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CUCPTSA LEGISLATION/ADVOCACY TEAM

February 2018 Report

In Local News:

Trustee Jim Reardon will be joining us at our March 9, 2018, meeting so we can get to know him better.

Solar Energy Projects Funding Update: As part of obtaining the Krebs funding, the district's credit rating was reviewed. It has been upgraded to "A+" status as a result of their fiscal transparency and leadership. The first round of bonds were advertised in December and sold at a rate of 1.36% to Raymond James Financing, so an amazing interest rate for the district. This incredibly low rate, along with their conservative projections has improved the forecasted savings for the district as a result of solar installation at our 6 high schools and the district office to close to \$1 million per year. Additionally in the original forecasts they had included the possibility of tariffs being placed on foreign produced solar panels. These tariffs were put in place on Monday, January 22, 2018 by the Trump administration. However, the tariffs are actually lower than the projection, so it is actually an additional net savings for the project. These savings will be able to go directly back into classrooms or into facility projects and modernization. Work will begin this summer at Aliso Niguel HS, Tesoro, and San Juan Hills High. The next project will be at the district office; and the last three sites are Dana Hills, San Clemente, and Capo Valley. The order of projects was decided by what would create the largest cost savings first, so CUSD is starting with the more inland schools. Additionally they want to do extra outreach to the communities around Dana Hills and San Clemente to reassure them that the construction of the solar panel covered parking lots will not interfere with anyone's ocean view and that the project will further decrease the district's carbon footprint.

Graduation Requirement Update: The Board gave direction to staff to remove College and Career Planning (CCP) as a graduation requirement and to instead offer it as a possible elective which students may use towards graduation credits. The amended Board Policy 6146.1 will come back to the Board later this spring. What was not stated was when the new policy would take effect, if it just pertains to the incoming class of 9th graders in 2018/2019 or if it will be retroactive to all students currently in our high schools who have yet to take the CCP class. More information to come on this topic as it becomes available.

Letter in Support of Assembly Bill 1743 (AB-1743) California Career Technical Education Incentive Program - The Board of Trustees voted 7-0 to send a letter of support for

AB1743 continued funding of the Career Technical Education grant. The CA PTA has taken a position of support on this bill. The CUCPTSA Legislation/Advocacy Team has offered to work in conjunction with the Board of Trustees in support of this bill.

Resolution No. 1718-32, Resolution of the Board of Trustees of the Capistrano Unified School District supporting Full and Fair Funding of Public Education in California - The Board voted 7-0 in support of this resolution which urges the State Legislature to pass legislation requiring the State to provide funds for every new K-12 compliance measure that becomes law; provide funds to ease the unfair financial burden brought about by CalPERS and CalSTRS, and to fund California public schools at the national average or higher by the year 2020, and at a level equal to or above the average of the top 10 states nationally by 2025, and maintain, at a minimum, this level of funding unless otherwise decreed. The Board is working with the District lobbyist in Sacramento on this issue. The CUCPTSA Legislation/Advocacy Team has offered to work in conjunction with the Board of Trustees in support of this resolution and to obtain full funding for education.

UPDATE on contract with CUEA (teachers) - A tentative agreement was reached on Friday, January 12, 2018, with details sent out to all families on Thursday, January 18, 2018. This is a very positive step, and hopefully there will be a signed final agreement soon to cover the period of July 2016- June 2019. The final version of the agreement will be brought to the Board at the Tuesday, February 13, 2018, meeting. At the moment CUEA members are voting whether or not to accept the agreement.

Agendas from the most recent Board of Trustee meetings can be found here:

December 6, 2017 - Agenda and Exhibits - <http://capousd-ca.schoolloop.com/file/1218998819331/1455438848279/8371361947965168948.pdf>

January 24, 2018 - Agenda and Exhibits - <http://capousd-ca.schoolloop.com/file/1514016268888/1455438848279/9064379443927924719.pdf>

Audio Recordings of the Meetings in July 2017-June 2018 can be found at <http://cusd.capousd.org/cusdweb/audio2017-18.html>

From the California PTA:

Here are some pieces of legislation the California PTA is watching:

AB 1661 (Limón D) School accountability: federal compliance with accountability requirements. (Amended: 1/16/2018 [html](#) [pdf](#))

Status: 1/22/2018 - Read third time. Passed. Ordered to the Senate. In Senate. Read first time. To Com. on RLS. for assignment.

