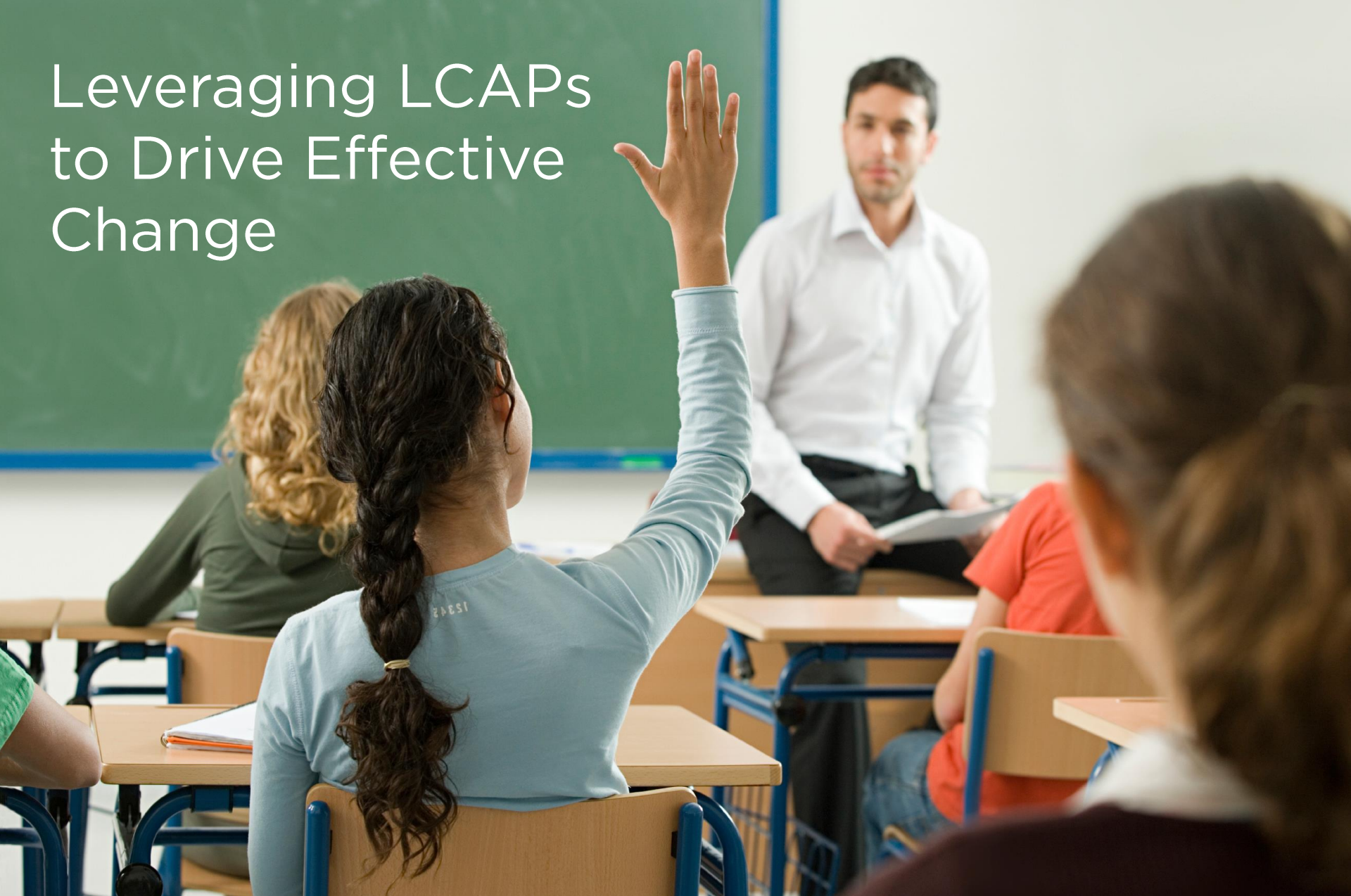


Leveraging LCAPs to Drive Effective Change

A photograph of a classroom. In the foreground, a young girl with dark curly hair in a braid, wearing a light blue long-sleeved shirt, is seen from behind, raising her right hand. She is sitting at a wooden desk with blue metal framing. To her left, another student with blonde hair is partially visible. In the background, a male teacher with dark hair, wearing a white button-down shirt, is standing and looking towards the students. He is holding a tablet or book. The classroom has a green chalkboard in the background and other students are seated at desks.

