A Community Advocacy Toolkit

LCAP

Making Your Program a District Priority

A resource to help you advocate for summer learning to be included in your school district's Local Control Accountability Plans (LCAP) and corresponding investments

Partnership for Children & Youth
January 2014

SUMMERMATTERS

LOCAL CONTROL FUNDING FORMULA COMMUNITY ADVOCACY TOOLKIT

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INTRODUCTION AND OVERVIEW

This packet is a resource to help you advocate for summer learning to be included in your school district's Local Control Accountability Plans (LCAP) and corresponding investments. This guide includes:

       1) A short explanation of the Local Control Funding Formula (LCFF)
       2) The articulated "ask" you are advocating for.
       3) Six advocacy activities with a corresponding timeline.
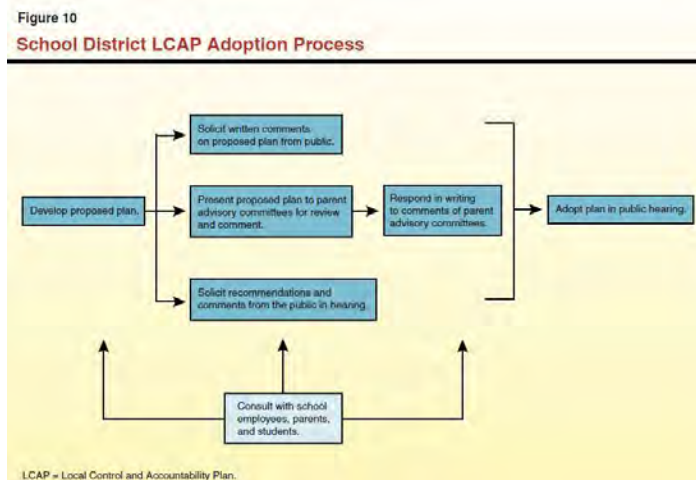   4) An appendix of resources to support your advocacy efforts.

The LOCAL CONTROL FUNDING FORMULA

What is the LCFF?

California has recently enacted significant changes in how schools are funded and held accountable, known as the Local Control Funding Formula (LCFF). The driving ideas underlying this policy shift are two-fold: 1) students are better served when local schools districts have more funding flexibility to respond to local needs, and 2) funding should be allocated more transparently and equitably, specifically acknowledging the additional resources needed to serve students with greater barriers to learning opportunities, including students in poverty, English language learners, and foster youth.

With increased funding and flexibility, school districts are required to develop a Local Control and Accountability Plan (LCAP) that outlines how they will achieve local and state priorities. This plan lasts for three years and is updated annually. The eight state priorities include Common Core State Standards (CCSS) implementation, student achievement, student engagement, school climate, parental involvement, course access, other student outcomes, and basic educational services. LCAPs will address how funding matches the proposed local goals and activities as well as how funding directly supports specific populations and schools with large numbers of low-income, ELL, and foster youth students. School districts are required to solicit and respond to district staff, parent, and community input on the development if the LCAP. The LCAP must be adopted by the local school board and approved by the County Office of Education.

For more details on LCFF and LCAP, visit http://www.lao.ca.gov/reports/2013/edu/lcff/lcff-072913.aspx.

Figure 10
School District LCAP Adoption Process

LCAP = Local Control and Accountability Plan.

What is the LCAP timeline?

In the fall of 2013, hearings and meetings were held to discuss regulations and templates for LCFF implementation. On January 17, 2014, the State Board of Education (SBE) approved and adopted emergency regulations for the LCAP template and temporary fiscal regulations for use of supplemental and concentration funds.

Remaining Timeline for Initial LCFF Implementation:

Mar 31, 2014	State issues LCAP template [May happen as soon as January 31, 2014]
July 1, 2014	Districts must adopt 3-year LCAP for 2014-15
Oct 8, 2014	County Office of Educations (COEs) must approve or reject District LCAPs
July 1, 2015	Districts adopt LCAP annual update
Oct 1, 2015	SBE must adopt evaluation rubrics

What are districts' budgeting process and timeline?

The process and timeline below describe deadlines for the state of California. **Each district sets its own exact dates**. For more information on California districts' budgeting process visit http://edsource.org/iss_fin_bud_calendar.html.