Location: 1/22/2018 - S . DESK

Position: Support

Advocate: Anita Avrick

Summary: Commencing with the 2017-18 school year, the federal Elementary and Secondary Education Act of 1965, as amended by the federal Every Student Succeeds Act, requires the state to identify schools for comprehensive support and improvement pursuant to specified accountability system requirements. The federal Every Student Succeeds Act provides for the allotment of formula grants to states for various activities to support effective educational instruction. This bill would update cross-references to the federal Elementary and Secondary Education Act as amended by the federal Every Student Succeeds Act and make various conforming changes, including adding requirements on school districts and county offices of education in regards to written parent and family engagement programs, thereby imposing a state-mandated local program. This bill contains other existing laws.

[AB 1743](#) (O'Donnell D) California Career Technical Education Incentive Grant Program. (Introduced: 1/3/2018 [html](#) [pdf](#))

Status: 1/16/2018 - Referred to Com. on ED.

Location: 1/16/2018 - A . ED.

Advocate: Anita Avrick

Summary: Existing law establishes the California Career Technical Education Incentive Grant Program, administered by the State Department of Education, with the purpose of encouraging and maintaining the delivery of career technical education programs during implementation of the school district and charter school local control funding formula. Existing law appropriates specified amounts for the program from the General Fund for the 2015-16, 2016-17, and 2017-18 fiscal years and provides minimum eligibility standards for grant applicants. This bill would instead specify that the purpose of the program is to encourage and maintain the delivery of high quality career technical education programs during implementation of the school district and charter school local control funding formula and the development of career readiness metrics within the California School Dashboard. The bill would specify that, upon appropriation by the Legislature, \$500,000,000 shall be made available for the program to the department each year for the 2018-19, 2019-20, and 2020-21 fiscal years, and would require a grant applicant to demonstrate a proportional dollar-for-dollar match for a grant award for those fiscal years. The bill would add to the minimum eligibility standards that a grant applicant demonstrate that it provides opportunities for pupils to participate in leadership

development opportunities, career and technical education student organizations, and opportunities for pupils who are individuals with exceptional needs to participate in all of the grant applicant's programs. The bill would revise reporting requirements for program participants, and would require the Superintendent of Public Instruction to evaluate and deem successful a grant recipient's program as a condition of receiving a renewal grant.

This bill contains other related provisions and other existing laws.

Budget at the State Level:

The Governor released his proposed budget in January. Here is what the California PTA said as an introduction to the Ed100 article. "[The budget] funds education at levels that satisfy the minimum bars set decades ago by California's voters and legislators. But let's be clear: those minimum bars are awfully low." Check out this analysis on Governor Brown's 2018-19 state budget that explains how minimal funding for education is not enough for our children. <https://ed100.org/blog/skimpy-again>

Here is the media release from the California State PTA

<http://capta.org/resource/california-state-pta-responds-to-state-budget/> which basically says thank you for continued funding, but it is not nearly enough. These were the proposals that the CAPTA liked within the budget.

- Funding to address the severe shortage of trained special education teachers and the need for inclusive early education
- Funding to recruit and retain qualified teachers, including para-professionals to become certificated teachers and supporting bilingual educators
- Greater transparency in district budgets to track spending on our most needy students
- Funding for County Offices of Education to provide support for school districts
- Authority to fund school facilities modernization and construction

And a link to the specific budget proposal for the K-12 education system

<http://www.ebudget.ca.gov/budget/2018-19/#/Agency/6010>

Across the state Pension costs and health care benefits for retirees are on the rise, meanwhile budgets are not increasing. Here is a look at how some districts across the state compare: <https://www.ocregister.com/2017/12/19/school-districts-spending-more-and-more-on-retirees/>

Additionally pension costs are ballooning across the state. Here is an analysis looking at a district in Monterey, but the similarities to pension cost issues we are facing in CUSD is amazing. <http://www.montereyherald.com/social-affairs/20180107/ballooning-pension-costs-affecting-recent-education-financial-gains> All additional revenues the districts have received from the state plus additional funding from previous funding increases are going to pay for the increased pension costs. This is truly a matter that needs to be resolved. There is a proposed resolution for the Capistrano Unified Board of Trustees to make at their January 24, 2018 meeting requesting that the state fully fund the pension obligations outside the funding of school district budgets.

