"Every time I have to go to the bathroom at school, there's a line. And sometimes they really need to be cleaned. Maybe the school can get some more help to open up all of the restrooms again."

"Having up-to-date textbooks and materials is essential for helping all students in my class learn."

"Having a fully credentialed teacher is so important for my child's success."

STATE PRIORITY AREA: CONDITIONS OF LEARNING

Basic Services

Basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Research shows when students are provided with these basic tools, student learning outcomes increase as if they had 30 days more of instructional time.

Some ways schools can measure basic services include assessing:

- The number of teachers who are appropriately assigned and fully credentialed in their subject area.
- The number of up-to-date instructional materials that are aligned with state standards.
- The number of school facilities in good repair for student health and safety.
- The number of school facilities with emergency repair projects.
- The number of welcoming and inviting campuses that foster learning and build a sense of community based on parent perception surveys.
- The number of classrooms that are not overcrowded and meet student needs.

Learn more – get engaged!

- Public Advocates: www.publicadvocates.org/williams-v-california
- California School Boards Association: csba.org/GovernanceAndPolicyResources/FairFunding/WilliamsSettlement.aspx
- Commission on Teacher Credentialing: www.ctc.ca.gov/credentials/default-current.html
- Policy Analysis for California Education: edpolicyinca.org/publications/new-schools-overcrowding-relief-and-achievement-gains-los-angeles---strong-returns-195
- California State PTA: www.capta.org/lcff
- Also, be sure to check out your local school district's website.

Key Questions to Ask About
Basic Services

1. **Is instruction provided by highly qualified teachers in all subject areas?** Do we provide ongoing professional development to retain and recruit teachers? What effective strategies can we use to attract more highly qualified teachers and staff?

2. **Do our students use current textbooks and relevant materials aligned to state standards and do they have access to a quality computer?** How can we ensure that all students get up-to-date materials on time, including those who enroll later in the school year?

3. **Are all of our school facilities, including libraries, fitness equipment and playgrounds, in working order?** In what ways can we improve our facilities and equipment to benefit the physical and emotional health and safety of all students?

4. **How are we improving or increasing services for foster youth, low-income youth and English Language Learner students in the area of basic school services?**

5. **How are parents from all neighborhoods engaged in developing goals to improve basic school services?** Do we effectively communicate with parents on our challenges and solutions with regard to facilities, textbooks and teachers? What is our plan going forward to improve communication and strengthen family-school partnerships in this area?

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> **"**Making up a chant about the thirteen colonies and then recording it was awesome! My teacher calls it 'arts integration,' but we told her we call it FUN.**"**

> **"**The change to Common Core is an opportunity for professional development and new ways for students to learn.**"**

> **"**We held a 'Common Core Coffee Night.' It helped parents see how Common Core brings student learning to the next level by helping them to develop their critical thinking skills and express their depth of knowledge.**"**

STATE PRIORITY AREA: CONDITIONS OF LEARNING

Implementation of State Standards

Implementation of State Standards means ensuring all students, including English Language Learners, have access to school programs and services based on California's academic content and performance standards. This includes Common Core State Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards. New learning standards help students develop critical thinking skills and prepare them to be civically engaged and college and career ready.

Some ways schools can measure implementation of state standards include assessing:

- The number of teachers and staff who are trained and use instructional materials aligned with standards adopted by the State Board of Education.
- The number of programs and services that enable English language learners to access both the Common Core State Standards and the English Language Development Standards.

Learn more – get engaged!

- California Department of Education: www.cde.ca.gov/be/st/ss/
- California Teachers Association: www.cta.org/Issues-and-Action/Testing-and-Standards/Common-Core-State-Standards.aspx
- Association of California School Administrators: www.acsa.org/MainMenuCategories/ProfessionalLearning/TrainingsandEvents/TSS-ACSA-CC-Series.aspx
- California State PTA, Parent Guides to the Common Core State Standards: www.capta.org/sections/programs/e-standards.cfm
- California State PTA: www.capta.org/lcff
- Also, be sure to check out your local school district's website.

Key Questions to Ask About Implementation of State Standards

1. **What is our school district's timeline for implementing Common Core State Standards?** How will the Common Core State Standards complement and/or change the teaching and learning that happens in the classroom?

