



LAUSD
All Youth Achieving



Building Purposeful Social Networks

A Mental Model for Effective Stakeholder Engagement

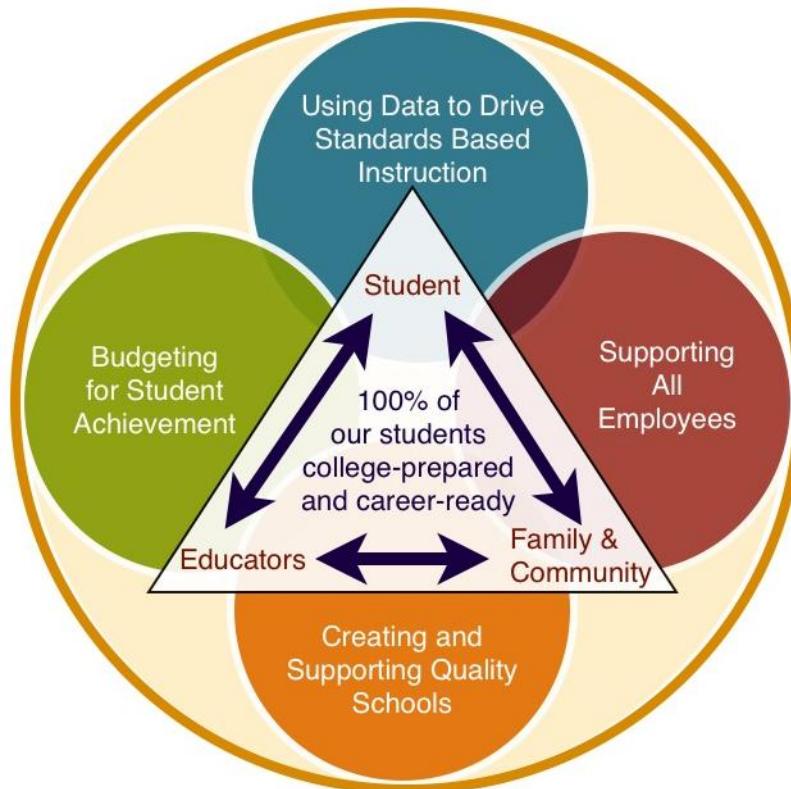
LAUSD Vista Volunteer Training Kick Off

Presented by Steve Jubb, Director of Innovation
and District Redesign at Pivot Learning Partners

Friday, August 26th, 2011

Strategies

LAUSD has four interconnected strategies that will help us meet our goals and ensure all students are college-prepared and career-ready.



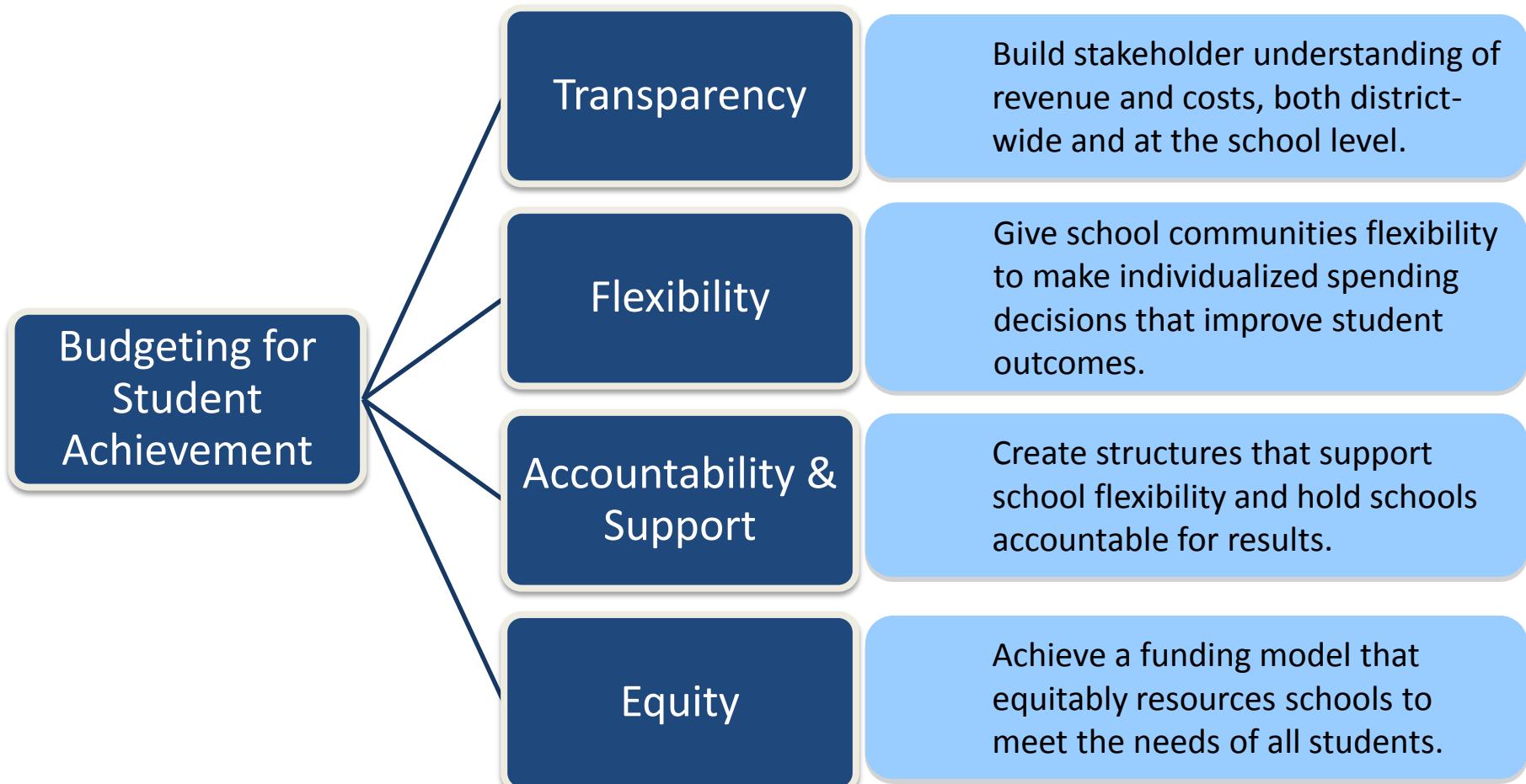
We will make the District budget more transparent, align resources for greater impact and equity, and give schools the ability to target resources to meet their school specific needs, bringing funding and decision-making closer to schools and classrooms.

We will analyze multiple data points to differentiate the service and support we deliver to schools. In addition, we will capture and share best practices across all of our schools regardless of school models.

Use data to drive standards – based, effective instruction for all students, coupled with support and intervention, when students need extra assistance or accelerated learning.

We are accountable for our students' success. We will use data to personalize the supports that all of our employees need to be efficient and successful, from professional development and training, to creating measurable performance goals.