January	Board reviews program and plans curriculum changes. Staff begins development of following year's budget.
February	District works with public, other stakeholders on development of following year's budget.
May	Staff presents draft of budget to board and public.
By July 1	District board holds public hearing, adopts budget, and files with county superintendent.
August	District makes public any revisions to budget revenues and expenditures (within 45 days after governor signs Budget Act).
By September 30	Board adopts appropriations limit for current year and actual appropriations* limit for following year.
By October 31	Board reviews goals and objectives for school year, sets budget planning time line for following year.

The time to advocate for your program and summer learning is NOW. School districts across the state are in the process of key budget planning and decision-making activities.

*Appropriations: Funds set aside or budgeted by the state or local school district boards for a specific time period and specific purpose. The state legislature and local school boards must vote every year on appropriations.

The GOAL – YOUR ASK

What do we want districts to do?

We want districts and communities to invest in summer learning programs to ensure:
* Students have the opportunity to learn year-round.
* School year investments aren't lost, and students don't lose ground.
* Schools meet their student learning goals by using their limited resources effectively.

The Summer Matters vision is that all young people in California have access to high quality summer learning opportunities that support their year-round learning and well-being. Summer Matters' focus is on expanding access to high quality summer learning opportunities for K-12 students with the greatest need and fewest resources. Evidence shows that high quality summer learning programs that provide intentional, engaging, and relevant activities can prevent summer learning loss and support healthy behaviors during summertime.

What do we mean by "summer learning?" High quality summer learning programs include experiences that:

* Broaden children's horizons – by exposing them to new adventures, skills and ideas.
* Include a wide variety of activities – such as reading, writing, math, science, arts and public service projects – in ways that are fun and engaging.
* Help children build skills – by helping them improve at doing something they enjoy and care about.
* Foster cooperative learning – through team projects and group activities.
* Promote healthy habits – by providing nutritious food, physical recreation and outdoor activities.
* Last at least one month – giving children enough time to benefit from their summer learning experiences

SIX ADVOCACY ACTIVITIES

What should you do?

Below are six advocacy activities. Next to each activity is the suggested month you should be engaged with that activity as it relates to the district planning timeline described above. Each activity includes a list of questions to guide your thinking and preparation.

1. Know Your Core Principles and Key Message (Now)

Knowing your organizational core principles will help you define what is sacred and what can be compromised. Be able to articulate the principles that inform your program's mission, goals, and design. Read the attached issue brief, connecting Summer Learning to the LCAP priorities. Messages should not assume prior knowledge about summer learning loss or your program, and should be simple and direct. Your message should personalize the issue for your audience, address current priorities and communicate the feasibility of your ask. The message you instill and the "ask" you ultimately make should be based on the thinking prompted by the following questions:

   a) *What are the mission, long term and short term goals of your program?*
   b) *What are the foundational principles/ values that your program is based on?* You may want to use the attached "[Six Elements of a High Quality Summer Learning](#)" to shape the principles you want to articulate.
   a) *What kind of investment do you need from the district to implement your program? How much money should the district/ school site invest (give a range of possibilities)?*
   c) *How does your program impact the social, emotional, and academic development of students?*
   d) *How can your summer learning program address some of the priorities of the LCAP?*
   e) *How can your summer learning program address the district's goals?*

Some example of key messages for school leaders, staff and parents to be adapted to your student and community needs:

- Summer learning prevents summer learning loss and supports school year gains.
- Summer learning increases school readiness and engagement.
- Summer learning fosters strong year-round attendance.
- Summer learning programs improve student academic and social- emotional development.
- Summer learning is an opportunity to innovate and practice new ways of teaching, including the Common Core State Standards (CCSS).
- Summer learning builds teacher and staff skills.
- Summer learning creates positive, year-round relationships between students and their teachers and after school staff.
- Families value summer learning opportunities.

2. Know Your Audiences (Now)

Stakeholders who will directly inform the goals and strategies in a district's LCAP include: **superintendents, school board members, school staff and family advisory groups** (e.g. School Site Council, English Learners Advisory Committee, etc.). These are some of your key audiences – the people who have to believe that summer learning is a good investment. It is important to assess other key local players or constituencies that have additional or unique influence over education priorities, such as city officials, other community-based organizations, private funders, etc.. When crafting your messages, consider the thinking prompted by the following questions, based on your audience:

    a) *What do your audiences already know or believe about summer learning programs in general and your program specifically?*
    b) *How will you connect to what they already believe?*
    c) *What do they care about?*
    d) *How do summer learning programs complement or support their priorities or interests?*
    e) *Who influences your key audiences? Who do they need to respond to?*
    f) *What type of evidence do they need to be persuaded? What might their opposition or concerns be?*

