

— CCSA CONFERENCE | MARCH 15TH, 2023

# **What Every Board Member Should Know: Indicators of Success and Stability**

**edtec** | **Friday**

**Welcome** 

# Objectives

- **Provide practical recommendations for how to extract meaning and use from your LCAP (which should serve as your primary tool to measure school performance)**
- **Ensure every Board member feels confident reviewing financial information and asking questions**
- **Help fulfill your role as trusted strategic advisors by offering board exercises and routines**

## Warm-up

When I joined the Board,  
I joined because...  
I expected...  
I had no idea...

“

**I joined because... my son was 83rd on the waitlist and joining the Board was the only way to get him into a school where I knew he and my younger daughter would receive a better education than they would at our traditional neighborhood school.**

“

**I expected... that the amount of time and work on this Board would be similar to the amount of time and work I had devoted to other Boards on which I had previously served (e.g., Rotary, Bar Association, and other nonprofits).**

“

**I had no idea... how naïve I was in this regard, as over the last several years we have had to navigate through some pretty challenging issues and existential crises. That said, I also had no idea how richly satisfying the school board work would be.**

— PART I

# Knowing and Using Your LCAP



## Check-Point

- **You're familiar with your school's LCAP**
- **You can recall your school's LCAP goals**
- **You feel confident in explaining the LCAP to a parent**
- **You understand how your school asks the community for input**

## How do I keep it straight?

- **LCAP**
- **Dashboard**
- **8 State Priorities**
- **LCFF**
- **Charter Renewal**

## A little bit of CA history

- Pre-2013... working to equalize funding
- Post-2013... working to enact equitable funding
- Constant... working to secure sufficient funding!

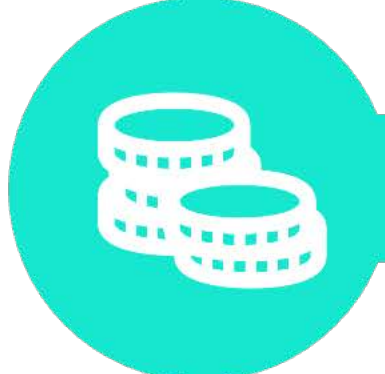
# Local Control Funding Formula (LCFF)