California PTA advocates for art education at all levels:

Proof that Arts Education Matters

For more than a century, PTA has advocated for quality [arts education for every child](#).

Share these facts to help make the case for arts education in your school and district:

- Students who participate in arts programs are three times more likely to be recognized for academic achievement, elected to class office within their schools, participate in a math and science fair, win an award for school attendance and win an award for writing an essay or poem
- Third-grade art students who participated in the Guggenheim Learning Through Art Program performed better in six categories of literacy and critical thinking skills - including thorough description, hypothesizing and reasoning - than students who were not in the program
- Numerous studies affirm that students who receive music education in school improve their SAT and ACT scores in math, foreign language and creative writing
- However, in California, 500,000 fewer school children are taking music education now than five years ago.

From Fourth District PTA:

Kathy attended the 4th District Advocacy Forum on January 12, 2018, meeting on behalf of CUCPTSA . You can find her entire report on the meeting at the end of this Newsletter. Important ideas that were shared related to LCAP and LCFF. It is important for Parents to play an active role in the LCAP/LCFF process. There are guides for participation listed at www.capta.org .

Kathy is attending the Sacramento Safari orientation that is on Friday, February 2, 2018 - If you are attending Sacramento Safari and cannot attend the orientation please make

arrangements with Kathy or Mona for them to pick up your notebook and nametag and information. Kathy's email is dkbrev@aol.com and Mona's email is msrieger2@msn.com.

Talking Points for Legislative Chairs, January 2018

- PTA advocacy begins in our school district. We need to understand how our school district is organized and how it functions. The *Communicator* has a list of questions to get us started.
- It looks like California will have about \$5.3 billion in extra revenues to spend on education, according to a report by the state's Legislative Analyst's Office. The governor and legislators will have to decide how to use this money and whether to spend it on one-time purposes or ongoing programs.
- Our school district will be working on the Local Control and Accountability Plan (LCAP) soon. PTA should be involved in this process. There are resources at capta.org to help us understand the process and participate.
- Do we have a representative going to Sacramento Safari? Registration closes February 2, 2018 (was extended by one week!)

Back issues of the Communicator can be found at:

<http://www.fourthdistrictpta.org/advocacy-communicator/>

At the National Level:

Betsy DeVos spoke at the American Enterprise Institute in Washington DC in January 2018, she claims that none of the educational reforms made under Presidents Bush or Obama were affective at making positive changes to the American educational system. Please read a full discussion of her speech at

https://www.washingtonpost.com/news/answer-sheet/wp/2018/01/16/betsy-devos-nothing-presidents-barack-obama-or-george-w-bush-did-in-education-reform-really-worked/?utm_term=.7209e1a2e923

What happens with Medicaid cuts and their potential impact on schools? - School district advocates still see plenty of legislative vehicles for potential cuts to Medicaid. Republican leaders have [floated the possibility of "entitlement reform," which could impact the federal health insurance program for the poor.](#)

Schools get about \$4 billion a year from Medicaid, making it the third-largest pot of federal funding for schools. That money covers everything from salaries for school health nurses, speech therapists, and other personnel to medical equipment for students. [Educators fear any changes to Medicaid could jeopardize that funding.](#)

Will Congress overhaul higher education and career and technical education? -

Lawmakers are years overdue on reauthorizing the Higher Education Act and the Carl D. Perkins Career and Technical Education Act. The CTE bill, which governs the biggest federal program for high schools, is held up in part because Senate can't agree on what the federal role should be, [even though the House passed a bipartisan version of the bill last year](#). **And the higher education legislation governs teacher preparation and college access. For instance, [a bill pending in the House would end a teacher loan-forgiveness program](#).**

What happens with implementation of the Every Student Succeeds Act? - Every state has turned in a plan to implement ESSA. As of late last month, 15 states and the District of Columbia, all of which filed their plans last spring, [had been approved](#). The department is currently in the process of reviewing the 34 plans filed last fall. So far, DeVos has approved plans even if states didn't make all of the changes the Education Department asked for. [Sen. Patty Murray, D-Wash., an ESSA architect, has expressed big concerns about this](#).