Why Budget on a Per Pupil Basis?



What's the connection between budgeting and community engagement?

“The nation has set high goals for raising student achievement. Schools play a critical role in this effort, and it is appropriate that a serious national effort is being made to improve them. However, family characteristics and home environment play critical roles as well. Reaching our ambitious national goals will require serious effort to address issues on both fronts.”

Excerpt from The Family: America’s Smallest School, September 2007, Education Testing Service

LAUSD Vision: Know every child, teacher and family by name

Theory of Change



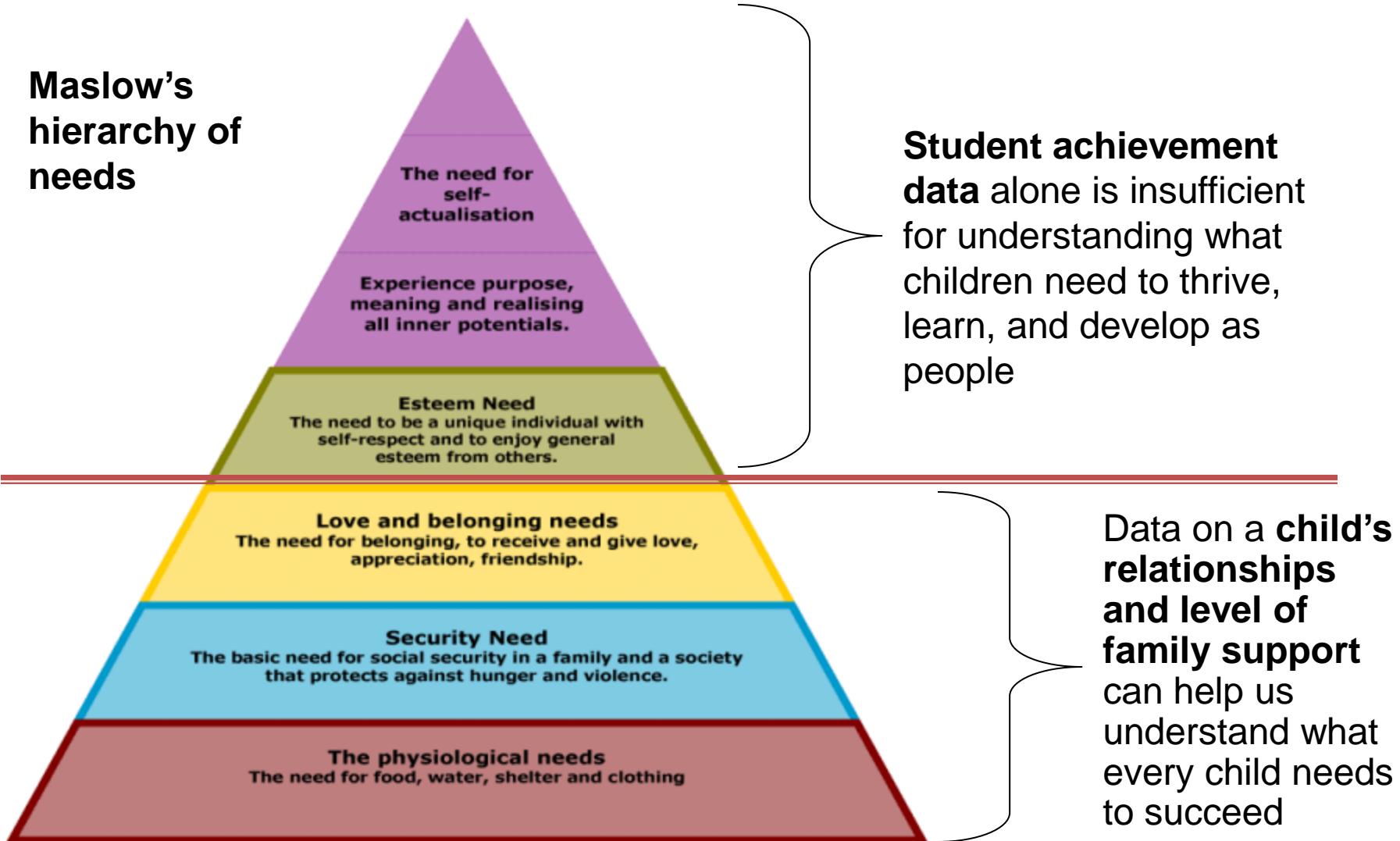
Student – personalized learning experience based on the needs and talents of our students

Educators – personalized learning experience based on the needs and talents of our employees. We are all teachers and learners including administrators, classified staff, and support staff

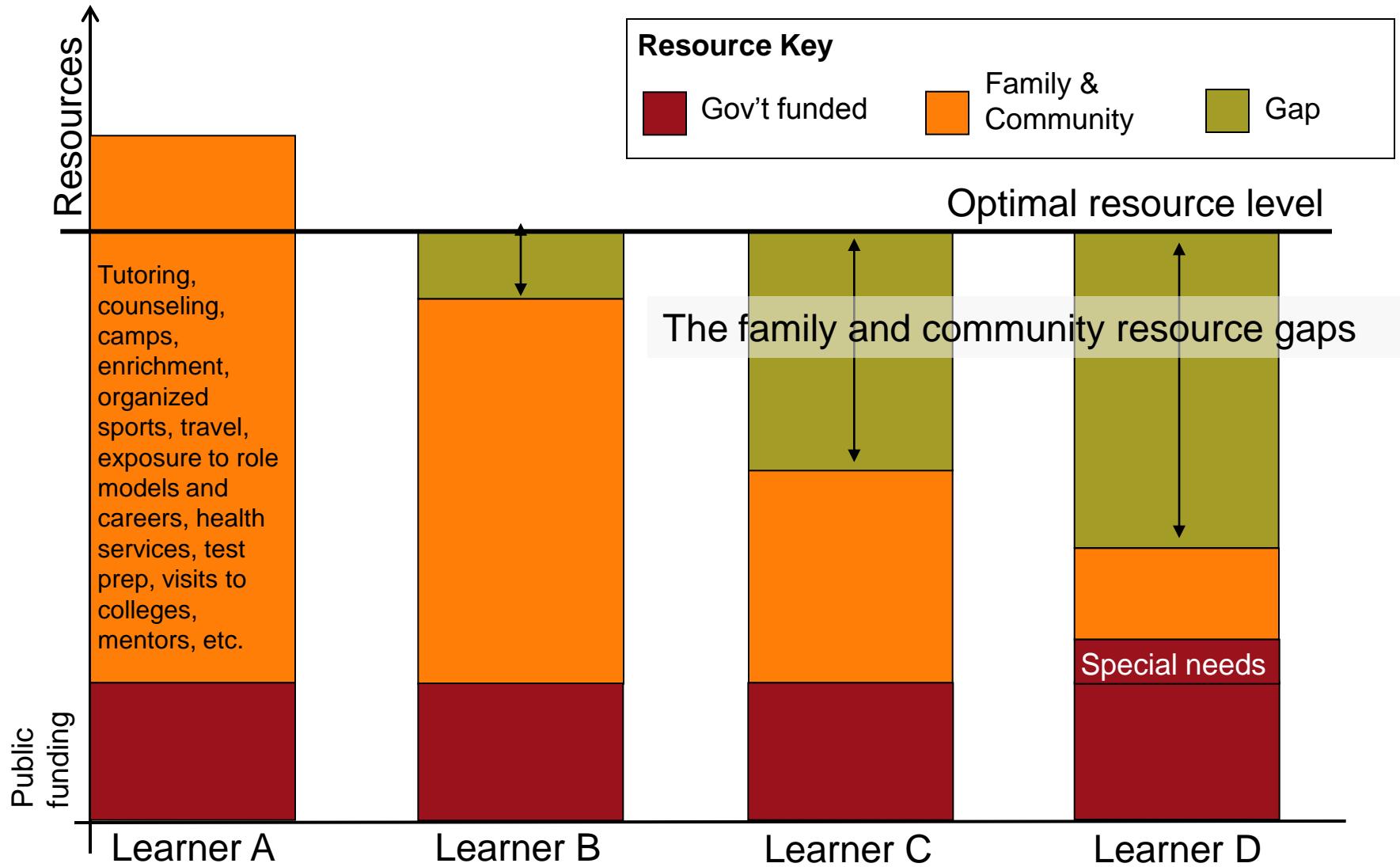
Family & Community – personalized learning experience based on the needs and talents of our families and community members.

