

Office of Christine Lizardi Frazier
 Kern County Superintendent of Schools
Advocates for Children...
 Resource List for LCFF Priorities- Examples

Priority #1: Basic Services

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.

Metrics: degree to which teachers of the school district are appropriately assigned and fully credentialed in the subject area, student access to standards-aligned instructional materials, facilities in good repair

Contact Information: Patrice Richter parichter@kern.org for more information on Williams Compliance
 Carrie Melton camelton@kern.org for more information on teacher credentialing

Services/Action	Evidence-Based Practice
Comply with Education Codes, facilities, and instructional materials etc. Target: all students	Uniform Complaint Procedures http://www.cde.ca.gov/re/cp/uc/ Williams Settlement http://www.cde.ca.gov/ta/ac/sa/williamsimpact.asp

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<p>Priority #2: Implementation of State Standards All students, including English Language Learners, have access to school programs and services that are aligned with California’s academic content and performance standards, including Common Core State Standards for English Language Arts and Mathematics, Next Generation Science Standards, and English Language Development Standards.</p> <p>Metrics: May be measured by surveys, observations, lesson plans, courses of study, etc.</p> <p>Contact Information: Merci Del Rosario medelrosario@kern.org for more information regarding development and support for CCSS mathematics Teresa Twisselman tetwisselman@kern.org for more information regarding development and support for CCSS ELA Marta Escobar maescobar@kern.org for more information regarding development and support for ELD</p>	
Services/Action	Evidence-Based Practice
<p>Implementation of academic content and performance standards adopted by the SBE, including English Language Learners</p> <p>Provide professional development and support for implementation Common Core Mathematics</p>	<p>KCSOS CCSS Implementation Internet Resources for Common Core Implementation - http://www.edtechkern.org/#!ccss-implementation-/c1fd7</p> <p>Common Core State Standards in Mathematics http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf</p> <p>Common Core Mathematics Framework http://www.cde.ca.gov/ci/ma/cf/draft2mathfwchapters.asp</p>
<p>Provide professional development and support for implementation Common Core Reading/language arts.</p>	<p>Common Core State Standards in Reading/Language Arts California Department of Education CCSS-ELA http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf</p> <p>Digital Chalkboard: https://www.mydigitalchalkboard.org/</p> <p>The Teaching Channel: www.teachingchannel.org Appendices for the ELA CCSS: http://www.corestandards.org/ELA-Literacy www.achievethecore.org</p> <p>CCSS ELA/ELD Framework: http://www.cde.ca.gov/ci/rl/cf/elaldfrmwrksbeadopted.asp</p>

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Priority #3: Parental Involvement

School district and school sites seek input from all parents and engage them as partners in decision making.

Metrics: Measured efforts to seek parent input in decision-making, promotion of parent participation in programs for unduplicated pupils and special needs subgroups.

Contact Information: Daryl Thiesen at dathiesen@kern.org for more information regarding Parent Project
 Ian Anderson at iaanderson@kern.org for more information regarding foster youth caregiver engagement strategies contact
 Teresa Lopez at telopez@kern.org for more information regarding parental engagement

Services/Action

Provide activities that promote parent input and parental participation in programs for economically disadvantaged pupils, ELLs, foster youth, and individuals with exceptional needs.

Provide support for families of at-risk children.
 (Target group: identified at risk)

Evidence-Based Practice

Parent Project - Parent-support groups for raising difficult or out-of-control children. We are committed to providing highly effective programs that are affordable for every parent. Curriculum 6-to 7 or 10 week program and Train the Trainer program. <http://kernparentproject.org/>

Parent Institute for Quality Education (PIQE) creates partnerships between parents, students and educators to further students' academic success <http://www.piqe.org/>

Research based strategies that support parent involvement:

- [Partnering with Families and Communities](#)
- [School, Family, and Community Partnerships: Preparing Educators and Improving Schools](#)
- [Successful Family Engagement in the Classroom: What teachers need to know and be able to do to engage families in raising student achievement](#)
- [Academic Parent-Teacher Teams: Reorganizing Parent-Teacher Conferences Around Data](#)
- Payne, Ruby K. *A Framework For Understanding Poverty*. Aha! Process, Inc. Texas. 1996.

Researched based strategies to engage caregivers of foster youth.