A webinar presented by
Pivot Learning Partners & Children Now

September 30, 2014

Presenters



Samantha Tran, Senior Director, Education Policy, Children Now



Megan Sweet, Director, Education Finance, Pivot Learning Partners



Eduardo Aguilar, Policy Associate, Education Policy, Children Now

Today's presentation: specific takeaways

Setting the Stage

Overarching themes for today's webinar and LCAP 101

Autumn



Reflection and Preparation

Winter



Listening and Feedback

Spring



Draft, Share, Revise, Repeat

Summer



Refine, Finalize, and Foster Commitment

Setting the stage

Overarching themes for today's
webinar and LCAP 101

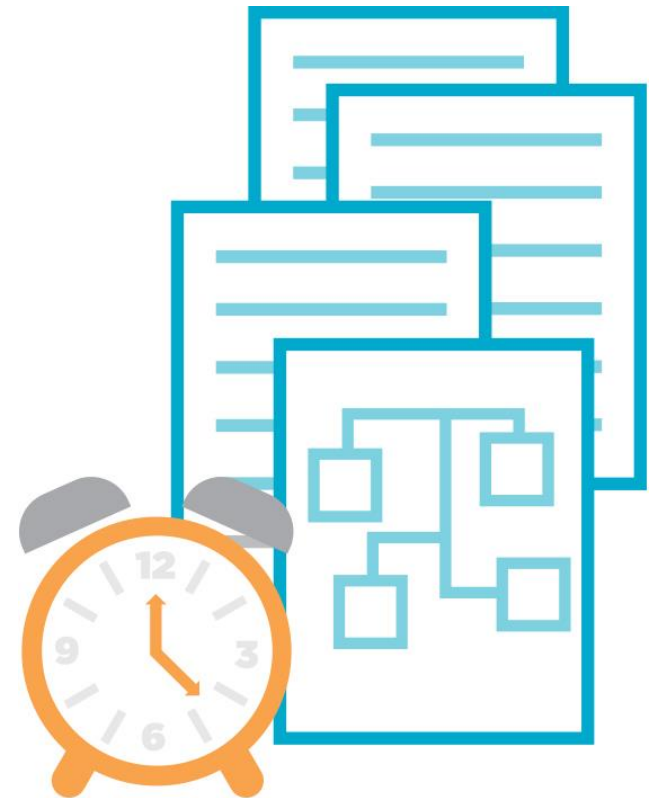
Overarching themes

- LCAPs create an opportunity to effectively connect community engagement, planning, budgeting, and implementation all to improve student outcomes
- Understand and leverage the year round cycle – key timelines help drive the process

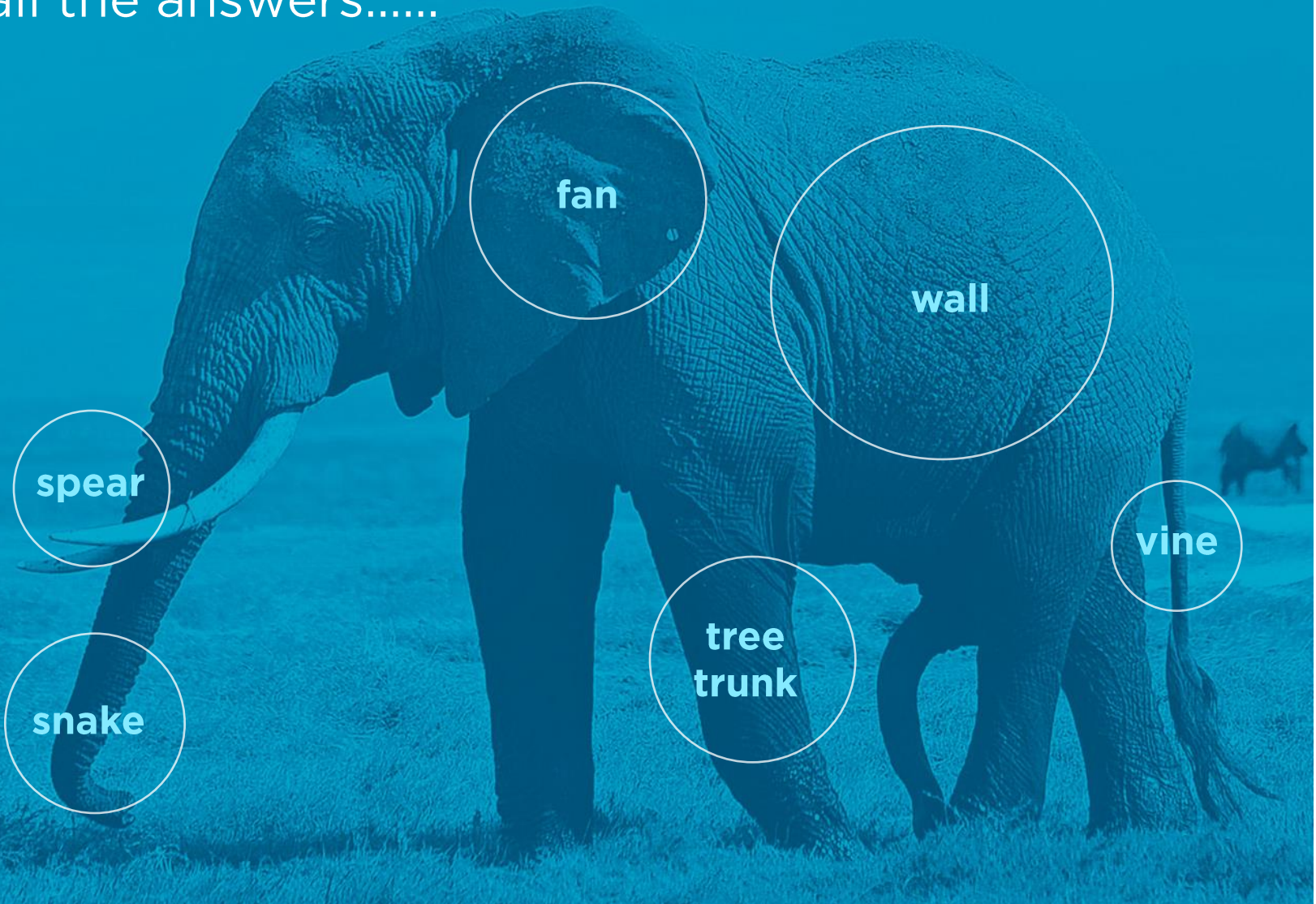


Some LCAP basics

The LCAP is a LIVING document that is reviewed and updated annually, creating a roadmap for districts to follow



No one individual, or constituency group
has all the answers.....



