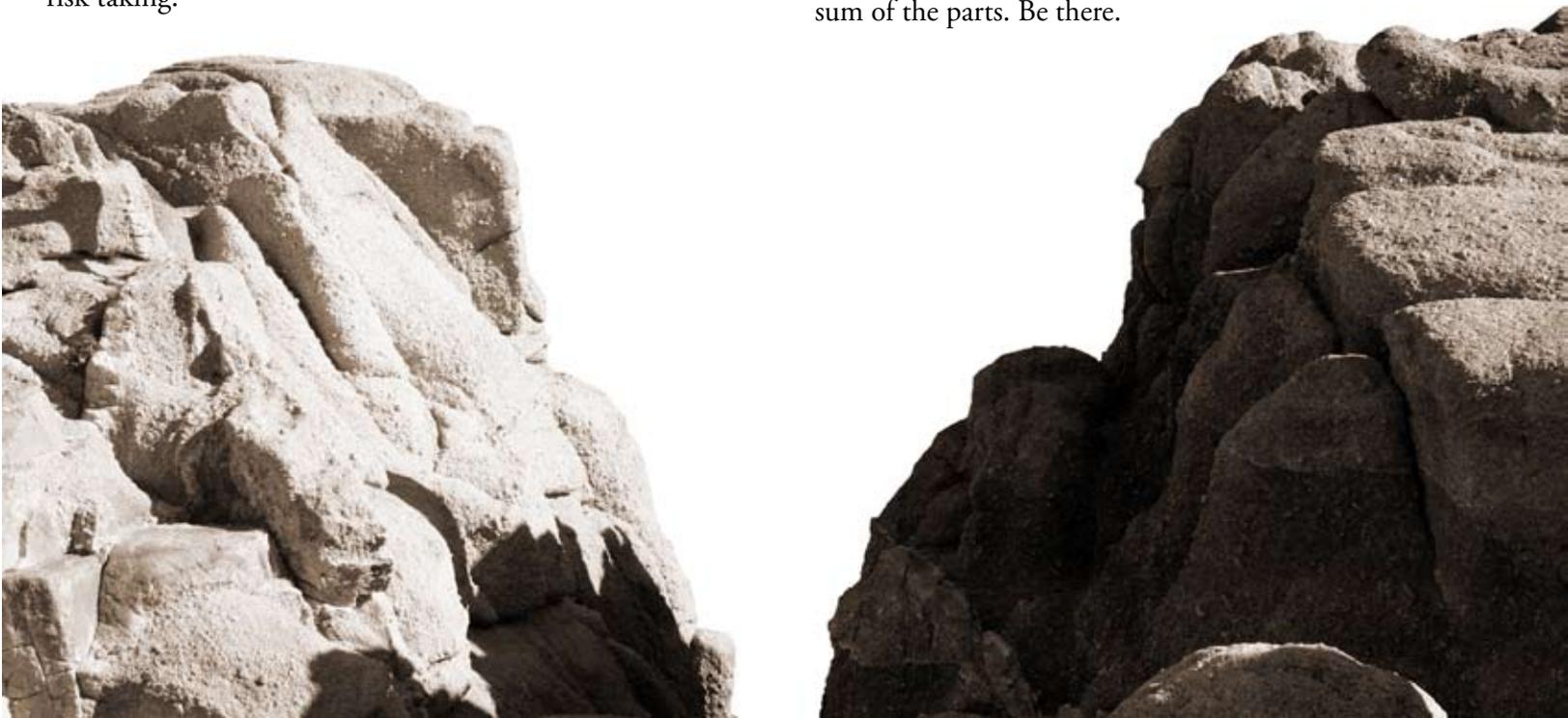
Despite the efforts of many of our public sector leaders, systems remain isolated and balkanized – still unable to share information and coordinate resources so they do the most good. CBOs and FBOs are forced to compete for scarce resources and spend as much time chasing funding as they do serving the community.

So after some soul searching, we at CSCi and the Bay Area Community Schools Advisory Council realized that it is time to move beyond presentations and panels that provide inspiration and knowledge about best practices. YOU are already experts and YOU have the drive to affect change. This is why we are hosting a Summit rather than a Conference. Our goal is to make this Summit as multi-sectoral as is humanly possible. We feel it is time to bring cities, counties, districts and community and faith organizations, business and philanthropy together – up and down the chain of command - in a way that allows work to get done in an environment that supports creativity and risk taking.