Personalization means understanding what the whole child needs to be successful

Maslow's hierarchy of needs



Optimal learning requires more resources than schools have to offer



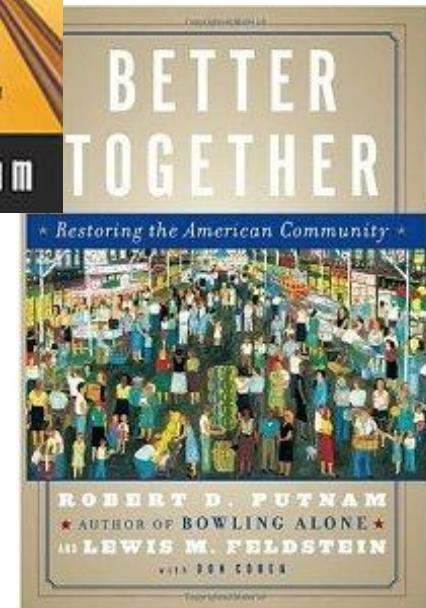
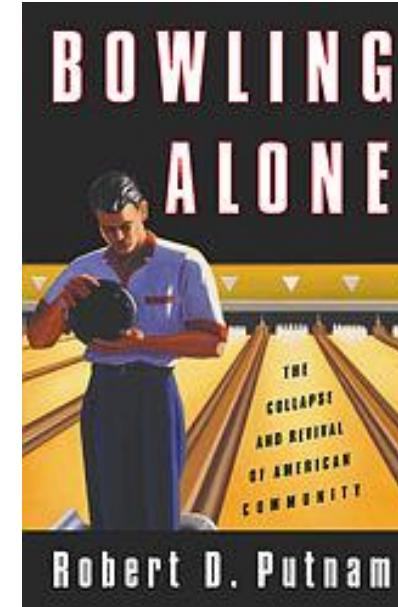
BSA isn't only about money: "Child development is powerfully shaped by social capital..."

"A considerable body of research ... has demonstrated that trust, networks, and norms of reciprocity within a child's family, school, peer group, and larger community have wide-ranging effects on the child's opportunities and choices and, hence on his behavior and development."

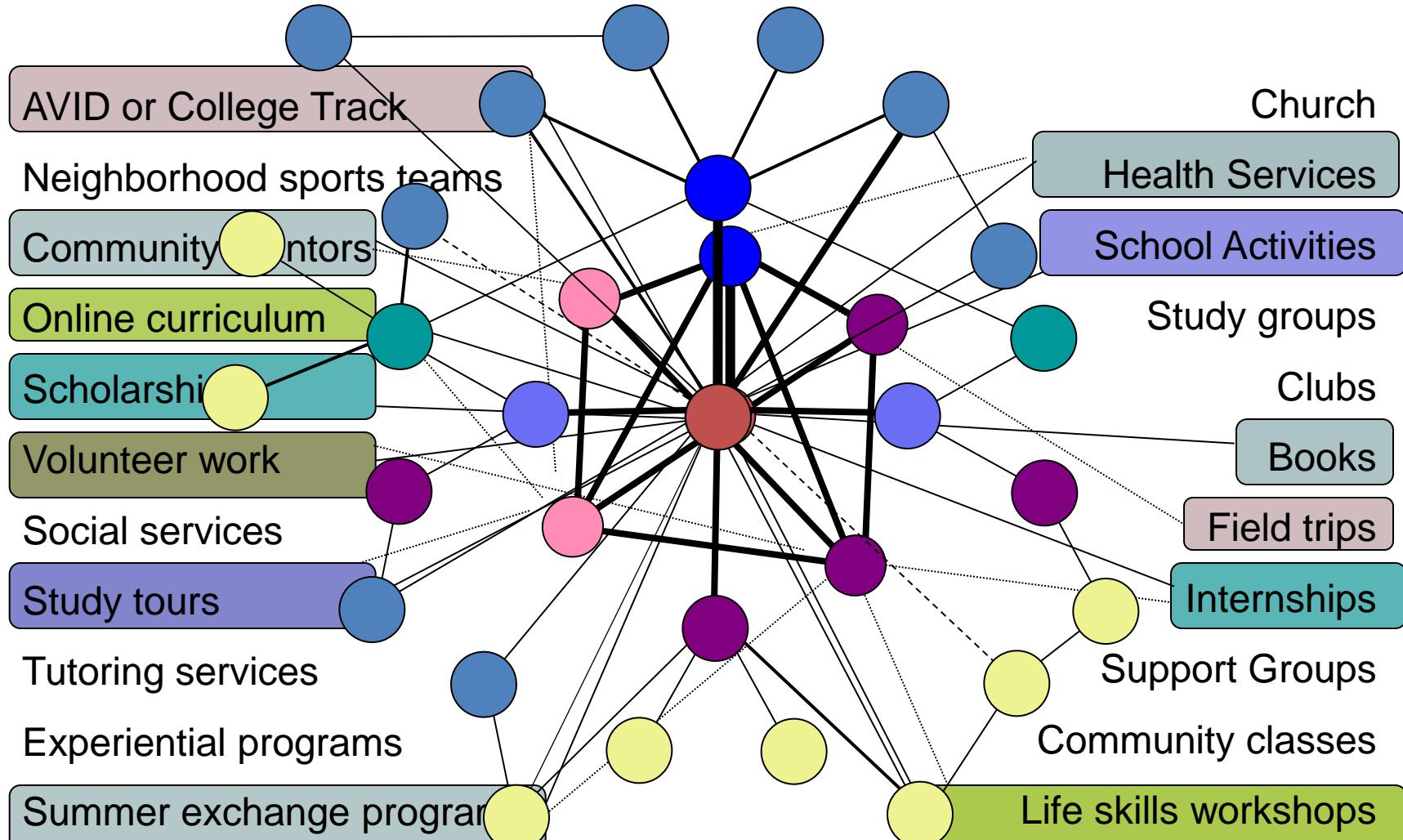
Putnam (2000), p. 296

"Educated people and educated communities have skills and resources that enable them to form and exploit social networks more readily, whereas less educated communities have to struggle harder to do so."