1. Funding schools equitably
2. Making decisions locally
3. Measuring student achievement broadly

# What is the funding formula?

## Base Funding

Uniform base grant per grade span



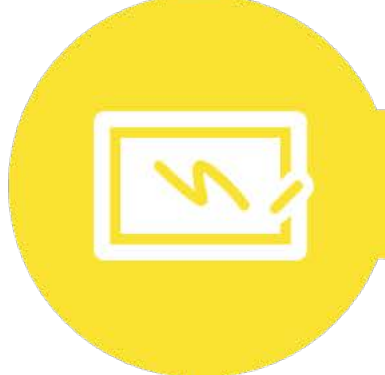
## Supplemental

+20% to serve Low Income, Foster, and English Learners



## Concentration

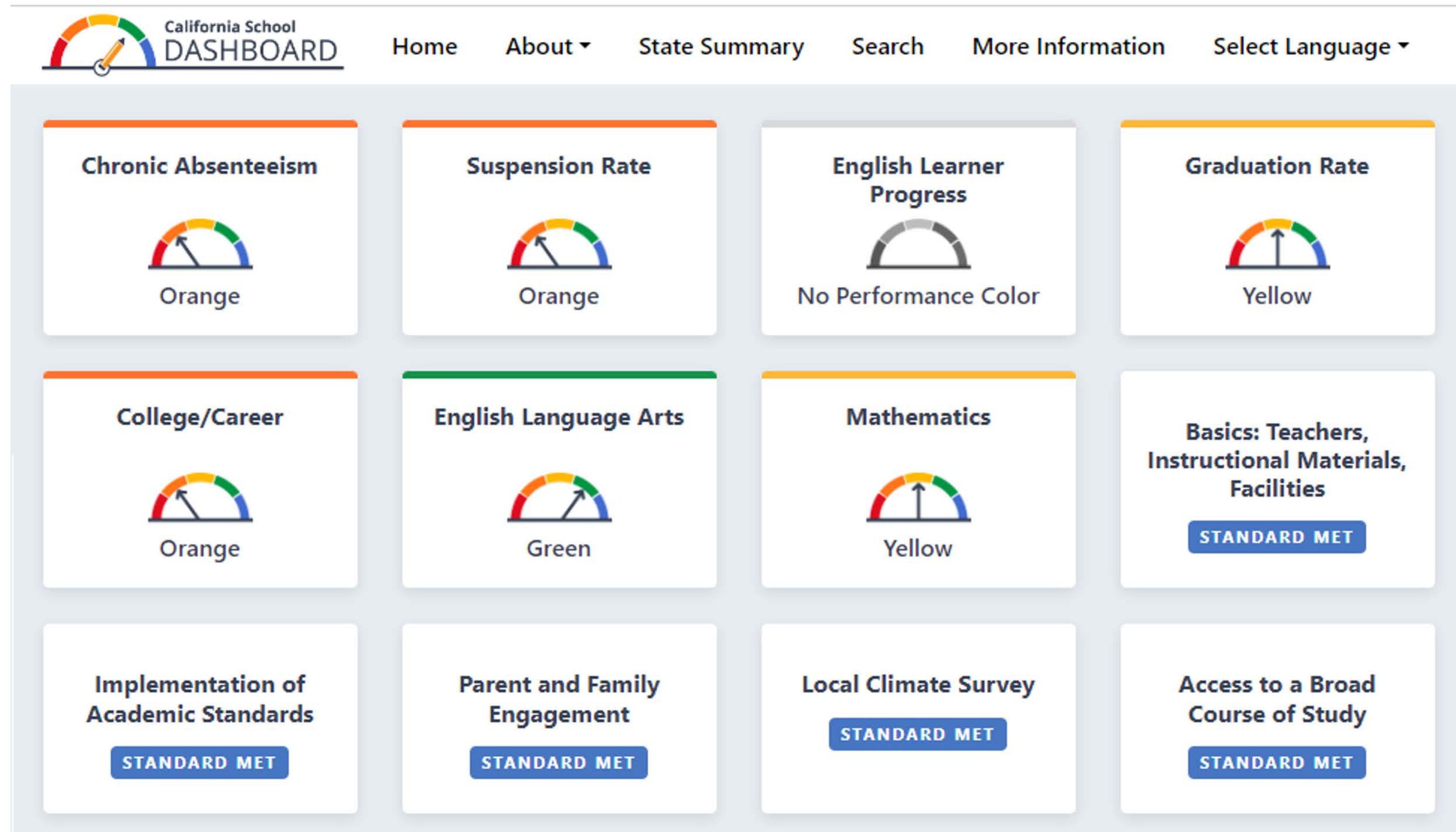
+65% for 55% or more High Needs students