LCAPS create a venue to learn from each other

Broaden our definition of “**education expert.**”

- Parents know what they want for their children.
- Students know what kind of learning engages and excites them.
- Teachers and support staff know what they need to improve learning.

Effective engagement is not a one-time event. It is an ongoing process of building trust and requires inclusive facilitation over a wide range of activities.



Harness the potential in the community, schools and district...

The needs and potential of our students require us to act collectively

Strategic planning and budgeting creates the structures to enable us to move in a common direction



LCAPs create an opportunity for strategic planning and investment

Component Parts:

- Priorities
- Goals
- Metrics
- Actions, Services, Expenditures
- Implementation
- Annual Update



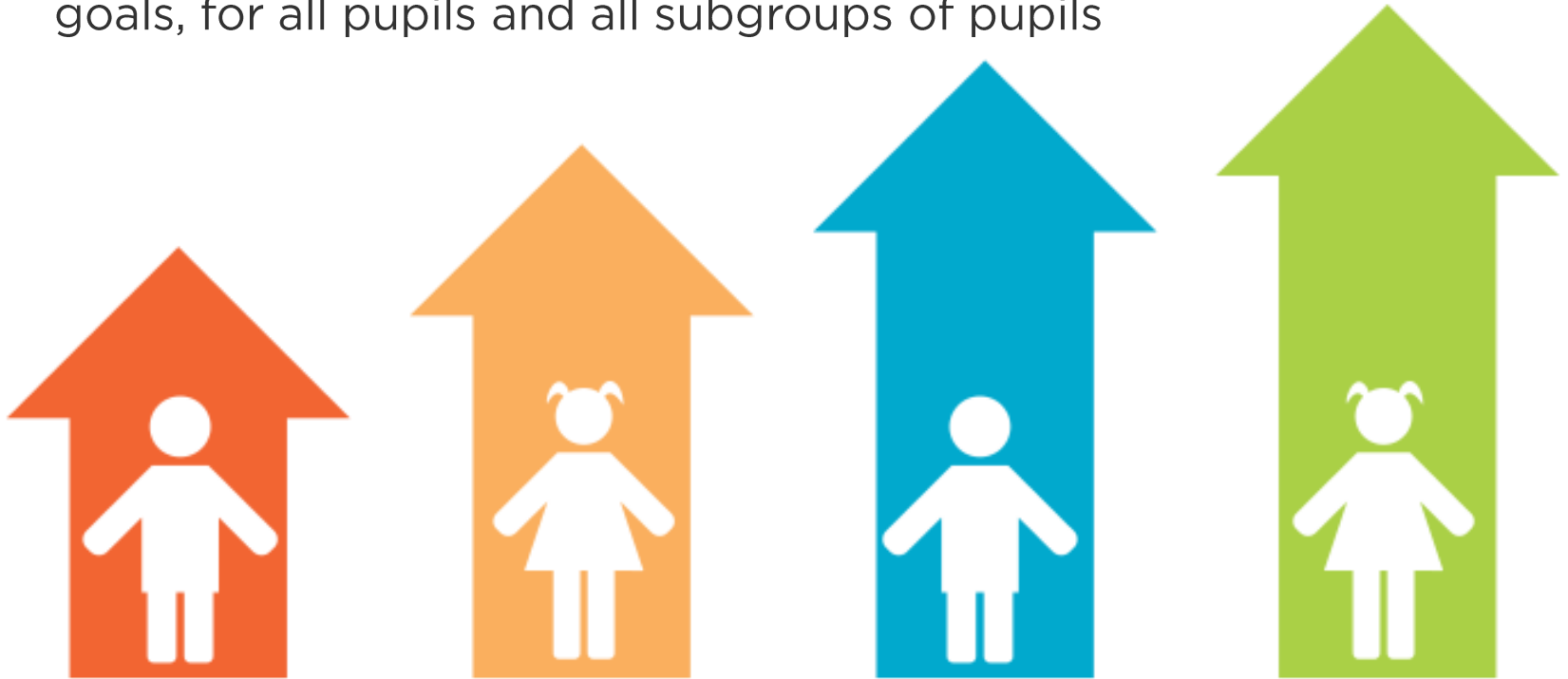
A holistic set of priorities

Conditions for Learning	Pupil Outcomes	Engagement
<ul style="list-style-type: none">• Basic: Access to quality teachers, instruction, materials & facilities• Standards: Adherence to state approved standards• Course Access: Availability of courses to promote a broad course of study	<ul style="list-style-type: none">• Achievement: High performance on standardized tests and evidence of college and career readiness.• Local Outcomes: Allows for districts to identify more locally targeted outcomes	<ul style="list-style-type: none">• Parent Involvement: Engage parents in decision making and increase participation in programs• Pupil Engagement: As measured by attendance, chronic absenteeism, graduation, and dropout rates• School Climate: As measured by suspension/expulsion rates, and sense of safety and school connectedness