Putnam (2003), p. 272



Building networks within school communities increases resources for students and families



Every child is part of a human network whose size, diversity, and resources shape her chances for success

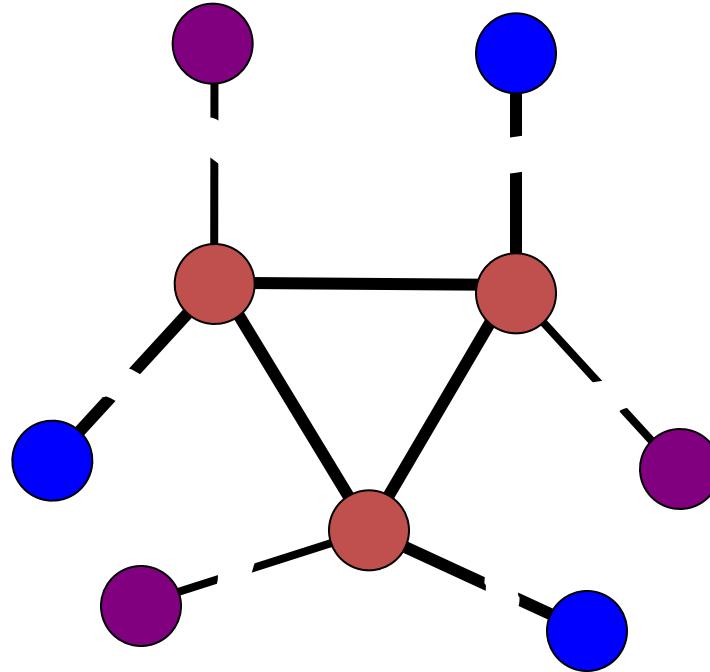
A strong network powerfully supports a child into adulthood.

Key	
●	Child
●	Primary care-givers
●	Primary teachers
●	Educational resource
●	Socio-cultural resource
●	Peer



Children and youth with weak social networks have less chance of succeeding in school and life

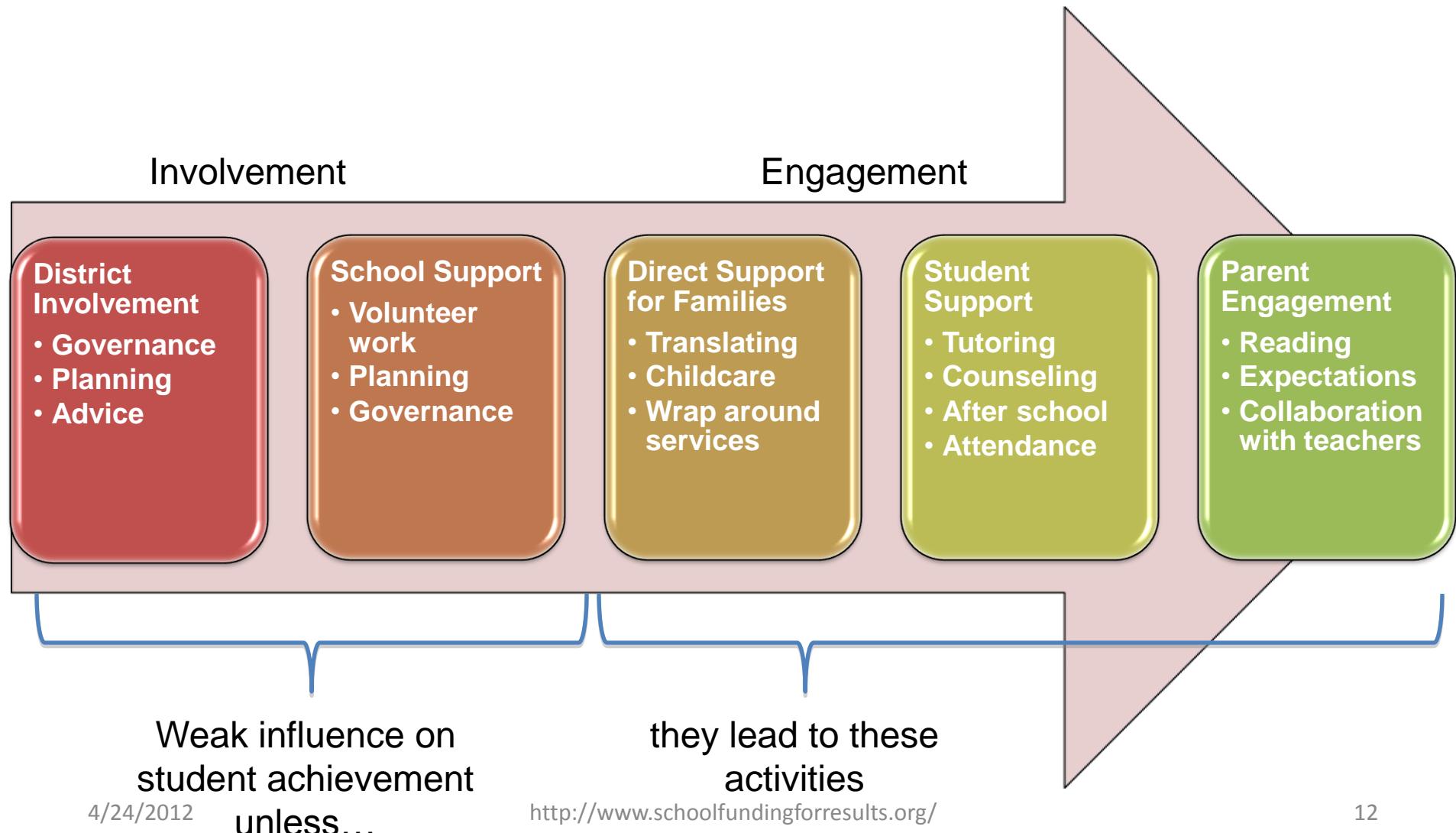
Children isolated from positive adult networks form strong bonds with peers in similar circumstances.