What's more, states and districts are waiting to see if the department moves forward on two pilot programs in the law, dealing with weighted-student funding formulas and [innovative assessments](#).

How much will DeVos be able to roll back the department's footprint?

One of the Trump administration's top priorities is getting rid of regulations, programs, and even personnel that it describes as unnecessary or duplicative. At the beginning of last year, [Congress got the ball rolling by getting rid of ESSA accountability regulations and teacher-prep regulations through the Congressional Review Act](#). So far, DeVos has [scrapped hundreds of pieces of guidance and rules that she said were outdated or redundant](#).

There could be some bigger regulatory changes on the horizon. DeVos and company may [delay implementation of an Obama-era rule that would require states to take a stricter approach to identifying whether their districts have wide racial or ethnic disparities in special education](#). She may get rid of Obama-era guidance calling on districts to ensure that their [discipline policies don't have a disproportionate impact](#) on students from certain racial and ethnic groups. The department has a task force working on this issue.

[DeVos has also offered buy-outs to shrink the department's workforce.](#)

Will the Education Department get a \$9.2 billion cut?

Way back in the spring, [Trump proposed slashing the Education Department's roughly \\$68 billion budget by \\$9.2 billion.](#) He put some key programs on the chopping block, including [Title II, a \\$2 billion program that helps states train teachers and reduce class size,](#) as well as the 21st Century Community Learning Centers program, a \$1.1 billion after-school and summer learning program.

It looks like the cut to the after-school program isn't happening, [since bills in both the House and Senate keep the program in place.](#) But Title II is more of a cliffhanger. The Senate kept the program intact, but the House voted to kill it. And there are other programs that could be eliminated or cut drastically.

Lawmakers might pass a final fiscal 2018 budget this month, so we may get some answers soon. And whatever Congress passes will impact the 2018-19 school year.

From the National PTA:

Stop Budget Cuts: Federal funding for public education programs has remained at 2% of the federal budget for decades, despite the increase in public school enrollment and the rising cost of education resources and services. This disparity between funding levels and actual costs means that the federal government has essentially enacted cuts to classrooms. #STOPCutsToClassrooms

Advocacy letters for National PTA: On PTA.org website under Advocacy tab, there are several letters that can be downloaded and sent to your Representative and/or Senator. Issues such as protecting transgender children, concern over Betsy DeVos and school vouchers, encouraging parent engagement (ESSA), protecting Federal nutrition programs, and many more.

The 115th Congress is considering the following legislation items. The National PTA is supporting (green checkmarks) or opposing (red x) the following items:

Child Health and Safety

H.R. 695: Child Protection Improvements Act of 2017 (115th Congress (2017-



2018))

H.R. 1957: Safe Schools Improvement Act of 2017 (115th Congress (2017-2018)) ✓

H.R. 2160: Best to Use Safety Belts Act of 2017 (115th Congress (2017-2018)) ✓

H.R. 2401: To amend the Richard B. Russell National School Lunch Act to prohibit the stigmatization of children who are unable to pay for meals. (115th Congress (2017-2018)) ✓

H.R. 2926: REACH Act (115th Congress (2017-2018)) ✓

H.R. 3006: To amend the Richard B. Russell National School Lunch Act to require the Secretary of Agriculture to make loan guarantees and grants to finance certain improvements to school lunch facilities, to train school food service personnel, and for other purposes. (115th Congress (2017-2018)) ✓

H.R. 3024: Stop Child Abuse in Residential Programs for Teens Act of 2017 (115th Congress (2017-2018)) ✓