How often have you found that the most valuable part of attending a conference is what goes on in the hallway or the informal conversations that begin a relationship that makes things happen? How would you like to be privy to all those conversations? Come to the Summit ready to dig into the topic, challenge, or opportunity that YOU feel passionate about. We will meet you more than half way by facilitating a dialogue that moves participants from where they are to where they want to go. Have a conversation with your peers, colleagues, leaders and consumers – across all constituents and systems for children and families. Ask questions, work together to find answers, chart a course. Let's think together about the barriers to success and the opportunities to change the game for the communities we serve.

Walk out of the Summit with preliminary plans for next steps within your local or regional context, a larger group of colleagues to consult with, a book of proceedings, and maybe even a mission. Feel the enthusiasm that results from finding common cause with other people who have the insight, passion and humility to understand that only together can we hope to change the predictability of failure based on zip code and race.

And the bottom line? Together we can bring about the changes required to make our systems work for all students, whether in the classroom, at home, or in the community; whether it is about health, social, or emotional wellbeing, parent engagement, or academic and economic success. Together we can change our systems to support community safety, wellness and success. The whole is greater than the sum of the parts. Be there.



Local Control Funding Formula - A Golden Opportunity for the Full Service Community Schools

by Valerie Ackerman,
Consultant, CSCi

An entirely new approach to funding California's public education system -- the Local Control Funding Formula (LCFF) -- was ushered in by the passage of a sweeping alteration in the school funding law in July, 2013. The LCFF represents the most significant change in the system for funding California's elementary and secondary schools in four decades. It is the central element of the landmark education legislation currently, and rapidly, being implemented in every California school district and will affect every school in the state, including charter schools.

The goal of this funding reform effort is to provide additional resources to districts where "the need and the challenge is greatest." The legislation focuses on English Learners, foster youth and low-income students whose needs have often remained unmet by our educational system. For the first time, the substantive involvement of parents, students, teachers, and other community members is required in allocating district-wide and school-wide



funds, with special attention to the target groups of under-served students. This provides a unique opportunity for stakeholders to advocate for funding to support the full service community school (FSCS) model as a proven strategy to meet these needs and to ensure educational equity.

One of the primary purposes of this legislation is to give local school districts more authority to decide how to spend education dollars, while holding them accountable for producing positive results. A further critical goal is to improve academic outcomes by providing more money to school districts that serve high-needs students, including low-income, foster children and English Learners (hereafter "high-needs" or "underserved" students.)

The new law effectively eliminates 32 "categorical" programs—dedicated funding for everything from summer school and school counselors to building maintenance and principal training—that for decades were intended to serve specific needs. Instead, these "categorical funds" will be incorporated into the LCFF grant amounts to the districts. School

districts will have the option to continue to provide some or all of the services funded by categorical funds, but they will no longer be required to do so and therefore will have far more flexibility in how funds are spent.

Under the new legislation, information on **how funds are spent** must be provided in a transparent way to the public. By July 1, 2014, each school board must adopt a Local Control and Accountability Plan (LCAP) that sets out its goals and priorities, with a special focus on the additional funds provided to serve high-needs students as a result of the law. The district must adopt a three-year plan and update it annually. County offices of education will review these accountability plans and approve them when appropriate. LCAP will be the tool used to provide the framework for each district to outline its plans and to establish the outcomes against which its success will be measured.

The California State Board of Education recently approved "emergency" regulations implementing this landmark legislation. The State Board has



only until July, 2014 to adopt permanent regulations that will guide and inform school districts on the new funding rules. Essentially, the emergency regulations do two things. First they provide a formula to enable districts to calculate the amount of targeted money they will receive for high-needs students each year, including guidelines for spending the money school-wide or district-wide. But, more importantly for purposes of advocating for FSCS funding needs, these regulations create an accountability template that districts are required to complete, detailing how the district has engaged parents and other stakeholders in establishing goals and strategies for improving student achievement and how the proposed expenditures link to the district's goals and the state's eight priorities (see below). Thus, the districts will be required to demonstrate how they have directly engaged their community in deciding how funds will be allocated.

