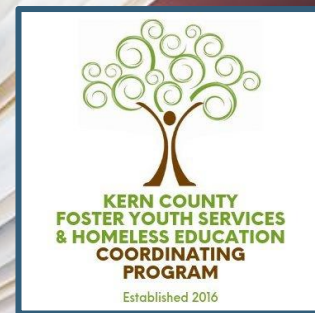


Incorporating **Student Voice** into the LCAP



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What is the LCAP?

“The LCAP [Local Control and Accountability Plan] is a **three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes** that address state and local priorities.

The LCAP provides **an opportunity for LEAs to share their stories of how, what, and why programs and services are selected** to meet their local needs.”

~Ca. Dept. of Education

History of the LCAP Creation



1. LCAP followed the creation of the Local Control Funding Formula (LCFF) .
2. LCFF= Districts receive funding based on the students they serve, with greater *flexibility* to use these funds to improve outcomes of students.

Empowerment Model

Community Involvement

Local Board Sets Policy

Results Reported to Public

Local Board Empowers Schools

State Provides Funding

Board Reviews
Policy

Focus on
Students

LCAP System State of California

Unduplicated students- English Learners,
Socio-Economically Disadvantaged, Foster Youth

Concentration

Supplemental

Base

Concentration Grant

On top of the base and supplemental grant, districts who serve more than 55% of **EL/SED/FY** students will receive an **additional 50%** of the base grant per student for each student above 55% of enrollment.

Supplemental Grant

LCFF acknowledges English learners, low-income, and foster youth students have greater needs requiring more resources. For each **EL/SED/FY** student, districts receive an **additional 20%** of the adjusted base rate per student.

Base Grant

Established uniform per-student base grants, with different rates for different grade spans. These differences are intended to recognize the higher cost of education at higher grade levels.

How are the LCAP & LCFF Connected?

Because the “extra” funding (due to LCFF) is given to support our most needy students, districts must articulate their plans (Plan is the LCAP) to support these students and how they plan to spend the funds.

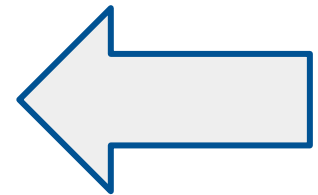
- a. Therefore, EVERY supplemental/concentration funding must be accounted for within the LCAP.
- b. This is for transparency purposes. Parents and LCAP approvers must be able to identify what actions the district is taking to support these students.



LCFF has 8 State Priorities for LEAs

Engagement	Priority 3	Parent and Family Engagement	A. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.
			B. How the school district will promote parental participation in programs for low-income, English learner, and foster youth pupils; and
			C. How the school district will promote parental participation in programs for students with disabilities.
	Priority 5	Pupil Engagement	A. Attendance rates
			B. Chronic absenteeism rate
			C. Middle school dropout rates
			D. High school dropout rates
			E. High school graduation rates
	Priority 6	School Climate	A. Suspension rates
B. Expulsion rates			
C. Other local measures (Surveys re: safety and school connectedness, etc.)			

Student voice initiatives fall under these "Engagement" priorities



The 5 LCAP Elements

PLAN SUMMARY

Student
voice

ENGAGING EDUCATIONAL PARTNERS

GOALS AND ACTIONS

GOAL ANALYSIS

Student
voice

INCREASED OR IMPROVED SERVICES FOR
UNDUPLICATED PUPILS

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What is student voice?

Student voice is the practice of educators **intentionally,** **purposefully,** and **systematically** eliciting student viewpoints on a specific topic for improvement purposes.

How student voice helps homeless students



- **Increases student engagement, lowering rates of chronic absenteeism & high school dropout rates.¹**
- Gives homeless youth a **sense of agency** over their **personal lives & educational futures.**
- **Increases academic motivation.** Students who believe they have a **voice** in school are **7x** more likely to be **academically motivated.²**

¹Mitra, D. L., & Gross, S. J. (2009). Increasing student voice in high school reform: Building partnerships, improving outcomes.

²Quaglia Institute: quagliainstitute.org/dmsView/School_Voice_Report_2016

“How does this all fit into my book?”

- Engaging educational partners is a chapter in your book.
- **Students are educational partners!**
- It is important to communicate to your communities:
 - ◆ How you're serving students
 - ◆ How you're using student input
 - ◆ If you're not using student input, why not?



Use student voice projects for data evaluation!



- In your LCAP, you need to be able to defend why you are continuing certain strategies/ programs & how they benefit foster/ low income youth.
- **By utilizing student voice projects, you can obtain the qualitative & quantitative data necessary for evaluation.**
- Personal narratives can be used to defend if a strategy is working for your school district or not.

“How do I pick a project?”

The Student Voice Idea

MENU!

LOW EFFORT IDEAS

WORRY BOX

Using a feedback AKA “worry” box is a simple way to get student feedback. Students can anonymously submit ideas or concerns they have. It is important to make sure the feedback is all read, assessed & acknowledged. The feedback can be used to make small or large changes on campus.

PARTNER WITH THE PTA

This is low effort because the effort would be put in by the PTA instead of school staff. Students can work with the PTA to plan events & trainings for teachers and their peers. Students can help the PTA determine what needs other students have & help them plan events or activities to help with those needs.

LUNCH WITH THE PRINCIPAL

Students from diverse groups (such as foster/homeless) are periodically invited to lunch with the principal, where they can casually discuss any feedback or experiences they have had on campus. The principal will need to “complete the feedback loop” with the students following the lunch.