- [Stuart Foundation – Youth Family Community Engagement](#)
- <http://kcsos.kern.org/dreamcenter/>

Partners in Education A Dual Capacity-Building Framework for Family-School Partnerships
<http://www2.ed.gov/documents/family-community/partners-education.pdf>

California School Parent Survey
<http://csps.wested.org/resources/csps-1415.pdf>

CDE Family and Community
<http://www.cde.ca.gov/qs/fc/>

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Priority #3: Parental Involvement

Evidence-Based Practice (continued)

The Family Engagement for High School Success Toolkit: Planning and implementing an initiative to support the pathway to graduation for at-risk students
<http://www.hfrp.org/family-involvement/publications-resources/the-family-engagement-for-high-school-success-toolkit-planning-and-implementing-an-initiative-to-support-the-pathway-to-graduation-for-at-risk-students>

A Toolkit for Title I Parental Involvement
<http://www.sedl.org/connections/toolkit/>

San Diego State University, Center for Family, School, and Community Engagement
<http://go.sdsu.edu/education/parent/>

California State PTA – Family Engagement
<http://www.capta.org/>

CalSTAT Technical Assistance and Training
<http://www.calstat.org/familymessages.html>

Developing a Partnership Program
http://www.calstat.org/cma_schoolfamilyresources.html#one

National Network of Partnership Schools Johns Hopkins University
<http://www.csos.jhu.edu/p2000/index.htm>

FINE – THE FAMILY INVOLVEMNT NETWORK OF EDUCATORS
<http://www.hfrp.org/family-involvement/fine-family-involvement-network-of-educators>

National Coalition for Parent Involvement in Education
<http://www.ncpie.org/>

Strategies for Community Engagement in School Turnaround, March 2014
<http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/strategies-for-community-engagement-in-school-turnaround.pdf>

Creating Communication: Exploring and expanding your fundamental communication skills (2nd ed.).
<https://abiiid.files.wordpress.com/2012/04/creating-communication-exploring-and-expanding-your-fundamental-communication-skills.pdf>

[Home, school, and community collaboration: Culturally responsive family engagement \(2nd ed.\)](#)

[Reaching out: A K-8 resource for connecting families and schools \(2002\)](#)

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Priority #4: Pupil Achievement

School district and schools strive to improve outcomes for all students to ensure student success.

Metrics: performance on standardized tests (CAASPP, when scores are available), score on Academic Performance Index, share of pupils that are college and career ready, share of English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program.

Contact Information: Marta Escobar maescobar@kern.org for more information on English Language Learners
 Kathy Hill kahill@kern.org for more information on accountability

Services/Action	Evidence-Based Practice
<p>Support academic achievement for all students including English Language Learners.</p> <p>Provide college and career ready opportunities.</p>	<p>Research-based strategies for English Learners and Long-Term English Learners http://laurieolsen.com/resources/ ELD Standards, CDE http://www.cde.ca.gov/sp/el/er/eldstandards.asp Understanding Language, Stanford University http://ell.stanford.edu/ ELD Modules http://myboe.org/portal/default/Content/Viewer/Content?action=2&scId=509334 Educational Data Systems https://www.celdt.org/resources/ National Clearinghouse for English Language Acquisition http://www.ncele.us/ US Department of Education http://www2.ed.gov/about/offices/list/ocr/ellresources.html</p> <p>Early Assessment Program http://www.calstate.edu/EAP/</p> <p>Foster Youth Support Services Resources http://www.cfyetf.org/publications.html http://www.cfpic.org/summit_pdfs/summit.htm http://www.dredf.org/programs/clearinghouse/</p> <p>CAST: http://www.cast.org/research/index.html</p>