Moving in a common direction

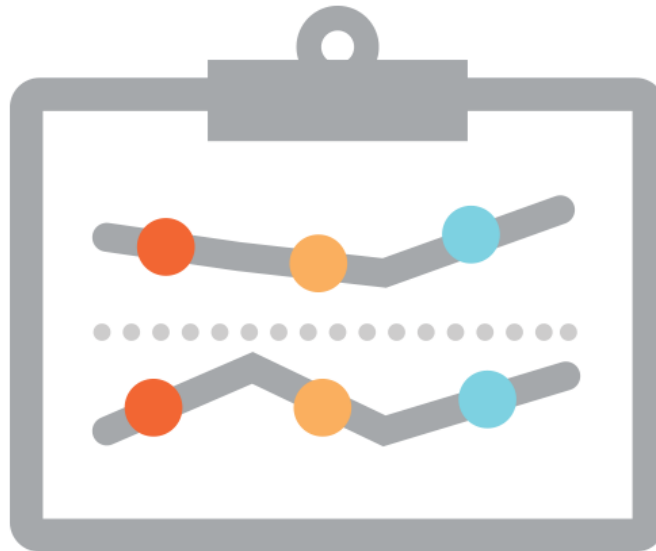
Goals

- Address the state's eight priority areas and can include additional local priorities
- Must span three-years with specific annual outcomes
- Are connected to specific actions to achieve those goals, for all pupils and all subgroups of pupils



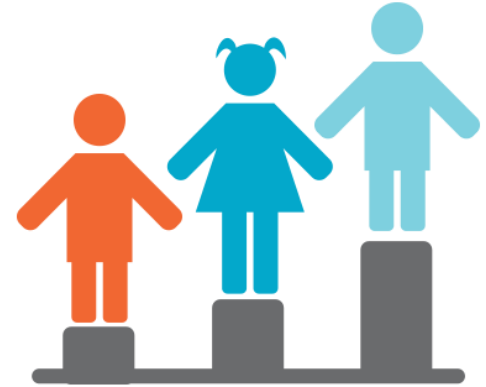
Tailored goals and metrics

- **Schools** - Individual school goals should be aligned to district goals
- **Subgroups** - Target student subgroup goals should also be identified
- **Metrics** - Include all data sources outlined by LCFF, but can also identify their own sources of data and metrics for measuring goals



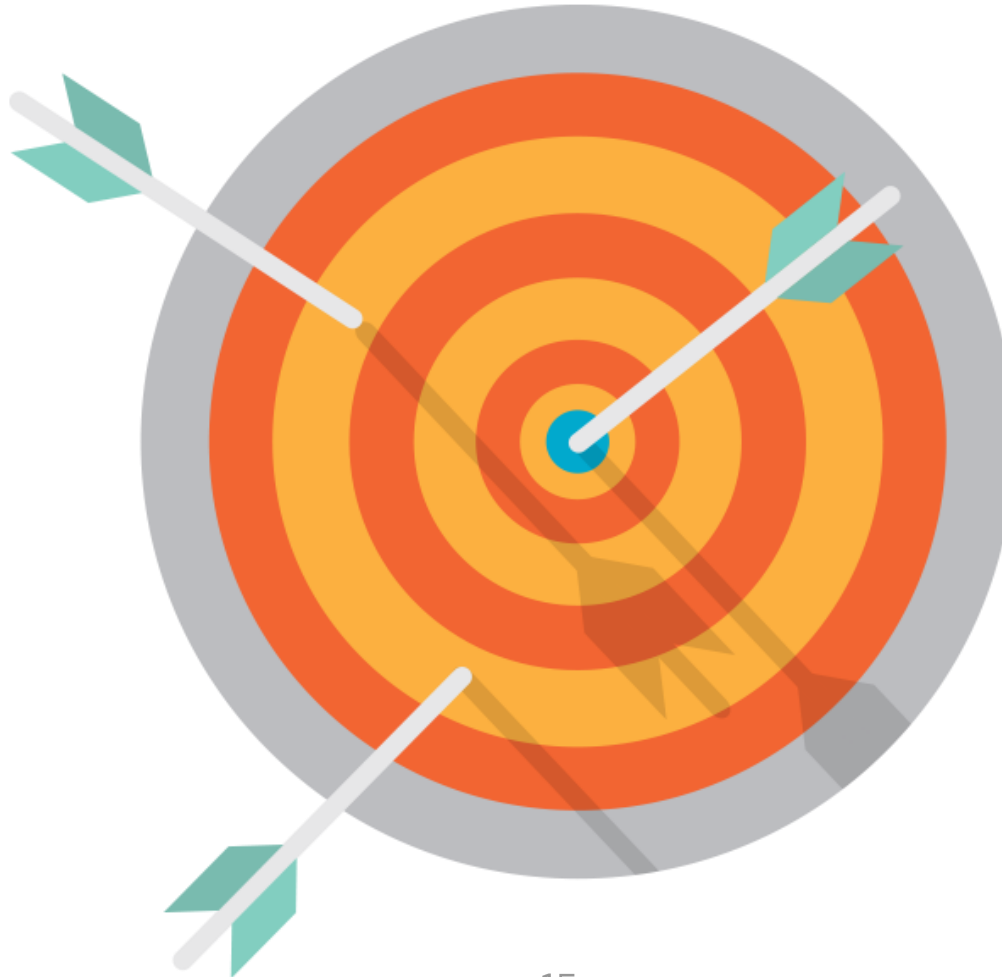
Actions, services and expenditures

- **Alignment** - Goals must be connected with specific actions and expenditures
- **Engagement** - Actions and expenditures should be reflective of the feedback gathered from the community
- **Investment** - Report on any use of Supplemental and Concentration funds and reference all funding sources being used to realize the vision for student achievement