3. Gather Information (Now-March)

The efficacy of your messaging and advocacy will be as strong as the information you have. If you are able to answer the questions below, you will demonstrate that you understand the assets and needs of both your community and the stakeholders (superintendents, board members, families) you are addressing. Your knowledge is also evidence of your investment in the community. Additionally you need to gather data to support the validity of your messages. Gather and organize information to answer the following questions:

    a) *What summer programs – whether summer learning, summer camp, summer school – exist in the district and in the community? What programs used to exist and were cut during the budget crisis?*
    b) *What is or was the target population of the existing or former programs? How many students participate or participated? Which students are not or were not served by these programs?*
    c) *What community partners are involved in after school or summer programs in your district?* Gather information about what those organizations are doing, and who the key players are.
    d) *What are the district's key priorities and strategies? How does summer learning support those?*
    e) *What is the district's per pupil allocation under LCFF? Is this an increase over previous years?*
    f) *What will be the LCAP and budget development process and timeline in your district?*
    g) *Who are the key players in this process?*
    h) *How can you get involved in the LCAP decision-making process? Who decides the structure and committees involved? What existing or new planning groups will be formed?*
    i) *What are potential challenges to implementing a summer learning program in this district?*
    j) *What student outcome data do you have, from summer learning programs in general and your program specifically?*
    k) *What other impact data do you have, that can speak to concerns, district goals, and LCAP priorities?*

Some resources to assist your research are:
- CDE Dataquest for district level data: http://data1cde.ca.gov/dataquest/
- School Accountability Report Cards: http://www.cde.ca.gov/ta/ac/sa/
- ED Data: http://www.ed-data.k12.ca.us/App%20Resx/EdDataClassic/fsTwoPanel.aspx?#!bottom=/layouts/EdDAtaClassic/finance/AllFunds.asp?reportNumber=4&level=06&Cuonty=41&district=68999
- Kids Count Data Center: http://datacenter.kidscount.org/data#CA/2/0
- LCFF Impact Projections: http://www.dof.ca.gov/reports_and_periodicals/district_estimate/documents/LCFF_Funding_Estimates.pdf
- LCFF Funding Projections: http://fairshare4kids.org/
- Summer Matters campaign: www.summermatters2you.net

4. Share Your Information (Now-June)

Once you've gathered the information, it's time to determine how best to communicate, organize, and share it. Please keep in mind, that while you want to be seen as a valued resource on summer learning, it is okay to admit if and when you don't know something. You will demonstrate integrity by being honest, and you can always agree to do more research and provide it in a timely manner.

There are many ways to deliver a message. Many times, messages are strongest when multiple delivery mechanisms are employed and when the messenger is someone the target audience knows and respects. Select the most appropriate powerful, effective delivery method (or combination) listed below for each of your target audiences.

Target Audience	Superintendent	School Board	School Staff	Families
Messenger	• peers • school board • trusted education professionals • local and trade media	• families • superintendents • community influencers • local and trade media	• students • families • colleagues • other education professionals	• students • other families • trusted school or program staff
Communication Method	➢ presentations ➢ video of program ➢ student presentations ➢ annual report ➢ one on one meetings ➢ blogs, articles or opinion pieces in local newspapers or educational newsletters	➢ presentations ➢ letters to the editor/ opinion editorials ➢ testimonials from students and families	➢ presentations ➢ student presentations ➢ newsletters ➢ social media and website to share student work	➢ newsletters ➢ student presentations ➢ connections to other events and resources in community ➢ program brochures

5. Build and Leverage Relationships (Ongoing)

Continually look for opportunities to solidify relationships and establish new ones. Regular and thoughtful communication helps develop relationships and build greater awareness about your program and issue. Remember that your target audiences are: **superintendents, school board members, school staff, and families**. Consider how to work with other groups in your community to connect and influence your target audiences. Advocacy efforts are often strengthened when you work in collaboration with others that share your mission.