**LCFF**

# What is the CA School Dashboard?

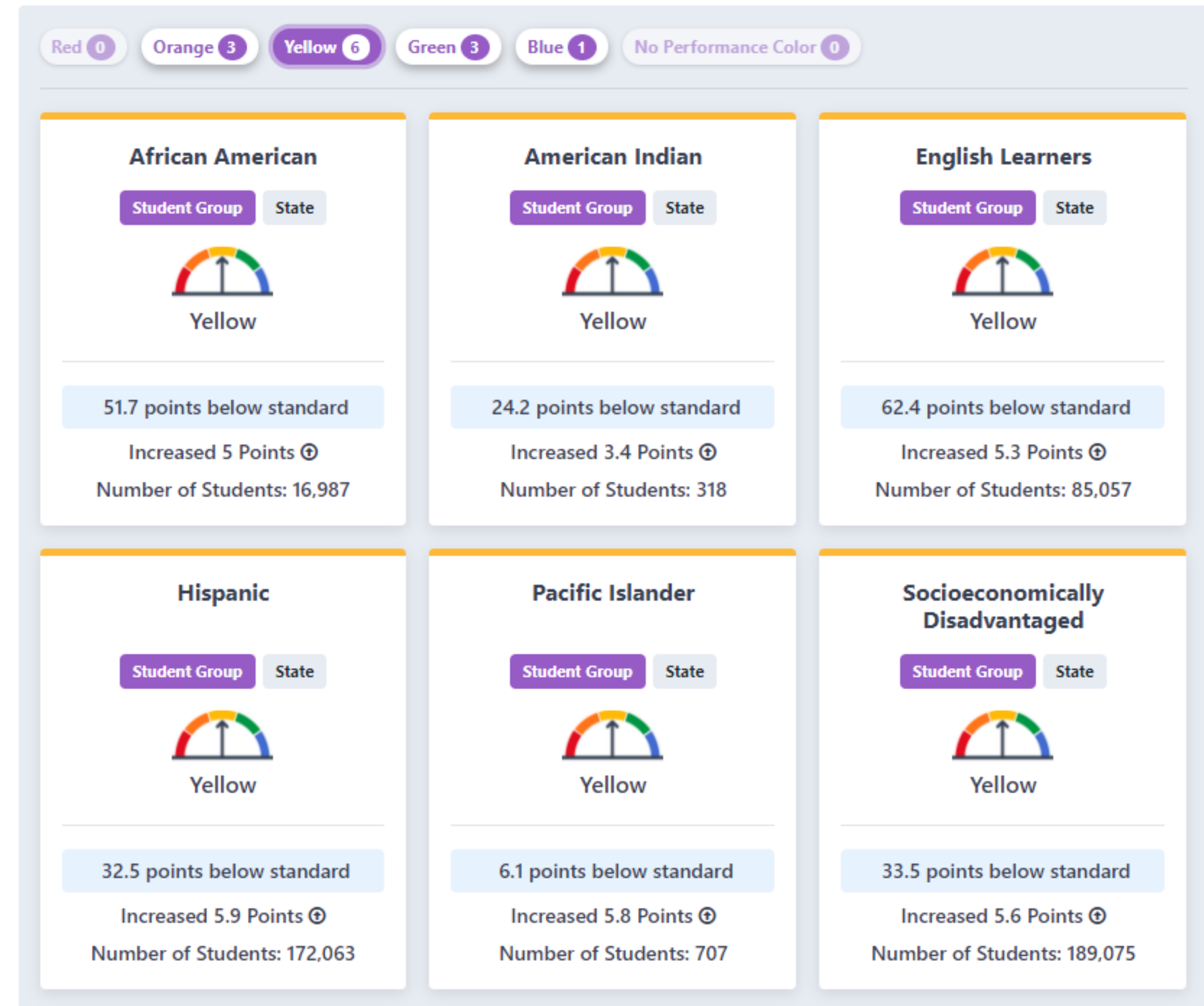
Multiple measures of school achievement



# Spotlight on Student Groups for Equity

- Renewal criteria under AB1505 includes school-wide indicators and student group performance
- Student group performance is compared to state average for each student group

## Explore Groups By Performance Level



# Why does Dashboard performance matter?



## STATUS

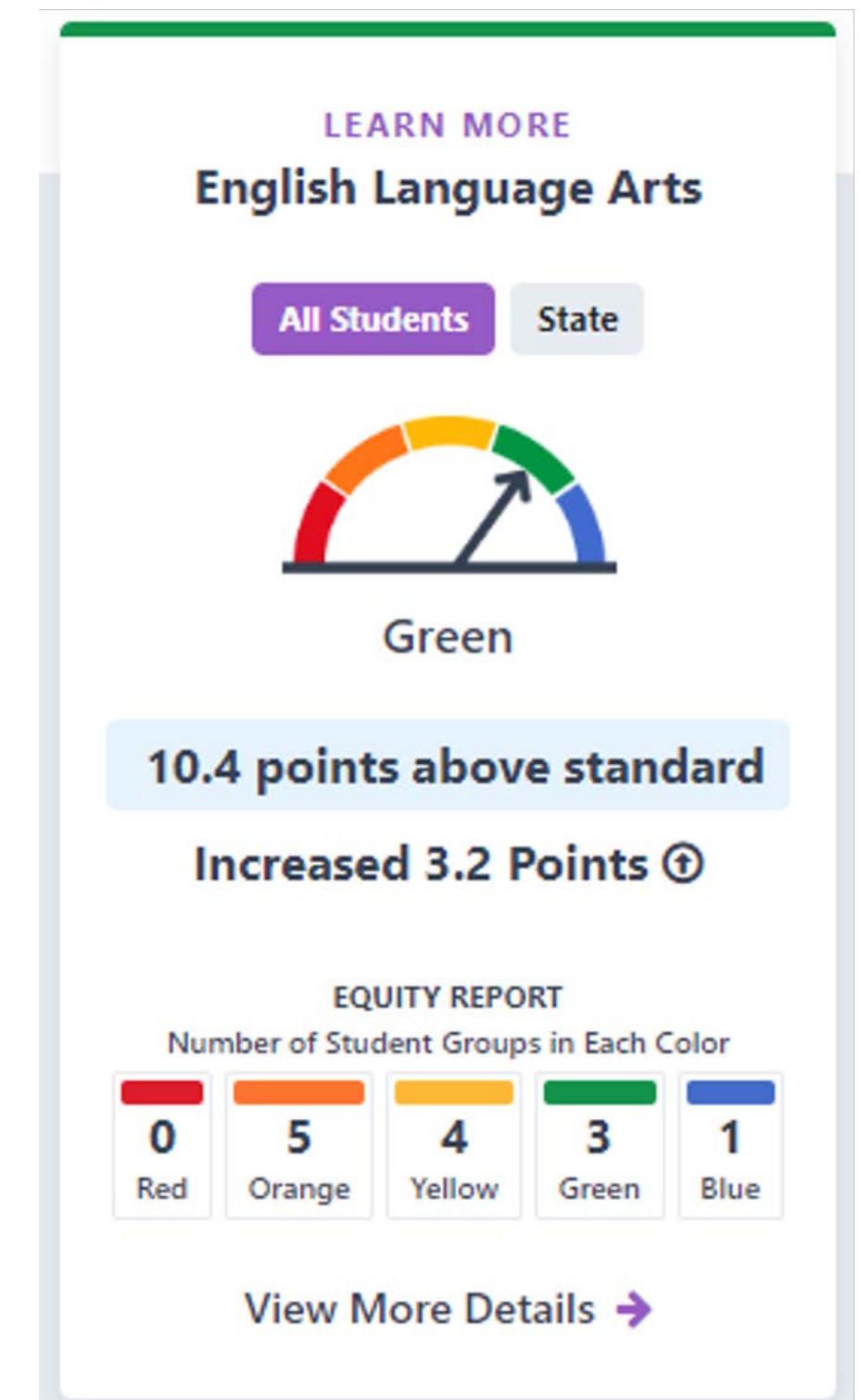
How did we do this year?