2. **How have our teachers and support staff received professional development in the new Common Core State Standards and how to effectively apply them in the classroom?** Is there a plan for continuing professional development on Common Core instruction?

3. **How is our district using our designated Common Core State Standards implementation money?**

4. **How can different areas of study be integrated into the Common Core State Standards to enhance learning?** What role do the arts or career technical education play in implementing the Common Core State Standards? How will standards be closely aligned with new assessments, graduation requirements or college admission?

5. **How can we ensure that all students have access to state standards academic content?** Is there specialized professional development on the standards for teachers of English Language Learners, students with special needs, and other student populations?

6. **What outreach efforts do we use so that all parents are aware of the new state standards and assessments?** How do we engage parents in the development of goals to implement the new standards? Are we helping parents understand what will look different in their child's classroom with the new standards and how parents can support in and out of school learning?

"I've been in jazz and dance classes since the third grade. My mom and dad made sure my brother, my sister and I were all in arts and music because it helps us in other classes, connects us with our culture and unites our family."

"I like helping my students conquer the critical areas of math because it was Algebra that influenced me to go into engineering."

"As a parent, I would like my child to benefit from an enriched curriculum where she can do some things hands-on because that's the way my child learns best."

STATE PRIORITY AREA: CONDITIONS OF LEARNING

Course Access

Course access means a broad course of study in required subject areas is offered for all students. This includes math, social science, science, visual and performing arts, health, physical education, career and technical education and others, regardless of what school students attend or where they live. When schools provide wide access to many different classes, students receive a full learning experience, are more likely to graduate, and are better prepared for higher education, employment and their roles and responsibilities as adults later in life.

Some ways schools can measure course access include assessing:

- The number of students enrolled in a broad course of study that includes core subject areas.
- The number of programs and services in core subject areas developed and provided for students with greater needs such as low-income students, English Language Learners and foster youth.
- The number of students enrolled in all required courses for admittance to a four-year college.

Learn more — get engaged!

- The University of California, "The A-G Guide": www.ucop.edu/agguide/
- Los Angeles County Office of Education, Multilingual Academic Support: mas.lacoe.edu/content/
- California Department of Education, Career Technical Education: www.cde.ca.gov/ci/ct/
- California Alliance for Arts Education: www.artsed411.org
- California State PTA: www.capta.org/lcff
- Also, be sure to check out your local school district's website.

Key Questions to Ask About Course Access

1. **What classes are currently being offered to our students?** Do we provide a broad course of study to all students to ensure student success?

2. **How well are students across all student groups doing in general and in the core academic subjects?** Do we offer multilingual academic support for our students?

3. **How will we know if the school district is meeting the goal of all students taking a full range of courses?** What kind of measurements would make sense? Are there other forms of measurement we can try?

4. **What courses are available to better prepare students for 21st century careers and for the roles and responsibilities of civic engagement?** How do we partner with local colleges and universities as well as other community partners to provide pathways for students?

5. **What strategies do we have in place to inform and engage parents in course selection, career pathways and college planning for their student?** Do parents have regular opportunities to discuss what their child is learning with teachers and how they can best support student learning at home?

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STATE PRIORITY AREA: PUPIL OUTCOMES
Student Achievement

Student achievement means improving outcomes for all students to ensure student success. It is measured in multiple ways, such as test scores, English proficiency and college and career preparedness. Increasing student achievement takes adequate resources, as well as focus and collaboration among the whole school community. Students excel when parents, educators, staff and community members invest their time, energy and talent to help all children realize their full potential.

Some ways schools can measure student achievement include assessing:

- Scores on standardized tests such as the Smarter Balanced test.
- Scores on the Academic Performance Index ("API Score").
- The number of college and career ready students.
- The number of English learners who are English proficient.
- The number of English learners receiving support after they become English proficient.
- The number of students who take International Baccalaureate (IB) classes.
- The number of students taking and passing Advanced Placement (AP) exams.
- Student achievement and outcomes along other multiple measures.
- The number of school guidance counselors to students.
- The number of students involved in intern, extern or mentorship programs in the community.
- Percentage of student groups taken on field trips to nearby colleges and universities.
- The number of qualified AP teachers and AP courses.
- The number of tutoring programs available and whether they are accessible to all students.