Key

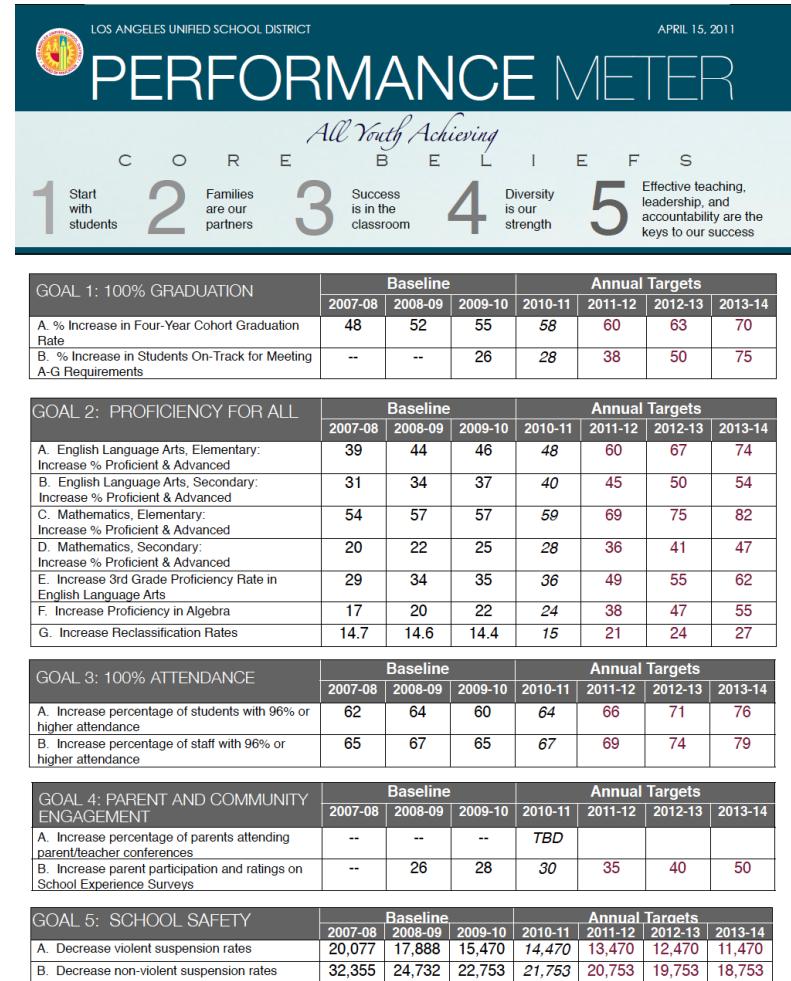
- (Blue circle) Child
- (Teal circle) Primary care-givers
- (Green circle) Primary teachers
- (Yellow circle) Educational resource
- (Blue circle) Socio-cultural resource

Engagement activities must support actions that improve learning and achievement



The performance meter is your north star

- Leverage BSA as a process for engaging stakeholders



In other words, engagement is about what each of us does to improve learning

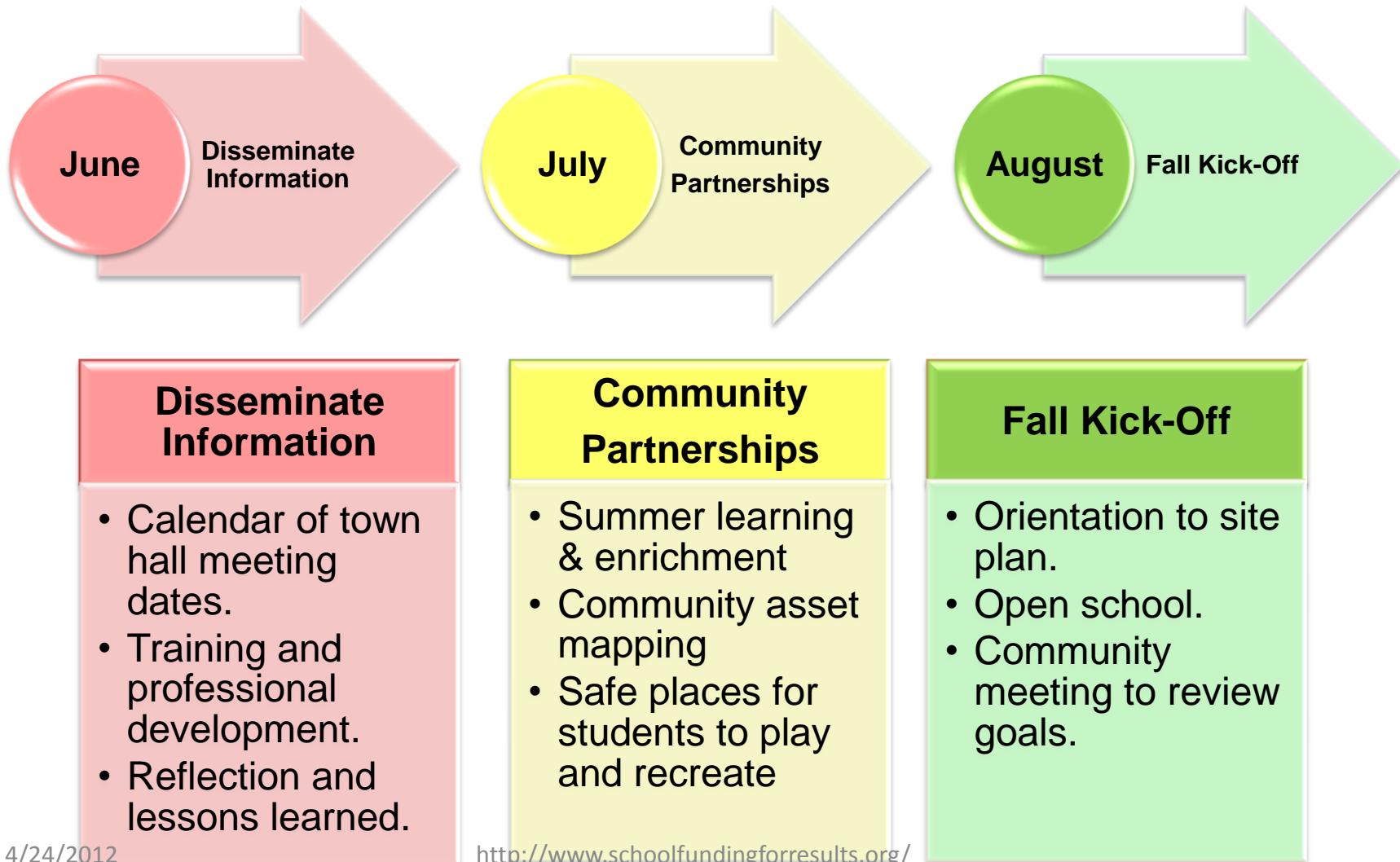


An annual calendar of school engagement activities :

- **Summer:** Prepare
- **Fall:** Implement and Revise
- **Winter:** Review and Prioritize
- **Spring:** Plan and Budget