Not only does the LCFF change how funding from the State is sent to local communities for public education, it also provides districts and schools with significant new flexibility on how funds can be spent as long as the use is aligned with the following eight specified state priorities:

- o Basic Supports (such as qualified credentialed teachers, appropriate instructional materials and well-maintained facilities)
- o Implementation of State Standards (academic content and performance standards)
- o Meaningful **Parent Involvement** (efforts to seek and engage parents in decision-making and funding priorities; promotion of parent participation in programs for underserved youth)
- o Pupil Achievement (LCAP indicators: API performance, college readiness, English proficiency, passing AP exams)
- o **Pupil Engagement** (LCAP indicators: attendance, chronic absenteeism, graduation rates, dropout rates)
- o **School Climate** (LCAP indicators: proactively [and reactively when necessary] decrease suspensions/expulsions; provide a climate for parents, teachers and pupils that provides a sense of safety and school connectedness)
- o Course Access (broadened student access to wide range of rigorous and relevant coursework that prepares students for postsecondary education and career.
- o Other Pupil Outcomes:
i.e. **wellness, rounded academic exposure**

The Full Service Community Schools (FSCS) approach aims to address the multiple conditions that militate against student learning and to help overcome the challenges to student success. The Coalition for Community Schools has outlined Six Conditions of Learning which are recognized as a guide for the field. These are:

Condition #1:

Early childhood development programs are available to nurture growth and development.

Condition #2:

The school has a core instructional program with qualified teachers, a challenging curriculum, and high standards and expectations for students.

Condition #3:

Students are motivated and engaged in learning — both in school and in community settings, during and after school.

Condition #4:

The basic physical, mental and emotional health needs of young people and their families are recognized and addressed.

Condition #5:

There is mutual respect and effective collaboration among parents, families and school staff.

Condition #6:

Community engagement, together with school efforts, promotes a school climate that is safe, supportive and respectful and connects students to a broader learning community.

The FSCS model can be neatly aligned with the eight specified state priority areas. For example, one of the state priorities is “pupil engagement.” In a FSCS, underlying attendance issues can be tracked and addressed; the school can then adopt strategies to meet physical and mental health needs of students, as well as basic needs such as transportation and food insecurity



that can present barriers to consistent student attendance. This holistic approach is precisely what is needed to meet the state's identified goals and priorities of increased attendance and decreased suspensions.

Another state priority is the "school climate." A key to improvement in this area is to provide a welcoming climate for student and parent engagement. Recognizing students and parents as consumers of service, the importance of safe emotional and physical environments, the impact of organizational/school culture on learning and offering training for faculty and staff in public relations, could improve school success. Moreover, FSCS advocates should embrace the opportunity to work toward improving each school's physical facilities through the lens of FSCS needs to ensure that plans and designs allow for sufficient space for partners to effectively provide services to students and thereby leverage the LCFF funds.

The FSCS model engenders greater involvement and responsibility on the part of the entire school community which can leverage resources and services that augment LCFF funds. A primary goal for a FSCS is to create a responsive system for the education of the whole child. Expected outcomes of equitable access to services are, for example: improved attendance, physically and mentally healthier students and families, improved nutrition and health, and more intense and effective parent participation in all aspects of school life, and student academic success.

These goals and outcomes are uniquely aligned with the goals of the LCFF legislation and can be easily integrated into the LCAPs currently being developed by the districts.

One of the critical factors for FSCS development and sustainability is sufficient, durable funding for qualified Community School Coordinators. With the insistence and active advocacy of each school community's stakeholders, LCFF can provide the vehicle for that stable funding. A Community School Coordinator in each school enables the leveraging of a variety of public and private services aligned with student and family needs and support for their integration into the fabric of daily life in the school. Community School Coordinators connect services to each other and to the schools' teachers and staff in a coordinated way so as to offer active assistance for improved functioning, quality of life, and success. Such services may include a combination of:

- physical and mental health services
- social services
- academic support
- after school recreation and enrichment,
- summer learning
- parent engagement and leadership development
- basic needs
- restorative justice and more

In addition to advocating for funding for Community School Coordinators, stakeholders must also encourage districts to adopt, **and fund**, other strategies to support the whole student. It is critically important to insist that each district adopt clear policies as to how it will engage with its partners, share resources with those partners and require mutual accountability. The goal must be to strengthen each school's partnerships with outside resources by addressing issues such as the need for data sharing, as well as providing clear expectations for these partners.