H.R. 3580: To promote State requirements for local educational agencies and public elementary and secondary schools relating to the prevention and treatment of concussions suffered by students. (115th Congress (2017-2018)) ✓

S. 705: Child Protection Improvements Act of 2017 (115th Congress (2017-2018)) ✓

S. 786: Student and Student Athlete Opioid Misuse Prevention Act (115th Congress (2017-2018)) ✓

S. 1064: Anti-Lunch Shaming Act of 2017 (115th Congress (2017-2018)) ✓

S. 1401: Get the Lead Out of Schools Act (115th Congress (2017-2018)) ✓

S. 1402: A bill to amend the Richard B. Russell National School Lunch Act to require the Secretary of Agriculture to make loan guarantees and grants to finance certain improvements to school lunch facilities, to train school food service personnel, and for other purposes. (115th Congress (2017-2018)) ✓

Early Learning and Childhood Education

H.R. 3773: Child Care for Working Families Act (115th Congress) 
S. 1806: Child Care for Working Families Act (115th Congress) 

Elementary and Secondary Education

H.R. 627: Streamlining Energy Efficiency for Schools Act of 2017 (115th Congress) 

H.R. 1864: To amend the Elementary and Secondary Education Act of 1965 to allow local educational agencies to use Federal funds for programs and activities that address chronic absenteeism. (115th Congress) 

H.R. 2475: Rebuild America's Schools Act of 2017 (115th Congress) 

H.R. 3246: To amend the Elementary and Secondary Education Act of 1965 to establish a Teacher Advisory Committee and a Parents and Families Advisory Committee. (115th Congress) 

S. 383: Streamlining Energy Efficiency for Schools Act (115th Congress) 

Gun Safety and Violence Prevention

H.R. 1478: Gun Violence Research Act (115th Congress) 

Juvenile Justice and Delinquency Prevention

H.R. 1809: Juvenile Justice Reform Act of 2017 (115th Congress (2017-2018)) 

S. 866: Prohibiting Detention of Youth Status Offenders Act of 2017 (115th Congress (2017-2018)) 

Post-Secondary Access and Opportunity

S. 1615: Dream Act of 2017 (115th Congress) 

Private School Choice and Vouchers

H.R. 610: To distribute Federal funds for elementary and secondary education in the form of vouchers for eligible students and to repeal a certain rule relating to nutrition standards in schools. (115th Congress) 

H.R. 895: Educational Opportunities Act (115th Congress) 

H.R. 1387: To reauthorize the Scholarships for Opportunity and Results Act, and for 

other purposes. (115th Congress)

H.R. 4269: Public Funds for Public Schools Act (115th Congress)



S. 148: Educational Opportunities Act (115th Congress)



Special Education

H.R. 2782: Respond, Innovate, Succeed, and Empower Act of 2017 (115th Congress (2017-2018))



H.R. 2902: To amend part B of the Individuals with Disabilities Education Act to provide full Federal funding of such part. (115th Congress (2017-2018))



S. 1295: Respond, Innovate, Succeed, and Empower Act of 2017 (115th Congress (2017-2018))



Links to all of these bills for further information can be found at:

<https://www.pta.org/home/advocacy/federal-legislation/Key-legislation>

Kathy Brevoort's entire report from January 12th Fourth District Advocacy Forum:

Fourth District PTA Advocacy Forum - Friday, January 12, 2018

Welcome by Vivien Moreno, Fourth District VP of Advocacy - Vivien spoke about making advocacy a personal mission every day. She spoke about her own personal experience with her son who was born with an eye ailment, and has had to endure many challenges. She has had to be his "voice" in many different situations. The PTA is the voice for all children.

Gisela Meier- Advocacy Communicator Newsletter - This is the second year and start of the session for the current California Legislature. The deadline for the current bills to pass is the end of January. If they don't pass, they die. New bills have until February 16th to be introduced.

There are five advocates from the California State PTA level that look at the bills and decide whether to present them to the Leg Committee. The committee decides which bills to pass along to be supported or opposed.