Use the checklist below to identify what you are currently doing to solidify and develop your community reach and what you may need to add to your current efforts. If you answer *NO* to any of the following questions, you have identified a good starting place to begin building and leveraging relationships. If you answer *YES* to all the following questions, make sure you continue your efforts and refresh the information you share and the method you use to share it.

a) *Do you inform your target audiences about the value of summer learning programs, through newsletters, press coverage, articles, etc.?*
b) *Do you speak to your target audiences about summer learning in formal and informal conversations?*
c) *Do you invite your target audiences and the media to site visits, student performances and program events?*
d) *Do you recognize and thank target audiences for the contributions they have made to your program, your students, or your schools?*
e) *Do you belong to a network that includes members of your target audience, such as a site council, advisory committee, etc.?*
f) *Have you identified one parent, community member, and educator who will also advocate on behalf of summer learning and your program?*
g) *Do members of your target audiences know you and your program? Are you and your program visible at their meetings/ events?*

6. Sustain Advocacy Efforts (Monthly)

Running a youth program requires a lot of time and energy and there is always more to do. So to safeguard that your program continues to run, you need to make sure that your advocacy work (which might dictate the sustainability of your program) does not fall to the wayside. In order to do that, create a work plan with prioritized tasks, people responsible for each task, a corresponding timeline, and reference materials. Remember the "you" in this guide is not "you" the individual, but "you" the organization, so use your team. Understand the various roles as well as the knowledge, skill and commitment needed to carry out each role. Identify who on your team should take on each role, based on their knowledge, skills, relationships, and time. Work with your team to confirm that your principles, messages, and information are consistent.

While there is a lot to do in this school year, know that this isn't the end. Your advocacy is continuous and should be built upon year after year, doing the same activities but maybe with different representatives of stakeholders and more refined approaches. The 2014 LCAP is one window of opportunity, but not the only one.

Thank you for making Summer Matter for Children in California!

I. Example of Program Overview
II. Example Target District Data Table
III. Example Advocacy Work Plan
IV. Example Advocacy Statement
V. Example Testimony
VI. Tips for Presenting to Your Local School Board

Online Resources:

✹ LCFF and Summer Learning Issue Brief
✹ Summer Matters Reports: Putting Summer to Work
✹ Summer Matters Overview
✹ A PowerPoint Presentation
✹ Description of 3 Program Models and Sample Budgets

SUPER SUMMER PROGRAM

Community, District, Organization Profile

Community Statistics

Oakland has a population of 372,247, according to the 2006 census. The population is 30% African-American, 27% Latino, 25% White, 15% Asian, and 2% other. Families represent 57.3% of the population.   The median household income in Oakland is $47,179, significantly below the $81,341 median income for Alameda County.[1]

Super's services are based in the San Antonio neighborhood in Oakland, where the population is about 1/3 Asian, 1/3 Latino, and 1/5 African American and the remaining White, Bi-racial or other. The median household income is just $36,274. The median age is 27 years, compared to 34 years for the city overall.[2]

School District

The Oakland Unified School District (GUSD) serves 38,826 students at 109 schools. The percentage of students who qualify for free or reduced price lunch is 67%. The student population is 37% African-American; 34% Latino; 15% Asian; 7% White; 5% multiple races or no response; 1% Pacific Islander; 1% Filipino; and 0.4% American Indian or Alaska Native. Forty-eight percent of families speak a language other than English in their homes, with 44 different native languages represented in the student body.[3]

SUPER

The SUPER is a community-building organization dedicated to inspiring young people to be life-long builders of a just and compassionate multi-cultural society. SUPER works with all young people who live in low-wealth neighborhoods that have a significant population of Asian families. SUPER is governed by a 32-member Board of Directors, which is comprised of 14 youth and 14 parents representing seven major SUPER programs, and 4 SUPER alumni. SUPER serves a membership of over 1,200 children, youth, and their families. Our membership includes Asians (50%), Latinos (35%), and African Americans (15%). SUPER administers an annual budget of nearly $5 million, and manages a staff of 35 full-time and over 200 part-time employees, including over 100 high school interns. SUPER was founded in 1976.[4]

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[1] Demographic information from http://www.muninetguide.com/states/california/municipality/Oakland.php
[2] http://www.city-data.com/neighborhood/Rancho-San-Antonio-Oakland-CA.html
[3] http://publicportal.ousd.k12.ca.us/199410818193832733/blank/browse.asp?A=383&BMDRN=2000&BCOB=0&C=57403
[4] http://www.super.org/whoweare

SUPER Summer Program Profile

Background
The SUPER Summer Program is in its third year of operation. It serves about 330 children and youth at 6 school sites, including Bella Vista Elementary School, La Escuelita Elementary School, Manzanita Community School, Franklin Elementary School, Garfield Elementary School and Roosevelt Middle School.

