

Date of Hearing: March 21, 2018

ASSEMBLY COMMITTEE ON EDUCATION
Patrick O'Donnell, Chair
AB 2878 (Chávez) – As Introduced February 16, 2018

SUBJECT: Local control and accountability plans: annual goals: state priorities: family engagement

SUMMARY: Adds "family engagement" to the state priorities that must be addressed by Local Control and Accountability Plans (LCAPs). Specifically, **this bill:**

- 1) Changes one of the eight state priorities that LCAPs must address from "parent involvement" to "parent involvement and family engagement."
- 2) Defines "family engagement" to include efforts that the school district, charter school, county office of education, and each individual school site make to apply research-based practices that include welcoming all families into the school community; engaging in effective two-way communication; supporting pupil success; empowering families to advocate for equity and access; and 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.

EXISTING LAW: Requires local education agencies (LEAs), including school districts, charter schools, and county offices of education, to annually adopt LCAPs, which must address the following state priorities:

- 1) The degree to which teachers are appropriately assigned.
- 2) Implementation of the academic content and performance standards adopted by the State Board of Education.
- 3) Parental involvement.
- 4) Pupil achievement.
- 5) Pupil engagement.
- 6) School climate.
- 7) The extent to which pupils have access to, and are enrolled in, a broad course of study.
- 8) Pupil outcomes.

FISCAL EFFECT: Legislative Counsel has keyed this bill as a state-mandated local program

COMMENTS: The requirement for local education agencies (LEAs) to adopt and annually update LCAPs was established as part of the transition to the Local Control Funding Formula (LCFF). The purpose of the LCAP is to involve all stakeholders in the school community in

developing goals and actions to achieve those goals and to tie the action plans to the LEA budget. Each LCAP must address eight state priorities:

- The degree to which teachers of the LEA are appropriately assigned;
- Implementation of state academic content and performance standards;
- Parental involvement;
- Pupil achievement;
- Pupil engagement;
- School climate;
- The extent to which pupils have access to, and are enrolled in, a broad course of study; and
- Pupil outcomes

Parental involvement is defined to include efforts the LEA makes to seek parent input in making decisions for the LEA and individual school sites, including how the LEA will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.

LEAs are required to use a template adopted by the State Board of Education (SBE) for completing their LCAPs. For the parental involvement priority, the template requires LCAPs to address:

- The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- How the LEA will promote parental participation in programs for unduplicated pupils; and
- How the LEA will promote parental participation in programs for individuals with exceptional needs.

The LCAP template also includes parents in the requirement for stakeholder engagement: "Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. [The Education Code] identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP." Stakeholder engagement is described as "an ongoing, annual process," and LCAPs are required to describe the process used to consult with parents and parent groups.

How is family engagement different from parent involvement? 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 information provided by the author's office, the current requirement in statute is "weak" and needs to be strengthened by "adding a research based definition of family engagement [that] better reflects the intention of LCFF which is to ensure that underserved children and their families are supported to succeed." The author's office argues that authentic family engagement reduces absenteeism and dropout rates, increases academic achievement and graduations, and leads to young adults who are college and career ready.

REGISTERED SUPPORT / OPPOSITION:

Support

California Catholic Conference, Inc.
California State PTA

Opposition

None received

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