A couple of bills to watch: Late start school bill and a charter bill. The budget was announced on January 11th (Governors' proposed budget) and it is good (not great) for education. Gov. Brown says he will do what he promised.

Gov. Brown budget- process has begun. New \$\$ for education for the coming year. Figures can be found on EdSource.com. Gov. Brown wants to fully fund the Rainy Day Fund @ about 50.5 billion dollars. (See article in *Advocacy Communicator- January 2018*)

Kathy Moffat- Training and Speakers Bureau - When LCFF is fully funded, it is actually 2007-2008 levels including inflation adjustment. We need to remind everyone of this.

The Legislative Analyst's Office does a budget revision which is usually more positive than Gov. Brown's. The budget needs to be passed by June 15th or the legislature does not get paid every day that it is not passed. This usually encourages them to pass it.

The stock market is way up, the CalPERS/ CalSTRS funds are influenced by investments, so where is the money? We need to ask.

Kathleen Fay - Sacramento Safari - Make sure there is plenty of representation from all on input for the LCAP. Examples were given on how districts choose the representatives. A reminder since elections are coming, make sure all candidates are invited if hosting a forum. Sacramento Safari is looking to be a great trip!

Lynn Miyamoto is VP for Family Engagement at the California PTA level - She is an Immigration attorney and is passionate about the involvement of family and looking at the entire child in their relationship to education. She is a third generation Japanese American. Her family was in the American Japanese encampment during WWII. Her parents encouraged all the kids to get an education even facing challenges. She was told by a school counselor in 3rd grade that she was not going to be smart enough to go to college. Her parents took her to another counselor and this one gave her nothing but encouragement. The point is adults have such power in shaping a child's life and we need to listen & support, not discourage!

A passion of hers is the California PTA's program "School Smarts". This program was created by California State PTA and is a "Model for Creating Meaningful and Diverse Parent Involvement at Your School". The program is an award-winning, research-based program that is proven to:

- Foster parent engagement in schools
- Support parents as their children's first teachers

- Develop future parent leaders
- Encourage parent to advocate for a complete education that includes the arts.
- The entire program can be found on www.CAPTA.org/schoolsmarts

Focus Areas - Family Engagement- Take Action www.capta.org

1. College Savings Road Map - tips on saving for college
2. Family Engagement Guide for PTA Leaders- Information on why Family Engagement in school matters.
3. School Smarts Parent Engagement Program Brochure- Model for meaningful diverse parent engagement
4. Support Learning at Home - Tips from the PTA and the Ca Teachers Association

Ms. Miyamoto believes that every child is unique and has a personal story to tell. She had two of us (strangers) talk to each other about our backgrounds, culture, life, for two minutes and then we switched. Her point was that everybody is different and that we need to value what every parent does for their child- what they bring to their child.

In welcoming all families, this includes inclusion of all subgroups. Each school should have a Family Resource Center. Also use the School Smarts model. We discussed challenges in getting parent to attend meetings and to get involved.

We discussed a couple of ways to include families that may be in a subgroup. A couple of ways is to conduct a separate PTA meeting only in that language. Ask the parents to assist in registration, especially if they have a second language. Conduct PTA meetings that include the culture such as serving food that reflects that culture. Create opportunities that men may find interesting to volunteer. Hold meetings at convenient days and times for parents that work. Send out notes of the meetings, etc. via mass email.

Some tips for Parent Ed Nights: Conduct a survey to see what topics may be interesting. Bring in an outside expert or speaker. Make the subject applicable to the age of the student. A good example may be for high school- "What happens when your child turns 18- what are their rights?"

Even "What happens when your child goes off to college", usually a successful topic.

The question was asked regarding "annoying parents" that are advocates for their child and others. The reply was that this should be a training moment on how to advocate correctly. The question came about retaliation from a teacher or school staff if the

parent calls out the teacher or staff member and the child is retaliated against. This is reality, and it is important to be aware of the situation.

See more information on Family Engagement on the CAPTA website under the heading Focus Areas, then click on Family Engagement.