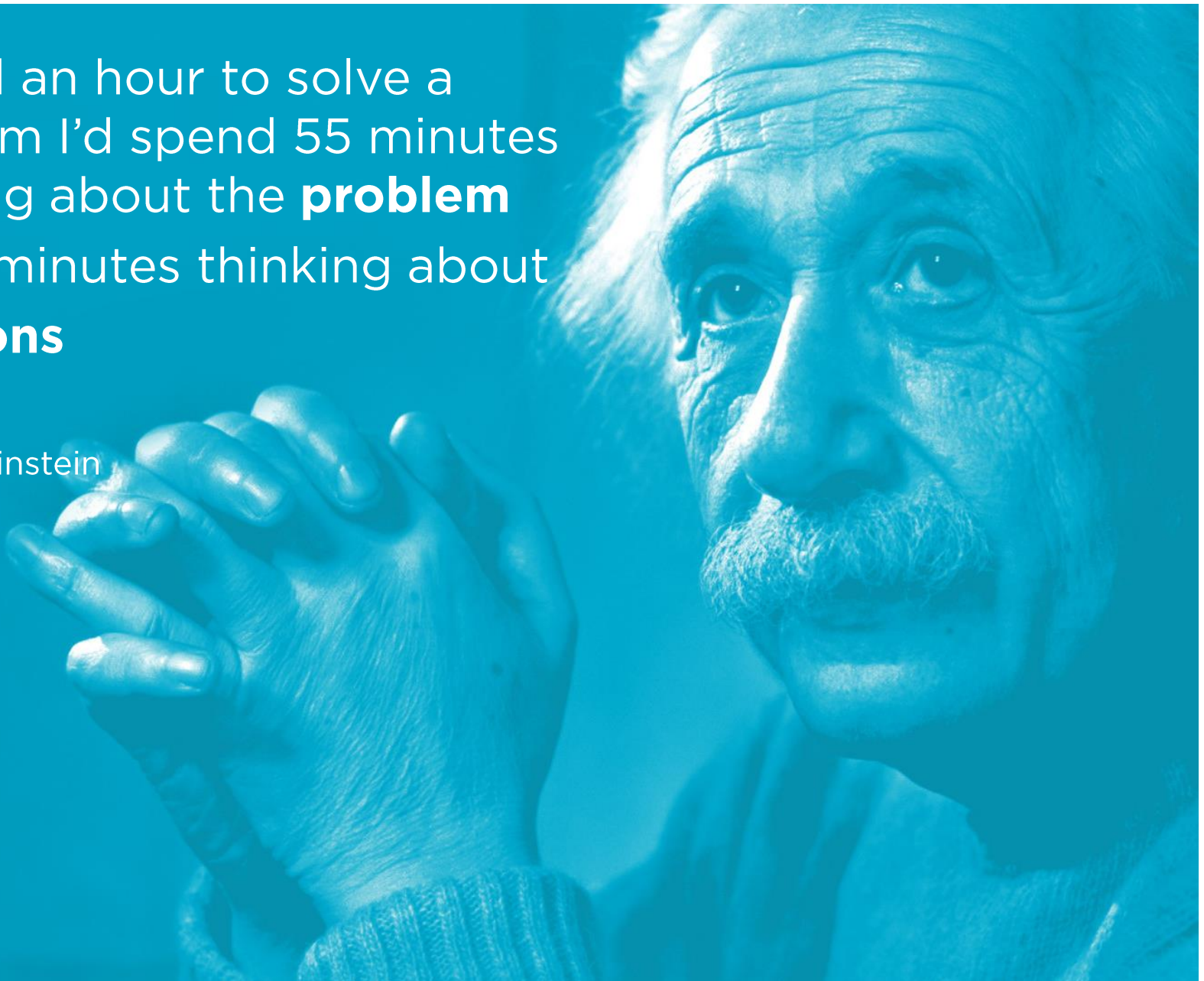
Annual update

Report on progress towards those goals, and describe any changes made to those goals



If I had an hour to solve a problem I'd spend 55 minutes thinking about the **problem** and 5 minutes thinking about **solutions**