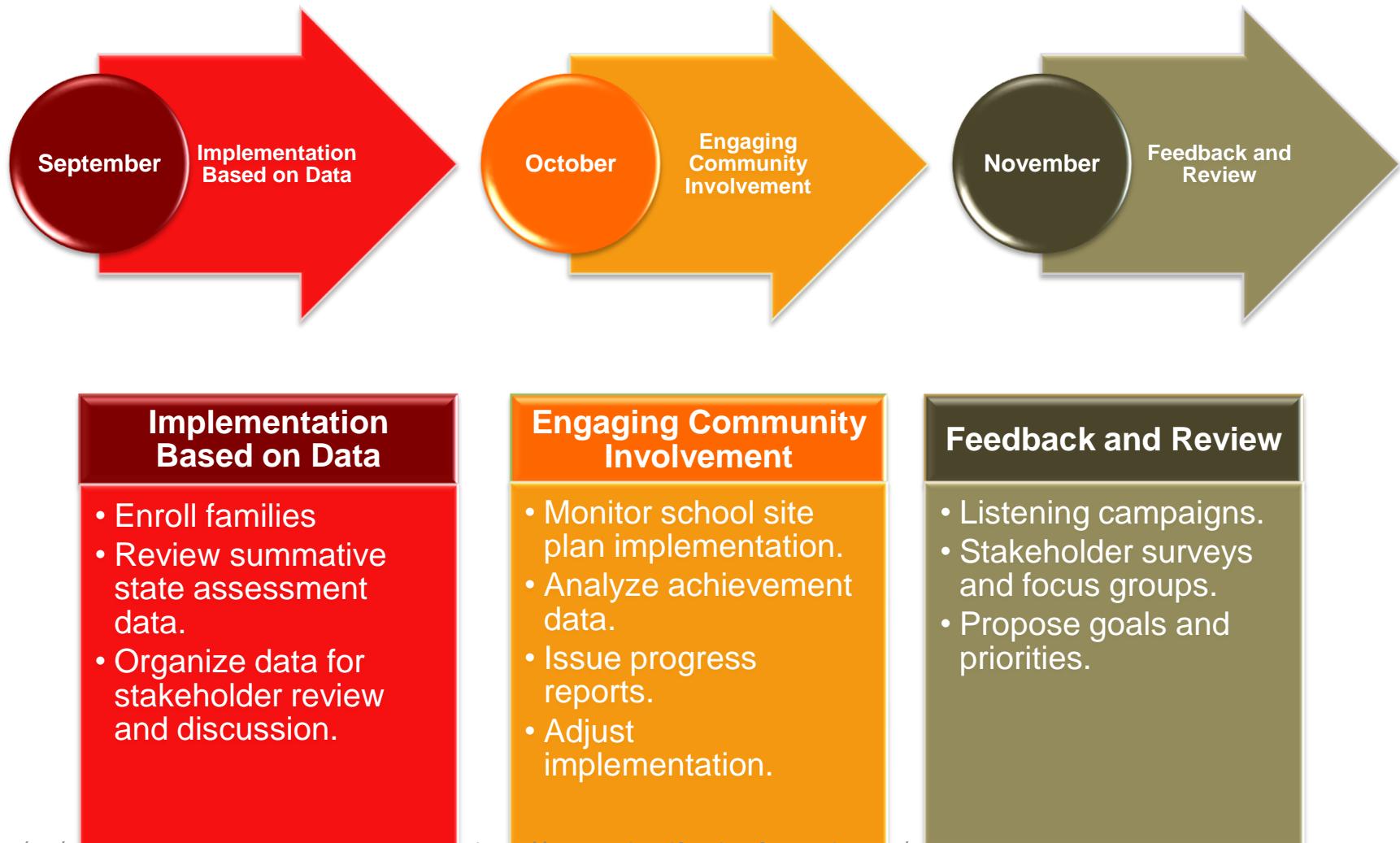
Summer: Prepare

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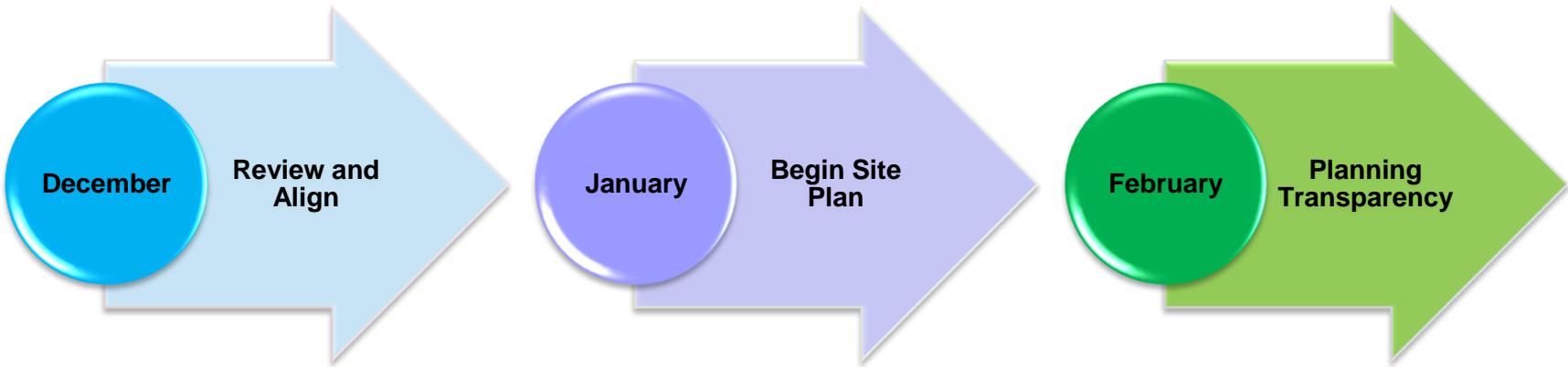
Fall: Implement and Revise

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Winter: Review and Prioritize

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Review and Align

- Review state and district mandates/priorities.
- Revise funding to accommodate additional student services as needed.
- Celebrate progress.