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<p>Priority #5: Pupil Engagement Provide students with programs, course work and opportunities, in and out of the classroom, that motivate them and keep them in school.</p> <p>Metrics: As measured by multiple indicators including but not limited to school attendance rates, chronic absenteeism rate, middle school dropout rate, high school dropout rate, high school graduation rate.</p> <p>Contact Information: Daryl Thiesen at dathiesen@kern.org for more information regarding Truancy Reduction Program and DA Consortia Shelley Northrop at shnorthrop@kern.org for more information regarding School Coordinated Health Services Ian Anderson at iaanderson@kern.org for more information regarding coordination of foster youth services</p>	
Services/Action	Evidence-Based Practice
<p>Provide a wrap-around truancy prevention program including student assessments, home visits, weekly school contacts, counseling with the student and family, referrals to community resources, mentoring and evaluation. (Targets truant and chronically absent students)</p>	<p>Truancy Reduction Program – Office of Criminal Justice Program Best Practice Attendance Works is a national and state initiative that promotes better policy and practice around school attendance. http://www.attendanceworks.org/</p> <p>Three Tier Evidence-Based Approach Data tools for tracking chronic absence US Department of Education drop-out prevention and intervention strategies http://ies.ed.gov/ncee/wwc/Topic.aspx?sid=3</p>
<p>Provide health services coordinated at the school site (i.e. immunizations, health screenings, following up on chronically absent or truant students.)</p> <p>Review school wellness plans and policies – (all students) - Update board policy to address chronic absence.</p> <p>Provide a multiple disciplinary team approach with a school health services component. (Targets all truant students)</p>	<p>School Coordinated Health –Coordinated School Health (CSH) is recommended by CDC as a strategy for improving students' health and learning in our nation's schools. These pages outline the rationale and goals for CSH, provide a model framework for planning and implementing CSH, and offer resources to help schools, districts, and states improve their school health programs. http://www.cdc.gov/HealthyYouth/cshp</p> <p>CSBA Board Policy example is linked below. Chronically absent and truancy school board policy</p> <p>For calculating chronic absence http://www.attendanceworks.org/tools/tools-for-calculating-chronic-absence/</p>
<p>Increase coordination of services including working with county child welfare agency to share information responding to the needs of juvenile court system and ensuring transfer of health and education records.</p>	<p>Foster youth information sharing data bases examples include San Diego and Sacramento COE, database provides daily updates on foster youth records.</p> <p>Local Advisory Group for Foster Youth Services which meets regularly. Local Advisory Group consists of community agencies and school district partners. Foster Youth Services AB490 County Liaison meetings</p>

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<p>Priority #6: School Climate (School Connectedness, Positive Behavior, Safe environment) School climate promotes success of all students. School climate means factors that impact student success. This includes student health, safety and discipline as well as how connected all students feel to their school.</p> <p>Metrics: As measured by multiple indicators, including but not limited to, pupil suspension rates, and expulsion rates, other local measures including surveys of pupils, teachers, and parents on sense of safety and school connectedness.</p> <p>Contact Information: Daryl Thiesen at dathiesen@kern.org for more information on local PBIS trainings and free trainings on Brief Intervention for Substance Using Adolescents</p>	
Services/Action	Evidence-Based Practice
<p>Positive Behavioral Interventions and Supports (PBIS) is a systems approach to establishing the social, cultural and behavioral supports needed for all children in a school to achieve both social and academic success.</p>	<p>PBIS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies.</p> <ul style="list-style-type: none"> - Training for PBIS - Multiple discipline teams <p>http://www.pbis.org/</p>
<p>Provide social and emotional support services to those identified most at risk, referred to targeted services (i.e. mental health, social/emotional support etc.)</p>	<p>Aggression Replacement Training (ART) is a ten week curriculum and intensive support for anger management, social skills and moral reasoning http://aggressionreplacementtraining.com/</p> <p>Gang prevention strategies – Kern County Project 180 is a county wide collaborative to reduce gang involvement and participation http://www.kernproject180.org/</p> <p>The Boys Town Education Model® is a school-based intervention strategy that focuses on managing behavior, building relationships, and teaching social skills. http://www.boystowntraining.org/pd.html</p> <p>Brief Intervention for Substance Using Adolescents research summary is linked here</p> <p>Restorative Justice: http://www.restorativejustice.org/</p> <p>Forward Thinking/Reflective Journaling -curriculum to address anger management, social and emotional issues through journaling and curriculum http://www.changecompanies.net/series.php?id=6</p>
<p>Collect and monitor school climate data from school community</p>	<p>Cal Schools West Ed website provides information on how to administer surveys at school districts: http://cal-schls.wested.org/</p> <ul style="list-style-type: none"> -The California Healthy Kids Survey (CHKS) -The California School Climate Survey (CSCS) -The California School Parent Survey

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Priority #7: Course Access

All students, regardless of what school they attend or where they live, have the opportunity to access a broad course of study in required subject areas in English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education and others.

Metrics: May use master schedules, course enrollment records, student/parent surveys

Contact Information: Kathy Hill kahill@kern.org for more information on curriculum and instruction issues

Services/Action	Evidence-Based Practice
	California Department of Education Frameworks http://www.cde.ca.gov/be/st/fr/ <ul style="list-style-type: none"> • Career-Technical Education • Foreign Language • Health • History-Social Science • Mathematics • Physical Education • Reading & Language Arts • Science • Visual & Performing Arts

Priority #8: Other Pupil Outcomes

Measure other student performance in some specific, required areas of study such as physical education, the arts, career technical training and foreign languages.

Services/Action	Evidence-Based Practice
	See priority #7