- Albert Einstein





Fall

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Reflection and Preparation

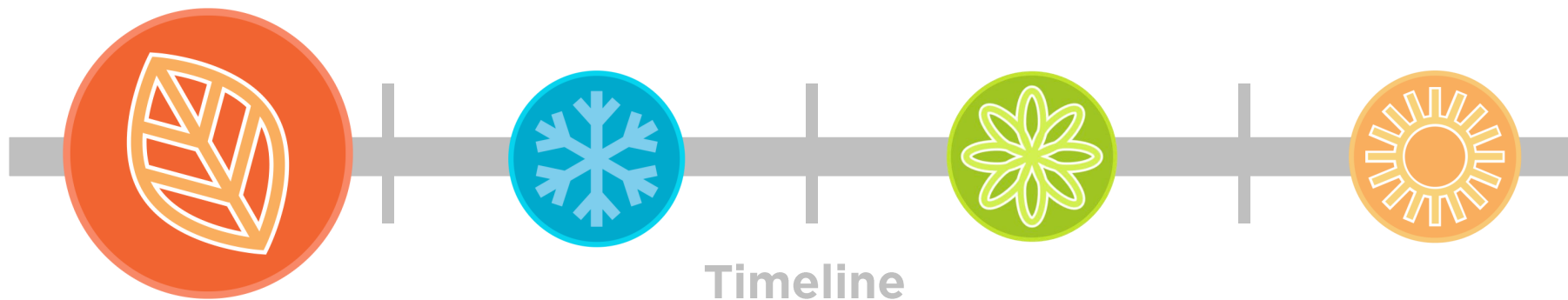




Goals for this season



- LCAP review and implementation plan development
- Analyze effectiveness of last year's engagement process
- Plan for more robust engagement this year
- Develop and communicate engagement opportunity calendar
- Facilitate meetings and developing shared understanding



Budget Action(s)

August/Sept: Districts count students

District budget is revised to mirror *actual* students attending district schools

Staffing aligned to match number of students

Connection to LCAP

Budget adjusted to match LCFF funding guidelines:

- Number of students by grade span
- Number of students in target subgroups

Finalize the allocations outlined in the LCAP to match the revised budget

Develop an implementation plan



Since passing the first LCAP in June, several months have passed. Prior to implementing the LCAP, therefore, district leadership should take a fresh look at the LCAP and...

- Unpack the LCAP and develop an implementation plan.
- Assess whether any emerging information will impact implementation of the plan. **Any changes must be shared with the community.**
- Assign each goal area to specific staff to ensure that all goals are being addressed.
- Calendar major milestones to check in on implementation and to collect data on outcomes.



Prepare for engagement



There are several steps that community stakeholders can take to ensure their readiness to engage effectively in the LCAP implementation/development process in the fall. These include:

- Getting a hold of a copy of their districts LCAP and doing a quick review of the information and begin listing out kudos and questions that you may have for your district
- Get a hold of your school's Single Plan for Student Achievement to identify what your school is doing to improve student outcomes
- Ask for any information or updates from the district on their upcoming LCAP community engagement efforts



Prepare for engagement



- Identify who is the designated lead for the development of the LCAP in your district
- Know who the school board members and other decision-makers are in your district
- Identify other stakeholders in your community that you can learn from and potentially partner with during the engagement process
- Begin building relationships and sharing ideas



Analyze the effectiveness of last year's engagement process



How well did the community engagement process go last year? Did the district have a clear process and plan for engaging stakeholders?

What are some tangible examples of how community engagement influenced the LCAP?

What feedback have district leaders gotten about the process?

What groups of stakeholders were missing or underrepresented last year (i.e., students, families, subgroups, staff, teachers)?

How would you like to be engaged?



Begin thinking about your experience during the previous year's LCAP engagement efforts and share your thoughts on the following questions:

- What did you feel the district did really well last year? Where is there room for growth?
- How could the district structure engagements to be more inclusive to the community?
- What materials/resources were provided that were helpful? What information would benefit your engagement this year?
- What would you need to become an LCAP ambassador within your community to ensure greater community input?

Provide a context and a roadmap



→ **Develop engagement calendar**

Determine a stakeholder engagement process that is inclusive and that aligns with the district's LCAP implementation and refinement timeline

→ **Communicate engagement plans**

In order to provide context and to get the most out of engagements, maintain a timeline and start each meeting reviewing where the meeting falls within the engagement process.

→ **Create a positive first experience**

The first meeting sets the stage for all remaining meetings and the goal is to ensure that stakeholders understand the plan and know how they can be involved

Start the community engagement process



The first meetings in the fall should focus on ensuring that all stakeholders are aware of what is in the LCAP and the district's plan for implementation and community engagement

These informational meetings should not be one-size fits all:

- Site principals, teachers, and district staff will need to know what their role is in implementing the LCAP and how their work, budgets and responsibilities might be shifting
- Students and parents will want to know what is different or better about their schools due to LCFF





Winter

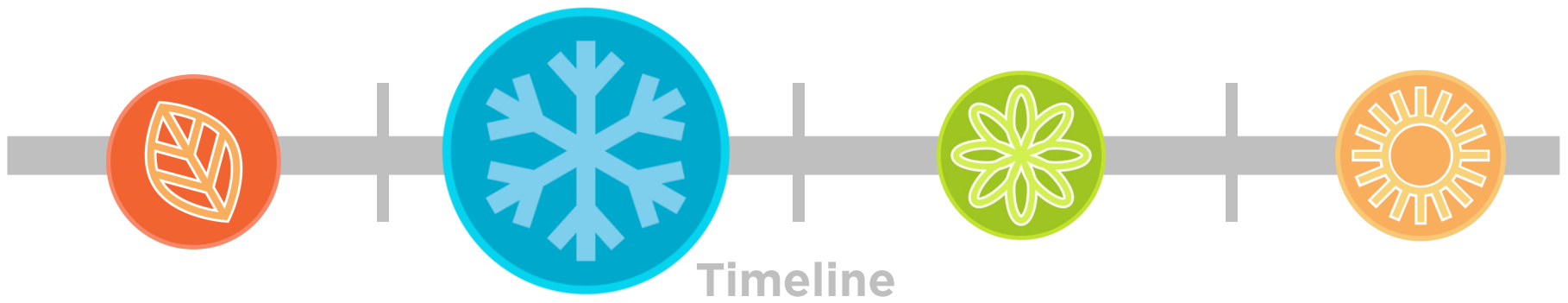
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Listening and Feedback