Learn more – get engaged!

- California Department of Education, School Performance and Data: www.cde.ca.gov/ds/sp/
- California Department of Education, Student Performance Assessment: www.cde.ca.gov/ta/tg/ca/
- California State PTA: www.capta.org/lcff
- Also, be sure to check out your local school district's website.

Key Questions to Ask About
Student Achievement

1. **How well are our district's students across all student groups doing in the classes we offer?** How do our student test scores compare to other schools and school districts in our area? What have we tried to improve student outcomes? What other research-based methods can we try to boost student achievement?

2. **Do students know what classes they need to meet their career goal or enter college?** Do all students know their guidance counselor? Are all students aware of classes that meet A-G requirements? Are all students given guidance early on about their course selections? Are all students assisted in scheduling to meet the A-G requirements for their college and career goals? How can we ensure that all students have a clear roadmap and support for success?

3. **What Advanced Placement (AP) courses are we providing?** What students are taking AP courses and how can we provide more AP courses or increase student achievement in AP courses for college readiness? Are our teachers qualified to teach AP courses? Do we offer tutoring or other services to assist all student groups in AP coursework?

4. **Does our school have enough certified English Language Learner (ELL) teachers and staff to meet the needs of all ELL students?** How many ELL students move toward full fluency in English? What are we doing to improve this rate?

5. **How do we let parents know more about their children's academic progress and engage them as partners to meet their children's academic goals?** Do we regularly communicate with parents on how well their students are doing in class? How do we empower parents to better support student learning at home?

> **"At my high school, we have a career pathway program.** My experience in the program made me realize where some of my math lessons would be used in the real world.**"**

> **"Two of my students gained confidence after their theater performance and started a spoken word contest at the school that now runs district wide!"**

> **"I feel good knowing that my child attends a school where he can be physically active and engage in safe, supervised play."**

STATE PRIORITY AREA: PUPIL OUTCOMES

Other Student Outcomes

Other student outcomes means the measurement of student performance in some specific, required areas of study. This includes classes for physical education, the arts, career technical training and foreign languages.

Some ways schools can measure student outcomes include assessing:

- Scores on standardized tests such as the Smarter Balanced test.
- The number of teachers that use multiple measures to assess student performance such as less formal assessments, classroom observations or in-class tests.
- Assessing performance and scores of high school students on college entrance exams such as SAT or ACT.
- The number of students successfully participating in career internships.

Learn more — get engaged!

- EdSource: edsource.org/today/local-control-funding-formula-guide#.UwQeqv19epe
- WestEd "LCAP and LCFF State Priorities": lcff.wested.org/lcff-channel/episode-6/
- California Department of Education, Career Technical Education: www.cde.ca.gov/ci/ct/
- California Department of Education, Team CA for Health Kids physical activity fact sheet: www.cde.ca.gov/eo/in/documents/factsheetphysact.pdf
- California State PTA: www.capta.org/lcff
- Also, be sure to check out your local school district's website.

Key Questions to Ask About
Other Student Outcomes

1. **How well are our students across all student groups doing on college entrance exams such as the SAT or ACT?** Do we provide low- or no-cost support services such as tutoring for students to prepare for these tests? What has worked in other communities?

2. **What multiple measures are used to assess and improve student outcomes?** Do we regularly track and evaluate students in an ongoing way with less formal assessments, classroom observation or in-class tests?

3. **How can our student outcomes be improved?** What actions or investments to improve student outcomes have been made at our school? What best practices are used at other schools that we can try?

4. **How can services for low-income students, English Language Learners and foster youth be improved and increased to enhance their performance outcomes in these study areas?** What model programs can we put in place to achieve better outcomes for students with greater challenges?

5. **How can stronger family-school partnerships support student success in these areas?** What successful parent engagement practices can we use for teachers and parents to work together to support student learning in class and at home?

STATE PRIORITY AREA: ENGAGEMENT

Student Engagement

Student engagement means providing students with programs, course work and opportunities both in and out of the classroom that motivates them and keeps them in school. Research further shows that when students are healthy in mind and body, they are more engaged, miss less school, focus better in class, and are more likely to graduate. Different types of teaching methods can also keep more students engaged. Students look forward to attending school when they feel a community of caring adults and peers support their success.