Begin Site Plan

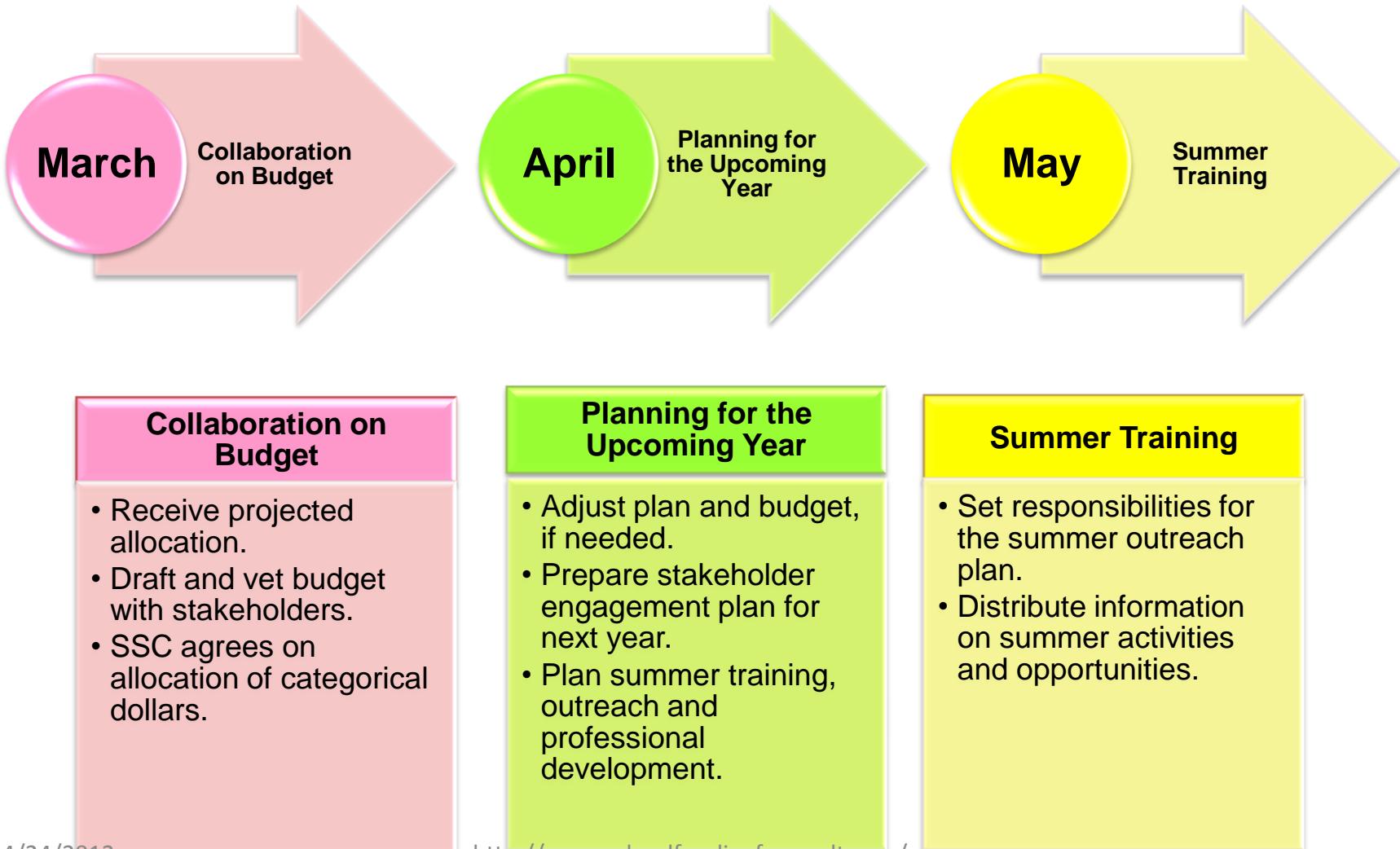
- Set school goals and program priorities.
- Begin creating budget scenarios for the upcoming year.
- Prepare the scenarios for stakeholder discussion.

Planning Transparency

- Draft single site plan.
- Validate plan priorities and scenarios.
- Share and document feedback from town hall meeting.
- Receive enrollment projections.

Spring: Plan and Budget

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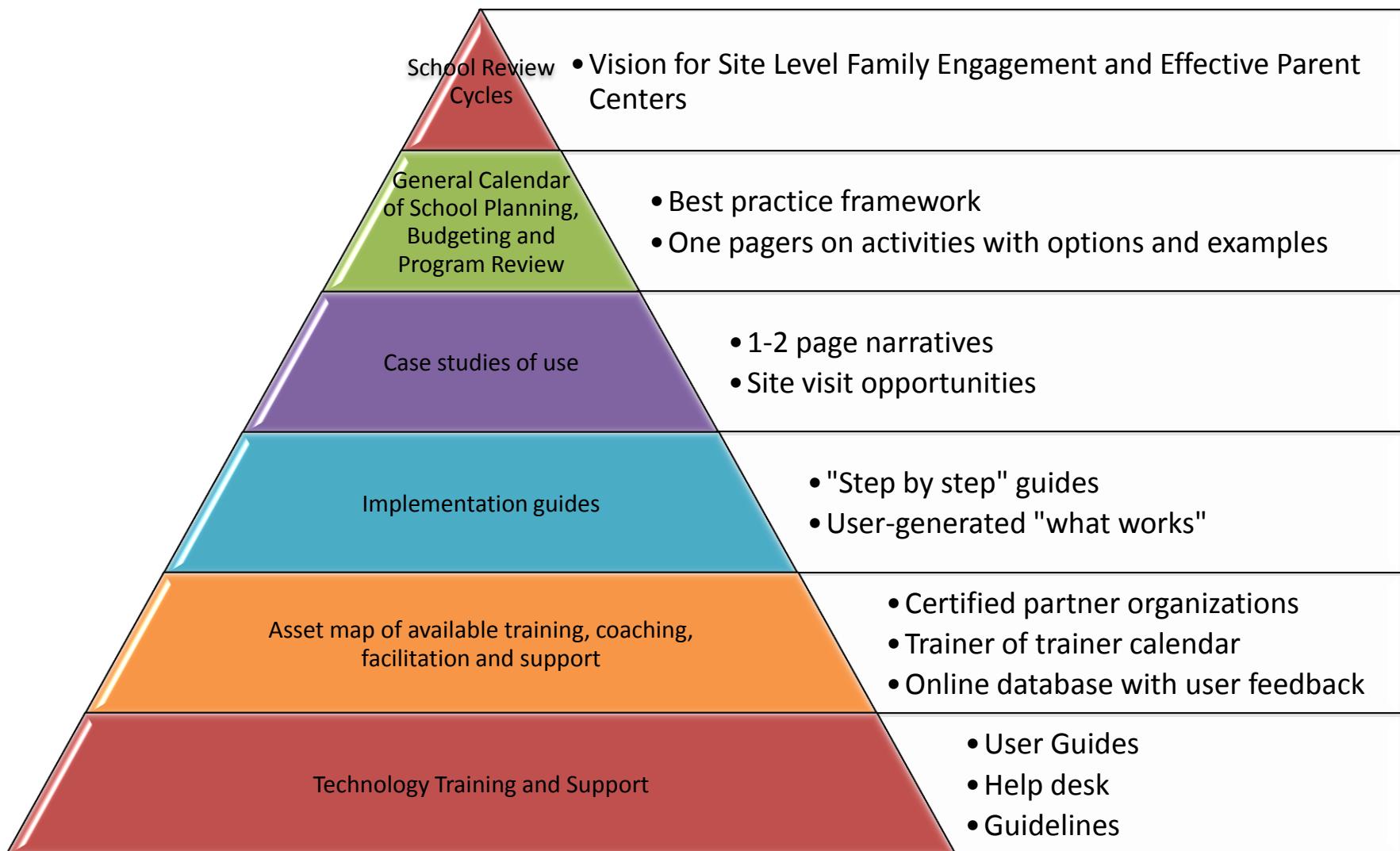