Dianna MacDonald- California State PTA President - *Dianna MacDonald is currently the president for California State PTA. She has served PTA at the local, regional, and state levels in various roles including serving as the family engagement advocate, vice president for education, and leadership mentor. Her work has focused on early-childhood education, supporting military families, special education, and closing the achievement gap. She is a National PTA presenter, a National Issue Forum Moderator and has received extensive training in building inclusive and equitable communities as well as completed the Masters in Governance program through the California School Boards Association. Additionally, MacDonald is certified in the new Local Control Funding Formula (LCFF) and has a deep understanding of school finance, the Local Control and Accountability Plan (LCAP) process, school policy, and local implementation. She recently served as a school board trustee as well as a member of the California School Boards Association Delegate Assembly. As a strong believer in early-childhood education and family engagement, MacDonald is looking forward to working with all stakeholders and members of the Education Coalition in addition to streamlining processes and procedures to support local PTA leaders and strengthening outreach to the youngest Californians and their families. She and her husband Mike have three sons, and she credits PTA with teaching her how to advocate for all children across California.*

All that and she is an entertaining speaker! She talked about the importance of school climate. School Climate involves many things. In the past, the significance of school climate was not recognized as an issue. Many studies found that school climate is a huge factor in student success. Facilities condition effect children. Obviously if the classroom is dripping water from the ceiling, this is not healthy. School climate can have an effect on whether the child wants to attend school. School climate includes overall well- being of the child. Does the child have an adult figure they can go to if needed? Does he/she feel safe? Does he/she feel they can be who they are?

There is a California Ed Task Force that was created by the PTA that gives recommendations and input. In school climate, all grade levels are different. There needs to be a clear definition. To create this, a survey of all stakeholders needs to happen. This

includes students, parents, and staff. It is important to ensure the survey is valid and free of bias.

Ensure Four Domains are surveyed:

- Safety
- Relationships/ Connectedness
- Conditions for teaching and learning
- Empowerment, engagement (parent, families, student & staff).

Expect local Ed agencies to report under the LCAP & Dashboard how they are using survey results to improve school conditions and climate. "You can do a survey as much as you want, but what are they/you doing about it? The problem is they will have to spend money." said Dianna MacDonald.

California is still at pre-recession funding. "Show me the money, where is the money going? The local indicators are frankly anemic."

Marry Perry VP for Education-CAPTA www.cadashboard.org There is more transparency in this dashboard, but we need to educate parents on how to use it. 3 Important Areas: Priority #3 - Family Engagement Priority #5 - Student Engagement Priority #6 - School Climate

The attendance audit for California - small percentage of students not attending brings down the total %. They do not realize how this effects funding for their school. Many reasons for not attending that can begin at home: sick parent, no ride to school, no supervision to get ready for school, etc...

What is California PTA's role in equity? Part of school climate.

- Organizational Goal- practicing & promoting inclusiveness
- LGBTQ Resolution
- Dyslexia Resolution- one is now being considered by National PTA

CAPTA sent LGBTQ resolution to the National PTA- it was challenging, but the LGBTQ is a vulnerable population and needs to be recognized.

The Dyslexia resolution- the National PTA that week was pushing it forward to the board and later to the National PTA Convention. CAPTA is proud to have been a part in all of this.

IN regards to the LCAP what can you do?

- Be familiar with your LCAP
- Be on the local committee as a parent leader
- Meet with your administrators & school Board of Trustees
- LCAP is not passed until June- now is the time to ask questions.

Move the needle! Provide voices for the children-especially those that don't have parents that do. Life is not about waiting for the storm to pass. It's about learning to run in the rain. A great resource on school wellness is on www.capta.org

**The next Fourth District Advocacy Forum - Friday, March 9, 2018, 9:30-11:30 a.m.
The focus is on Mental Health- Positive Mental Health= Positive School Outcomes**

*****Sacramento Safari Orientation Meeting- Friday, February 2 9:30-11:00 a.m.**

***** I will attend this meeting as it is the same date as our monthly meeting. I can pick up materials as needed. Usually a taxi voucher is given for \$10. If you would like me to pick up for you, please let me know.**

Notes by Kathy Brevoort

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