Some ways schools can measure student engagement include assessing:

- School attendance rates.
- The number of students who are chronically absent (when students are absent for more than 10 percent of school year for any reason).
- Middle school dropout and graduation rates.
- High school dropout and graduation rates.
- The number and types of student leadership groups, on-campus clubs and extra- curricular activities available.
- The number of students participating in student leadership groups, on-campus clubs and extra-curricular activities available.
- The number of classes taught that provide students with multiple ways of learning.

Learn more – get engaged!

- Attendance Works: www.attendanceworks.org
- Sierra Health Foundation "Engaging Youth Report": www.sierrahealth.org/assets/files/reach/engaging_youth_Report.pdf
- California Health Centers Association: www.schoolhealthcenters.org
- California Department of Education, School Attendance Improvement Strategies: www.cde.ca.gov/ls/ai/cw/attendstrategy.asp
- California State PTA: www.capta.org/lcff
- Also, be sure to check out your local school district's website.

Key Questions to Ask About
Student Engagement

1. **What are we doing to ensure all students are interested in and motivated to come to school?** Have we tried establishing incentives for participation in school programs and for good or improved attendance?

2. **How are we improving our graduation rates and reducing the number of drop outs among all student groups?** What are we doing to close the gap between those students who have the highest graduation rates and those students who are dropping out?

3. **Is poor health a barrier to students attending school regularly?** What are the main health reasons in our community for students not attending their classes regularly? How are we measuring student health and its impact on attendance and learning?

4. **How do we define an "absence" (e.g., more than 30 minutes tardy to class, missing one or more morning classes, missing the entire day)?** Do we currently collect and assess data on student absenteeism rates?

5. **What is the target for reducing chronic absenteeism among all student groups?** How have we reached out to the families of chronically absent students to address barriers to attendance?

"It was really fun to see my mom doing what I do at school. The PTA School Smarts program helped me do homework with my mom and dad and just have a lot of fun."

"I knew the importance of connecting with parents from the start. Kids succeed when their parents are empowered allies and helpers. I reached out through weekly newsletters sent home with the kids. I set up meetings with them at home. I gave them ideas for working with their children and information about learning development stages for all kids."

"Tenemos una coordinadora en nuestra escuela que nos llama cuando hay reuniones con la directora (*At our school we have a family coordinator who calls us when there's a school meeting with the principal*)."

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STATE PRIORITY AREA: ENGAGEMENT

Parent Involvement

Parent involvement means efforts by the school district and schools to seek input from all parents, and to engage parents as partners in decision-making. It also means promoting parent participation in programs that meet the needs of both their own students and others on campus. With authentic parent involvement, families, schools and communities work closely together to build a strong framework for student achievement.

Some ways schools can measure parent involvement include assessing:

- The quantity and parent-defined quality of efforts by school districts to seek input from all parent groups in decision-making.
- The number of family engagement staff and family resource centers created to better connect families with schools.
- The number of schools demonstrating inclusive outreach to all families, in home languages, and easy two-way communication between home and school.
- The quantity and parent-defined quality of parent education nights and programs to support student learning and success in school and beyond.
- The number of parents who know how well their children are doing in class and how their school plans to improve student outcomes.

Learn more – get engaged!

- PTA National Standards for Family-School Partnerships Assessment Guide: downloads.capta.org/edu/e-school-finance/NationalStandardsAssessmentGuide-CAPTA_Assssment%20Guide.pdf
- California State PTA's School Smarts Parent Engagement Program: www.capta.org/sections/school-smarts
- California Department of Education parent portal: www.cde.ca.gov/re/di/po/parents.asp
- WestEd, Family Engagement Framework: www.wested.org/online_pubs/cpei/family-engagement-framework.pdf
- EdSource, The Power of Parents: edsource.org/today/wp-content/uploads/Power-of-Parents-Feb-2014.pdf
- The California Endowment parent page: www.healthhappenshere.com/lcff_parent_involvement
- California State PTA: www.capta.org/lcff
- Also, be sure to check out your local school district's website.