Activities
The program is focused on health from a variety of perspectives and is designed to help youth reach the following learning goals:

- **Nutrition:** Students demonstrate knowledge of good nutrition to improve healthy eating habits.
- **Physical Activity:** Students demonstrate knowledge of physical fitness concepts to improve health and performance.
- **Community Health:** Students demonstrate knowledge of how to care for the environment and improve the health of the community.
- **Healthy Relationship:** Students demonstrate knowledge of cooperative learning and conflict resolution skills.
- **Literacy:** Students learn concrete writing skills and produce a grade level composition using different writing styles.

The program is organized into weekly themes that are consistent across all five elementary sites and in keeping with the learning goals listed above. The majority of projects engage students in learning through hands-on, experiential projects. Students also practice writing every day, and will complete weekly writing assignments focused on a different style of writing each week. A certificated teacher from Oakland USD helped develop the writing program.

The middle school program's objectives are to increase students' knowledge about how to prepare for middle school, high school, and college. Students also learn different career choices and participate in three college tours.

The program will culminate in overnight camping trips for both elementary and middle school youth, and a showcase of the youth summer projects.

II. EXAMPLE TARGET DISTRICT DATA TABLE

Ravenswood City School District

Superintendent	New as of Summer 13/14 Superintendent Dr. Gloria Hernandez, Sup before had been there for 8 years.
School Board	The Ravenswood City School District (RCSD) Board of Education has five members; 4-year terms. Board meetings are held on the 2nd and 4th Thursday of the month in the District Office Board Room.
# Schools	Total: 8 • **Belle Haven Elementary School** (K - 8th) • **Brentwood Academy** (K - 5th) • **Cesar Chavez Academy/Green Oaks Academy** (K - 8th) • **Costano/ Home of the 49ers Academy** (K – 8) • **East Palo Alto Charter School** (K - 8th) • **Los Robles Dual Immersion Magnet Academy** (K - 6th) • **Ronald McNair Academy** (6th - 8th) • **Willow Oaks Elementary** (K - 8th)
Student Demographics and District Outcomes	• ADA = 3,383 • Students eligible for free or reduced-price lunch program = 82% • English language learners = 68% • API = 708 (decreased from last year) • In PI Status
ELT/NGO landscape	• Operate extended day programs • Parent engagement is strongly supported and structured programs and services. • Ravenswood Education Foundation – 2012 Budget $1.3 million -- supported summer academy at 3 sites.
Supplemental	Boys & Girls Club; 10/11, $146,000
Current budget	General Fund: Approx. $38 million
Proposed LCFF Impact	In 2011/12 = $6311, Full Implementation = $11,730
Amount to gain	$18,332,477 or $ 5, 419 per student

III. EXAMPLE ADVOCACY WORK PLAN

Goal:	Site Council of McKinley MS makes a statement to include summer learning programs in LCAP
Strategy:	Ensure that each person on site council supports summer learning programs

Action:	Target Audience:	By Whom:	By When:	Resources & Supports Needed:
Presentation at site council meeting	Family Group	Arturo	26-Feb	powerpoint, student speaker, a family speaker, packet, get on agenda
Invite council to student performances	Family Group	Arturo	1-May	invitations (electronic and hard copy), email addresses of council members, mailboxes of council members
Share most current student impact report	Family Group	Arturo	3-Mar	finalize data and format to highlight successes, electronic copy formatted
Add members to newsletter	Family Group	Arturo	3-Feb	council members email addresses, strong newsletter content about why we do what we do and student highlights
Ask members to support summer learning investment	Family Group	Arturo	1-Jun	relationships with council members, contact info for each council member, data/ proposal on program design and cost

IV. SAMPLE ADVOCACY STATEMENT[*]

If you want to increase your confidence, we suggest you create a 30-second sound bite – the classic "elevator pitch."

Summer learning programs are absolutely essential. The research is really clear that, without opportunities to learn, kids lose up to 3 months of reading gains from the school year. Good summer learning programs make a difference. A 2012 evaluation of 3 summer learning programs showed gains in vocabulary, which is essential for reading fluency. Parents of middle and upper income students pay for summer programs, while students whose parents can't pay fall behind. If they are serious about closing the achievement gap and investing public funds wisely, our public schools must provide summer learning.