Goals for this season



- Connect the dots between district initiatives, goals and activities with a long-term vision for students (i.e. theory of action or strategic plan)
- Engage to share and gather feedback on the current LCAP, review data, and to gather input on targeted questions
- Review and prioritize feedback to inform revision of the LCAP for year two



Budget Action(s)

Project the number of and type of students for next school year

January: State releases draft budget

District develops draft budget based on projections and state budget

Connection to LCAP

Review of current LCAP plan and begin the process of developing a draft plan for the upcoming school year

Develop a district vision for change



Before diving into revisions for year two, districts should develop or refine a draft vision for student achievement and a set of key strategies that will...

- Help to organize and drive development of the LCAP
- Reference and align other district plans



Gather and analyze data



To help to select those key strategies, the first step is to look at data, lots of data

- Now is a good time to review goals outlined in the LCAP and assess the district's progress
- Look for new and emerging data that might signal areas of need
- Look across various plans, including strategic plans, for area alignment



Engage with stakeholders and refine



- 1 Review data with stakeholders
- 2 Share draft vision and key strategies
- 3 Collect feedback from the community

What kind of information is the district seeking from stakeholders?



The kinds of questions that are asked is important.



Right kinds of ?s

- more clarity
- build trust

Wrong kinds of ?s

- difficult to interpret or use
- not translate into clear actions
- leave the community feeling ignored

Characteristics of effective engagement processes



- Transparency is key
- Provide simplified but not dumbed down content
- Couple structure and flexibility
- Use accessible language, free from jargon
- Translate into all languages served in the district.

Tips on Gathering Feedback



- Use multiple venues to gather input (e.g. survey, school sites, district offices, community partners)
- In meetings, provide small group discussion opportunities with a facilitator and note taker
- Be transparent about how the information will be summarized and share the findings

A few things for community stakeholders to consider...



- Come in with your ideas on what is most important for improving outcomes for kids and why
- Your voice is important to help inform how scarce resources are invested.
- Share what you think kids need and be open to new ideas.
- Funding is still scarce.
- Decision-making around resources at the school level differ among districts

Prioritize the feedback



Consider all of the varied opportunities, challenges and existing projects that inform your district context:

- Transition to the Common Core State Standards?
- Existing and most urgent student needs?
- How well-aligned are all district plans?
- Consistent themes from stakeholder engagements?

Goal: End this phase of LCAP development with a final vision and key strategies that will guide further LCAP refinement.



Spring

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Draft, Share, Revise, Repeat

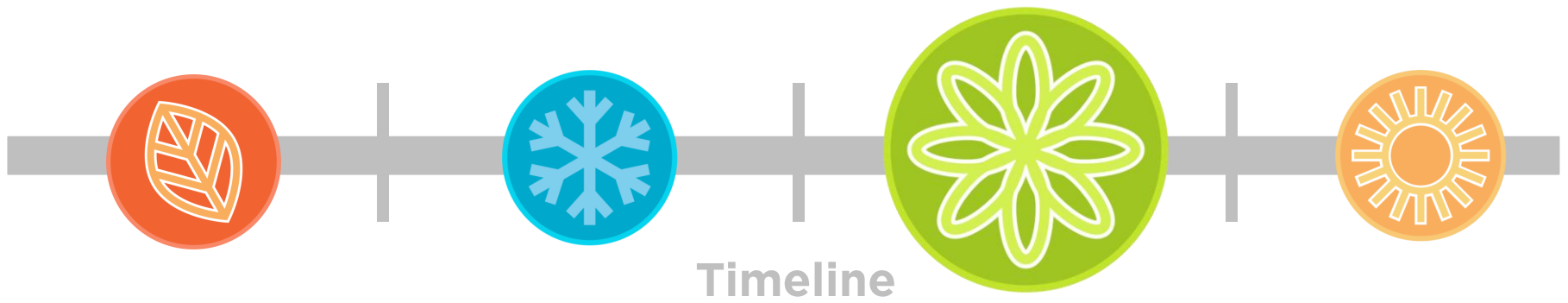




Goals for this season



- Refine three-year goals and develop related action plans, metrics and indicators
- Select and prioritize activities and funding allocation for a three-year plan
- Revise budget to align with district goals and priorities and to comply with LCAP funding requirements
- Review draft LCAP with the school board and open LCAP to public comment



Budget Action(s)

March: Layoff notices posted

May: Revise budget to align with revised budget released by the State

Finalize budget decisions for non-staff needs

Connection to LCAP

Determine proportionality and LCAP funding levels

Review final budget in LCAPs and school site plans with stakeholders

Gain school board approval of budget and LCAP

Which strategies will guide your plan?