There are many competing interests for LCFF funding. We are just emerging from a terrible decline in state and federal funding for education in California; school staff have lost ground financially; facilities have deteriorated; there are new curricula and testing requirements; technology that must be updated; and much more. That said, now is the time to mobilize parents, teachers, students and community partners to advocate for FSCS as a critical pathway to improved school climate, attendance, academic support and enrichment and student wellness. LCFF is predicated on increasing support for those populations of students who have heretofore not been given the tools to thrive in our public schools. **We know that things will not change if we continue to do things that have not been successful in the past. The FSCS model recognizes that the whole**

child must be supported in the context of school, family and community.

LCFF represents a major shift in focus to local decision making and greater flexibility in the way funds are spent. Districts have unprecedented opportunities to develop and leverage community and parent partnerships at levels California schools have never seen. The LCFF encourages creativity and sensible design in serving students and their families, obtaining equitable outcomes, and establishing greater accountability for a holistic set of results – including, but not limited to, academic success. This is our opportunity to move the dial for underserved students across the state by actively and vocally participating in the fast-moving development of LCAPs for schools and districts.

Let's seize this critical moment to advocate effectively for adoption of the Full Service Community Schools across the state.

There are several web resources on LCFF:

- Cal Endowment:
www.healthhappenshere.com/LCFF
- California State PTA:
<http://www.capta.org/sections/programs/lcff-lcap.cfm>
- EdSource:
<http://edsources.org/local-control-funding-formula-guide#UyoQjPldXAk>
- California School Boards Association:
<http://www.csba.org/GovernanceAndPolicyResources/FairFunding/LCFF.aspx>



Bay Area Community Schools Network Advisory Council

The Bay Area Community Schools Network Advisory Council met twice between January and March 2014 to revise our Vision Statement, develop our Purpose Statement, and plan for the Network's Summit to be held on April 23rd at Hs Lordships in Berkeley.

The Advisory Council members are from school districts, schools sites, county offices of education, community based organizations, city and county services, business, and philanthropy and also represent 8 Bay Area counties. Collectively the Advisory Council members have content expertise in:

- physical and mental health
- community engagement
- parent engagement
- adult education
- basic needs, economics and finance
- after school and summer learning
- early childhood
- restorative justice
- academic support
- community school management and coordination
- and more

After the Bay Area Community School Network Summit, the Advisory Council will meet to design the Network's infrastructure for future operations and determine priorities and next steps for its work in the coming year. We are hoping that stakeholders in the field will participate, (through a variety of on-line and in-person forums) in addressing the priority initiatives that emanate from the Summit to be held on April 23rd 2014 at Hs Lordships, 199 Seawall, Berkeley

The Bay Area Community Schools Network: Vision Statement

There is an ongoing movement in the San Francisco Bay Area that ensures that every Bay area student will have equitable access to a Full Service Community School with multiple, integrated services that are aligned with student, family, and community needs.

The Bay Area Community Schools Network Advisory Council Purpose Statement

- i. Validates or Refines or Develops the vision and mission statements for the Network
- ii. Designs the Network's infra-structure to include participation from all stakeholder types and from all levels of organizations involved in the full service community schools field
- iii. Ensures that it is the voice of the field
- iv. Enables the practitioner community to identify, guide, and direct technical assistance, training, and approaches used to meet the real needs of Full Service Community School Districts, schools, and their communities
- v. Develops a coordinated technical assistance, training and professional development system for providers and intermediaries to meet real identified needs of Full Service Community School Districts, schools, and their communities in developing Full Service Community Schools
- vi. Enables the field to critique, problem solve, and build a system that is sustainable and continues to guide the field as it grows and matures
- vii. Strategizes and works to further develop the Full Service Community School movement
- viii. Keeps the Network up to date with what is going on in the field and in the region
- ix. Identifies and maps sites that display best practices both with regards to the components of community school services and overall Full Service Community School management and operations
- x. Considers issues related to resourcing the work

Advice about Parent Voice in Local Control Accountability Planning

By Melia Franklin, Executive Director, Parent Leadership Action Network

“Some of the information they gave out, I kind of struggled with. Sometimes I just had to sit in my chair and not say anything. It didn’t feel powerful.”