Keys practices for successful stakeholder engagement

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- Distributed leadership and shared responsibility
- Relational accountability (face-to-face)
- Leaders connect networks of people to each other
- Calendaring, planning and budgeting for full participation
- Clear action plans informed by data and by school goals
- Home-school student support systems supported and embraced by local partners
- Transparent dissemination of data & information presented in user-friendly formats
- Frequent, consistent and clear communication

Levels of training content & support



Family & community partnerships are key components of quality schools

School Review
Cycles

- Vision for Site Level Family Engagement and Effective Parent Centers

- Clear roles & responsibilities
- Relational trust
- Two-way accountability
- Collaboration to support students
- Support for struggling families & students



Central office streamlines its calendar of expectations and deliverables

General Calendar of School Planning, Budgeting and Program Review

- Best practice framework
- One pagers on activities with options and examples

- Informed by data and “best practices”
- Coherent, annual expectations
- Common goals, flexible means
- Clear, accessible communication

FULL CIRCLE LEARNING CENTER

The Academic Performance Index (API) is a score California gives each school based on student test scores. 800 is the target API score; 1000 is the maximum.

API Score 2009-2010 680 Change from 2008-2009 ▼ -41

► How many students are at this school? 157

PROGRESS

► Are students meeting California standards in English language arts and math?

Students in grades 2-11 are tested annually to assess their achievement of state content standards. California Standards Test (CST) scores fall into 1 of 5 performance levels. The state's goal is for all students to score proficient or advanced, the top 2 performance levels.

Students scoring at the proficient or advanced performance level in...

	2008-09	2009-10	LAUSD Average
English language arts	51%	37%	46%
Math	35%	30%	56%

Research shows that students who are reading at grade level by the 3rd grade have much better chances at success in middle school and high school.

3rd graders scoring proficient or advanced in English language arts 35% 42% 35%

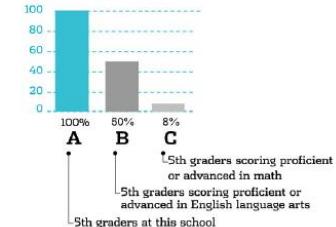
► How much Academic Growth over Time did the school make on standardized tests?

A method known as Academic Growth over Time helps us know how much a student improved on standardized tests from one year to the next. Academic Growth over Time is a more accurate assessment of students' progress than what we have reported in the past because it considers students' previous test scores in the analysis. This spring, LAUSD will publish Academic Growth over Time findings. Look for this data for your school online at <http://lausd.net>. Also, learn more about this method at <http://isee.lausd.net>

READINESS

► Are students getting ready to move up to middle school?

► 5th graders scoring proficient or advanced in English language arts and math



5th graders scoring at the proficient or advanced performance level in...

	2008-09	2009-10	LAUSD Average
English language arts	**%	50%	48%
Math	**%	8%	55%
Science	**%	33%	48%

**Data not shown when the number of students is 10 or less to protect student privacy and ensure statistical accuracy, or when data are not available.

Use case studies to build understanding and encourage innovation

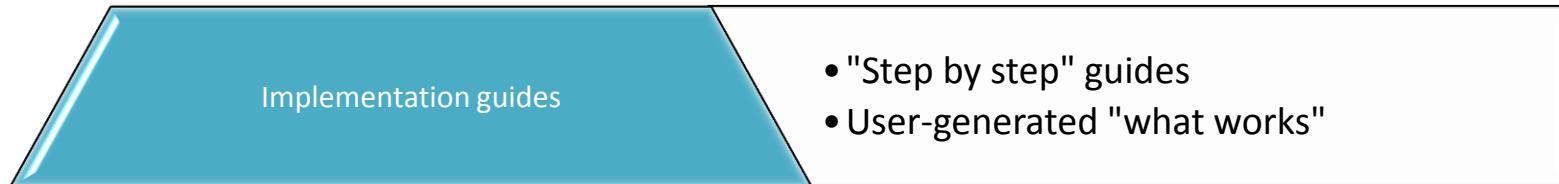
Case studies of use

- 1-2 page narratives
- Site visit opportunities

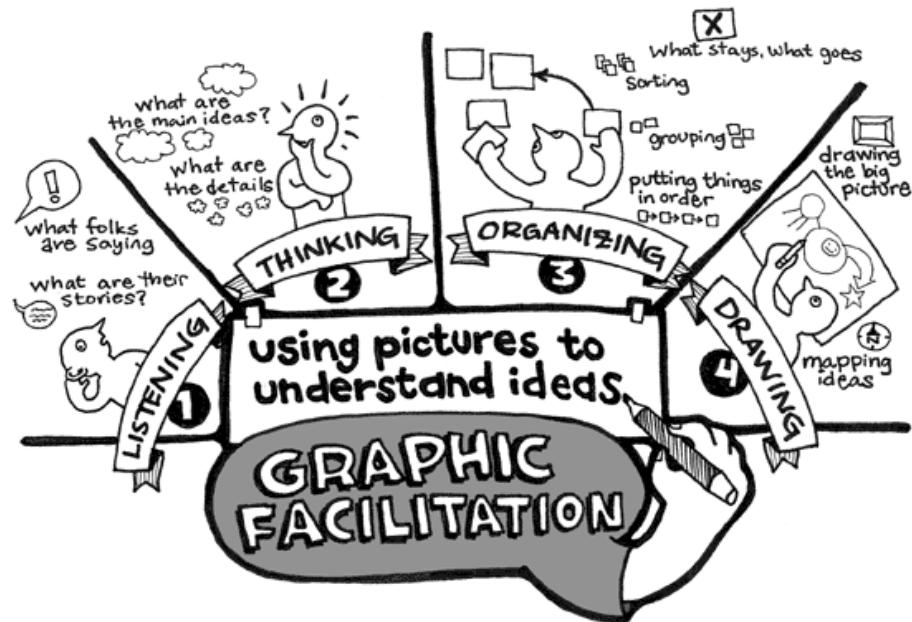
- Gather “cases of use”
- Leverage school wisdom and experience
- Provide discussion guides
- Data-driven examples of innovation



Provide explicit guidance for how to engage stakeholders effectively



- Explicit guidelines and steps
- Virtual “what works” clearing house
- Continuous refinement based on school experience & results



Use new technologies to connect people to each other and to support



- Searchable data base
- Lists of certified providers
- Feedback on provider effectiveness
- Accessible training in all local districts



Use digital planning & budgeting tools to save time and increase productivity

Technology Training and Support

- User Guides
- Help desk
- Guidelines

- User-friendly tools
- Training via webinar & other means
- Timely help and customer service
- Accessible training in all local districts