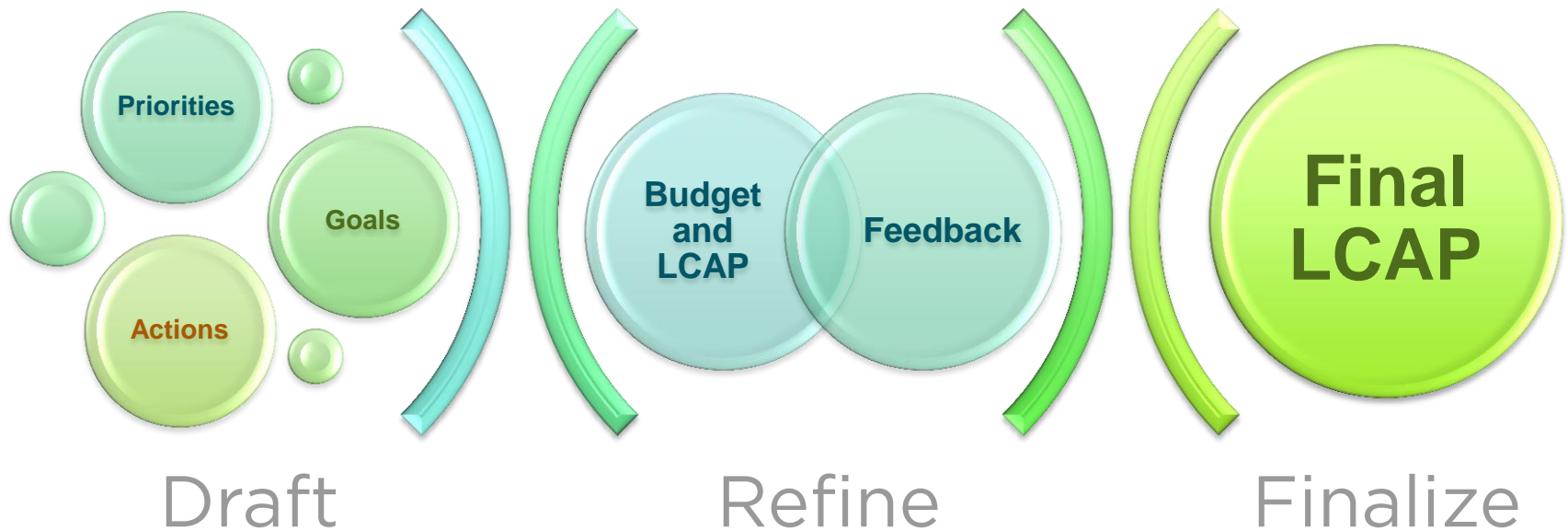
Once the vision and key strategies have been finalized, prioritize which goals and actions:

Organize LCAP by key strategies so a clear picture emerges.

Ask:

- Are all of the goals, metrics and actions from last year's LCAP still valid or do they need to be adjusted?
- What new goals, metrics or actions should be added?
- How can we align our budget to realize our goals?

Create a draft LCAP



Inform the prioritization process



Participate actively in the public processes for establishing the preliminary and final LCAPs including;

- Advocate for goals, metrics and investments that you believe will positively impact kids
- Access layoff plans and collective bargaining agreements to understand preliminary priorities and key tradeoffs the district is prepared to make and that could impact next year's LCAP implementation.
- The final draft presents a comprehensive story of what your district is doing to improve student outcomes



Summer

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Refine, Finalize, and Foster Commitment

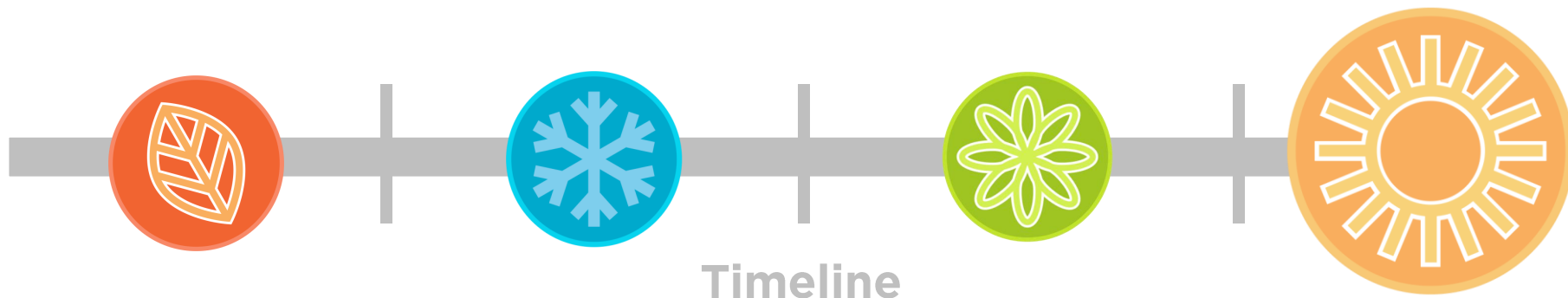




Goals for this season



- Adopt a final LCAP
- Develop an implementation plan



Budget Action(s)

July: Final budget released by the State

District matches budget to the final state educational funding allocation

Connection to LCAP

District budgets matched to state allocation based on *expected* students (by age, grade, and subgroup).

Budgets and LCAP funding allocations revised based on county office feedback

Turn attention to next year



- Engage with the county office of education to adopt a final LCAP for the next year
- Update and refine implementation and engagement processes to match the new plan
- Determine if appropriate staff are on board to do the work
- Make the most of the summer to start the school year off strong



Community wrap up & gear up



Get a hold of the final LCAP that was submitted to the county for approval and think through the following questions:

1. Look for evidence of community impact on the LCAP
2. Get to know the plan for the upcoming year
3. Get in contact with local districts to discuss implementation and ways you can get involved



Thank you for participating



For additional resources

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