*Aleta Watson,
an Oakland parent leader who attended
two district conferences on the LCAP.*

Across California, school districts are struggling to meet the requirements of the Local Control Funding Formula (LCFF). The law requires that parents and community have a say on how LCFF funds should be spent to benefit the students – especially foster children, English learners and low-income students as specified by legislation.

By July 2014 all districts are required to develop a Local Control Accountability Plan (LCAP). The process of developing the LCAP provides an historic opportunity for parents to advocate for, learn about and guide initiatives that support students to overcome academic and life challenges. Unfortunately, budget formulas and acronyms can keep even the most motivated individuals in the dark.

Another challenge is getting busy families to turn out to meetings.

Aleta Watson from Oakland and many other parents she works with are motivated to do whatever it takes to turn the community out to future meetings. Rukiya Humphries, one of her fellow parent leaders said “I tell parents: If you don’t get your voice heard, we may be stuck with decisions (district) people make,” “I tell them their voices are going to be heard on decisions that will affect their kids. Being heard is that magic spark.”

Support parents to learn and lead
In some communities, agencies focused on supporting parents and developing parent leadership, like the Parent Leadership Action Network (PLAN), are helping parents learn about LCFF, the LCAP and how they can effectively speak to the issues their children face

in school. “The biggest challenge is if parents don’t have guidance. They get frustrated. Support from community organizations helps,” notes Rukiya. Kim Jones, a parent at Brookfield Elementary in OUSD, started attending school meetings after a conversation with a Parent Leadership Action Network (PLAN) organizer. “She showed me that parents can make a difference. It’s all about getting involved, showing up and getting information. It motivated me to be more involved in the school system and find better avenues to help my children and other children as well.”

What works? Support parent participation
Family-friendly logistics are a MUST. They should be thought through and addressed with sensitivity and care. Times and locations of meetings, accessible spaces and availability of public transport, food if during meal times, child care, good publicity in multiple languages, and translation at the event, and clear explanations about the purpose and importance of attending meetings to name a few. These considerations support parents to attend the meetings. Aleta described a meeting she attended where “the parking was terrible, and parents didn’t know where to go.” The district staff listened to parents’ feedback and improved parking and directions at the next LCAP event. Listening on the part of the organizers is very important. It demonstrates sincerity about engaging parents in the process. Involving parent focused community-based



organizations in the planning for such events is not only very collaborative but it could be very beneficial in ensuring active parent engagement and participation in these critical processes

Develop leadership over time

Parents do not become confident leaders overnight; it can take months or years to develop the knowledge, confidence and skills to speak to a room of school officials. Vanessa Cardenas, a PLAN leader, recalls her evolution as a leader: “PLAN asked me to speak in Sacramento on Weighted Student Formula two years ago. I already had an understanding of what that meant because of PLAN trainings. Once I got myself into that position, I started believing in myself that I could actually impact other families helping get money into education. I saw that I could be part of a greater change happening across the state. I guess that is what motivated me the most – to see that I was actually being part of the change. Then I started motivating other parents to believe they could make a difference.” Today, Vanessa motivates other parents to get involved by having one-on-ones. “It actually works!”

Be transparent and accountable

It’s hard to motivate parents to participate in the LCAP or any school district meeting when it’s unclear how their input will be used. “It feels like we are just there, just putting our input on paper; we don’t know what is going to happen with it,” reflects Aleta. Districts should report back to parents how they are using what they learned.

Parents have a unique perspective as customers of public education. Parents need to understand what the schools are trying to accomplish as the work to prepare children for



college and career, but the schools also need to know what their customers want and need from them. We are moving quickly from a “this is what we have, take it or leave it” mentality to one in which parents vote with their feet. They have options, especially in low-performing, “Program Improvement” school districts. They can choose a charter school or a district school in another neighborhood. PLAN and other parent empowerment organizations help parents to become better consumers of educational services which in turn helps the schools and districts improve.

CSCi Welcomes Amy Rankin-Williams, the new Executive Director of the Parents Services Project in San Rafael.

CSCi Welcomes Jenny Ocón, the new Executive Director of UpValley Family Centers in Calistoga



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- Governance & accountability
- Service design
- Implementation support
- Evaluation
- Sustainability
- Design

CSCi facilitates community school networks that give participants an opportunity to connect with other sites and agencies, learn from the successes and struggles of their peers, and receive targeted technical assistance.

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