Key Questions to Ask About Parent Involvement

1. **Do families feel welcomed, valued and connected to each other and the school in our community?** Does our school have a family engagement coordinator, a parent center with multilingual services or parent volunteers to increase outreach to families of all neighborhoods? Do we have an active PTA? Are our parent events and groups inclusive and welcoming for families from all backgrounds?

2. **Are parents, staff and our community partners working together to support student success at home and at school?** Are there parent workshops and training in home languages, such as PTA's School Smarts Program, on how to help children succeed and how the school and district operate?

3. **Is it easy for parents, the PTA, School Site Councils and other committees to communicate and work with the school board, district administrators and staff?** Are parents surveyed, in home languages, and brought together regularly for input on community priorities and decision-making in the school district? How does the school district show that parent input has been meaningfully considered?

4. **How do we promote and grow parent involvement?** Do we have goals and funding in place to increase parent involvement within our Local Control and Accountability Plan (LCAP)? How are we using the PTA National Standards for Family-School Partnerships? Do we offer school-wide activities and events at low or no cost for families in our community?

5. **How can parents learn more and ask questions about district programs, policies and activities?** Do we have a plan to engage and inform parents about school funding, student outcomes and what happens after the LCAP is adopted?

"I never thought anyone at school noticed if I was there or not, but one day I got asked why I was absent from class and it made me feel like someone cared about me."

"We decided as a staff to make it a practice of greeting all students when they walked into the classroom, and notice something about each of them."

"My son was being bullied and it turned into a fight. The principal brought us parents, our children and their class together. We talked until we got to the root of the problem. Teachers received training to look out for students experiencing troubles at home and bullying behavior, and how to use suspension or expulsion as a last resort."

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STATE PRIORITY AREA: ENGAGEMENT

School Climate

School climate means factors, both inside and outside the classroom, that impact student success. This includes student health, safety and discipline as well as how connected all students feel to their school.

Every child is entitled to a safe and peaceful environment that promotes learning. All students should feel respected, included, socially and emotionally cared for, and expected to succeed. Teachers, administrators, school staff, parents, students and community members must work together to create such environments on all campuses.

Some ways schools can measure school climate include assessing:

- Student, parent, teacher and school staff surveys.
- Student suspension and expulsion rates.
- Student attendance rates.
- Evaluations of programs and services.
- The availability of school nurses to support student health.
- The ratio of mental health counselors and behavioral support staff to students.
- Opportunities to engage teachers, staff, parents and students in "learning community conversations" that generate ideas and solutions for improving school climate.

Learn more – get engaged!

- California Department of Education webpage on positive school climate: www.cde.ca.gov/ls/ss/se/schoolclimate.asp
- Healthy Kids Survey from WestEd: chks.wested.org/resources/LCAP_Cal_SCHLS.pdf
- California School-Based Health Alliance: www.schoolhealthcenters.org/
- California Endowment webpage on school climate: www.healthhappenshere.com/lcff_school_climate
- California State PTA: www.capta.org/lcff
- Also, be sure to check out your local school district's website.

Key Questions to Ask About School Climate

1. **How do we assess student needs and measure school climate on our campus?** Do we participate in statewide surveys such as the California Healthy Kids Survey, the California School Climate Survey or the California School Parent Survey that measure school climate? Do we regularly identify opportunities for staff training? Are we making sure surveys on campus-wide issues and concerns are given to families in their home languages and in multiple formats?

2. **In what ways do parents, teachers, students, school staff and community members work together to create a safe, respectful and inclusive campus?** Do we have an anti-bullying policy or program? Are mental health services and counselors available for all students? Is there a school-based health center or other access to health services? What additional programs and services are provided to serve vulnerable children?

3. **Does our school have a clear, written procedure to resolve concerns or problems?** Do we have a conflict resolution program? Have school rates for suspensions and expulsions decreased? Are teachers and staff trained in alternatives to school discipline such as a campus-wide restorative justice program that addresses the issues, needs and obligations of all students?

4. **How do we engage and support all parents and families in the school community?** Are school leaders, teachers and staff trained to identify potential student needs, facilitating communication and reaching out to families in all neighborhoods? Do we provide school activities and events at low or no cost for students and their families?

5. **Are local schools a "hub" of community life?** Do we have partnerships with local agencies and community organizations to support student success? Are school facilities open year-round for broad community use? Do children have a welcoming and safe space before and after school?