V. SAMPLE TESTIMONY[*]

You will find many opportunities in conversations, meetings, or testimonies to share your personal story about summer learning so that your audience will connect to the data on a deep level. Data is important to validate your story, but the story makes the argument more meaningful.

Mrs. Board President, my name is [X] and I'm an <u>educator</u> at [X] school. I am here today to explain why we need summer learning in our district. I will share with you current research and data about summer learning programs that will make the inclusion of summer learning programs in the LCAP obvious and necessary. I know that the research and program results will empower the board to support summer learning for all children in our districts. More information on the research and data is in your packet as I will only highlight two data points here today.

1. Common Core Implementation

In 2013 observations of summer programs across the state showed that open-ended questions and inquiry based methods are used frequently. This approach reflects teaching practices and ways of thinking our students will be experiencing with the Common Core State Standards.

Share a personal story where a student effectively used this method in 5 sentences or less. *For example, Eduardo, a student that participated in program last summer chose to participate in a Lego Robotics class. Eduardo has self- identified himself as "bad" at math, and not a "good" student. This summer, he found out that he likes robotics because he had the opportunity to play with Legos and computers, work with his friends, and solve challenging problems, all while he was learning engineering and practicing math and science.   This fall, he went back to school with more math and reading skills, and most importantly, with confidence that learning is fun.*

*Adapted from Boyd, Pat., et al. (2009) Arts Education Advocacy Tool Kit. Kennedy Center Alliance for Arts education Network. Retrieved October 2013. From www.kennedy-center.org/education/kcaaen.

2. Student Achievement

A national multi-city study by RAND found that "summer learning programs can mitigate summer learning losses and even lead to achievement gains.

Share your personal story about learning loss stemmed or academic gains made in 5 sentences or less.

In closing, I want to say that I understand the needs we face in our district. I understand that you have difficult decisions to make about what will be funded in an environment of tight financial constraints. I hope you can also understand that including summer learning programs in the LCAP doesn't have to be a full-scale endeavor immediately. As the district's budget increases gradually over time, our summer programs can expand over time. So while we need to make tough decisions about finite resources, we also need to take the new opportunity LCFF presents to think about the needs of our children as a whole, rather than in parts. Without the resources of our public schools, the summer months will be a time of stunted growth for our children. Thank you for the time to testify and I'm happy to answer any questions you may have for me or provide more information once you have reviewed the packet.

VI. TIPS FOR PRESENTING TO YOUR LOCAL SCHOOL BOARD[*]

- Depending on your role in the school community, you may make a formal presentation to the board or make comments during public participation section of the agenda.
- If you have a formal connection to the district (i.e.: a district expanded learning coordinator, PTA president) you can work through your connections and supervisors to suggest a presentation to the board about this issue.
    - Find out the process for getting an item on the board agenda. This may require input from the Superintendent or a school board member.
    - Once you know how much time you have on the agenda, figure out talking points and the best people to deliver your talking points. You may want to have a parent, young person or teacher talk with or instead of you.
- If you don't have a formal connection within the district (i.e.: community-based partner, parent without formal affiliation), you can still present to the board during the public participation section that is required on every board agenda.
    - Find out the date of the school board meeting and the policy for public participation.
    - Prepare a list of talking points that can be covered in three-five minutes.
    - Organize some colleagues, young people, staff to speak the same night.
    - When it is time for public participation, walk to the podium with your talking points.
    - When the Board acknowledges welcomes you, state your name and review your talking points. Make sure you are talking to the members of the Board of Education, not the audience.

Adapted from Boyd, Pat., et al. (2009) Arts Education Advocacy Tool Kit. Kennedy Center Alliance for Arts education Network. Retrieved October 2013. From www.kennedy-center.org/education/kcaaen.

- Whether you're on the agenda or in public comment, it's a good idea to:
    - Call or email the President of the School Board or Superintendent to let them know that you plan to speak.
    - Arrive on time and sign- in if appropriate.
    - Answer any questions asked by member of the Board or Superintendent.
    - Thank the Board and Superintendent for their time and consideration of your presentation.

*Adapted from Boyd, Pat., et al. (2009) Arts Education Advocacy Tool Kit. *Kennedy Center Alliance for Arts education Network. Retrieved October 2013. From www.kennedy-center.org/education/kcaaen.*