VIRTUAL TOWN HALLS

Virtual town halls can be hosted for students to discuss topics that are important to them, concerns they have & ideas they have for school improvement purposes. This format is less formal. Hosting a series of town halls at various times is helpful; they can accommodate students with different schedules.

NOTE: This is not an exhaustive list of all student voice initiatives that can be implemented at school sites/districts. This is just a small sample of possible student voice projects.

The Student Voice Idea

MENU!

MEDIUM EFFORT IDEAS

ADULT PD

Students provide professional development training to educators. Examples include students teaching educators about foster/homeless youth needs, creating a positive school climate & using student voice to make systemic change.

PHOTOJOURNALISM

Students are given cameras to take photos that are representative of what they feel is going well and what needs improvement on campus or in the community. The photojournalism projects can then be shared with administration or stakeholders to start a conversation about change.

FOCUS GROUPS

Invite students from diverse groups to share their feedback & educational experiences. Use the qualitative data from the focus groups to evaluate necessary program, school site & district changes.

STUDENT SURVEYS

Give all students in the school surveys on how heard they feel by teachers and administration. Make sure all survey data is compared. Use the student feedback to make informed data-driven decisions at the administrative level of what changes need to be made on campuses.

NOTE: This is not an exhaustive list of all student voice initiatives that can be implemented at school sites/districts. This is just a small sample of possible student voice projects.

The Student Voice Idea

MENU!

HIGH EFFORT IDEAS

STUDENT-LED CONFERENCES

The students are present & have authority to make important decisions about the conference. An adult supporter will help facilitate the planning discussions with the students. Students present their ideas & shape the conference agenda. The conference is focused on what students believe the attendees need to know.

YOUTH ADVISORY BOARDS

Youth Advisory Boards are similar to student councils; however, the participants are from a specific subpopulation (i.e. homeless students, foster youth, probation youth, etc.). YABs communicate with administrators & make formal recommendations for change based on their own lived experiences.

STUDENT COUNCIL

Create a student council, but make sure that students from all diverse groups are included, as they are often excluded from student councils. Student councils can work with administrators to assess school programs & make recommendations for change. Student council can help teach students about democratic processes; presidents & vice president positions can be held by students on the council.

VOTING STUDENT REP. ON SCHOOL BOARD

The president/chair of a student council/YAB can serve as a voting student representative on a school board. They can take the feedback from the council/board & provide that to the school board members. It is important that the student rep. has voting privileges, so they are given the same shared authority as other board members.

NOTE: This is not an exhaustive list of all student voice initiatives that can be implemented at school sites/districts. This is just a small sample of possible student voice projects.

Check out the Student Voice Idea Menus at www.kern.org/hip/!

Keep projects diverse!

- It is crucial to ensure that **ALL student voices are heard**– not just those that are “typical” (i.e. student government leaders, etc.)
- Make an **intentional effort** to listen to students that are not usually heard (including homeless students).
- The LCAP is meant to make schools **equitable**.

“Without youth, school reform efforts are limited to adults’ understandings of what counts as equity.”

Great Lakes Equity Center

Watch out for tokenism!



“Tokenism happens whenever students are in formal and informal roles only to say they have a voice, instead of purpose, power, and possibility. Without that substance, student voice is little more than loud whisper into a vacuum....

Tokenism actually reinforces adultism by demonstrating adult power and highlighting young people’s ‘inability’ to do work of substance.”

–Adam F.C. Fletcher¹

Student Voice In Focus Groups

- An opportunity to understand student “whys” & “whats” behind survey responses.
- Best practices:
 - Diverse group of 6 - 8 students within same grade level.
 - Address barriers to attending to ensure *all* students can attend.
 - Keep adults in room to minimum: 1 asking questions & 1 taking notes.
 - When students arrive, let them know you are excited to hear their ideas...& *they're not in trouble!*
 - Keep to 45-60 minutes & avoid overwhelming students with too many questions - aim for a few in-depth conversations & exchange of ideas.
 - Don't take things personally - Be ready for students to tell you what you're doing wrong & how you can do better.



Focus Group Question Tips

- Design open-ended questions that prompt conversations rather than yes/no responses (*“Are kids bullied at our school?”*).
 - *“What does it mean to be bullied?” “In what ways is bullying an issue at our school?”*
- Arrange questions within a topic from general to specific.
 - *“How important is effort to being successful?”* Then you may ask, *“What specifically does our school do to reward students’ effort?”*
- Ask questions that students can easily understand & encourage students to share stories or examples.
 - *“What does it mean to feel welcomed at our school? Can you tell us an example of a time you felt welcomed?”*
- Final Question (“Miracle Question”): *“If you had a magic wand & could change one thing to make the experience at our school better for all students, what would it be?”*

Closing The Student Feedback Loop



- Informing students that their feedback has been collected, considered & acted upon.
 - Last stage of feedback cycle.
 - Most rare - results in cynicism.
- Closing the feedback loop will:
 - Builds trust & transparency between students & school staff.
 - Instils sense of confidence in student body & more willing to provide future feedback.
- Inform not only students you are working with but ALL students.
- Report back as soon as can, especially if time-sensitive or something they're anxious about.
 - Feedback must be easily accessible & understandable.
 - If can't do something, still let them know & why.
- Can take different forms:
 - **Student Liaisons** meet with Admin & Peers
 - **See & Hear** - Signs, newsletters, morning reports
 - **Social Media**
 - **Virtual** - Google Drive, YouTube & website

Check out www.kern.org/hip

Need more individual coaching on incorporating student voice into your LCAP?

Email: fosteredcoordinator@kern.org