Did we do better than the state – schoolwide and for student groups?

## GROWTH

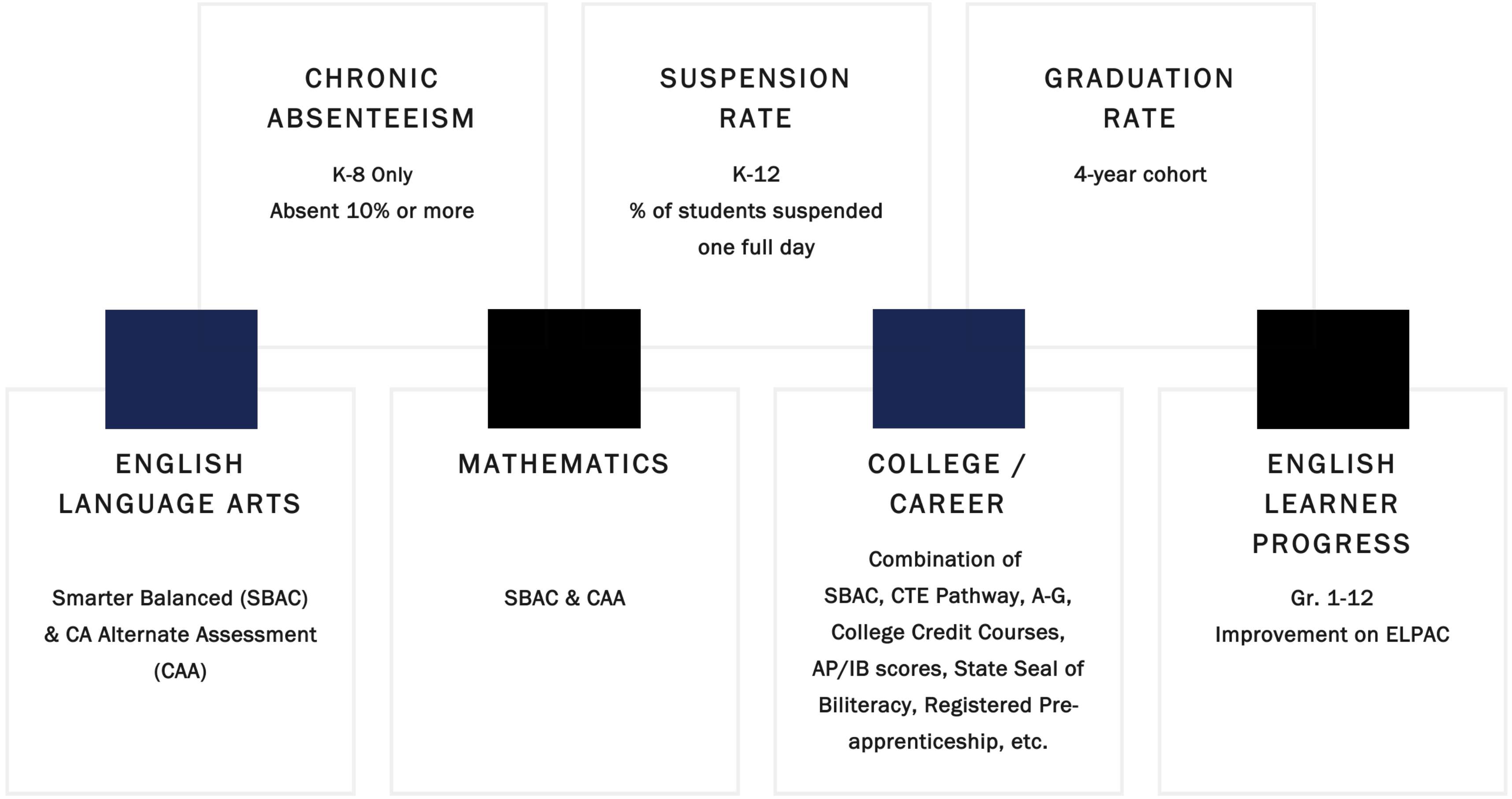
Did we improve since last year?

Can be a highlight if students are performing below grade level but improving





# What are the Dashboard Indicators?



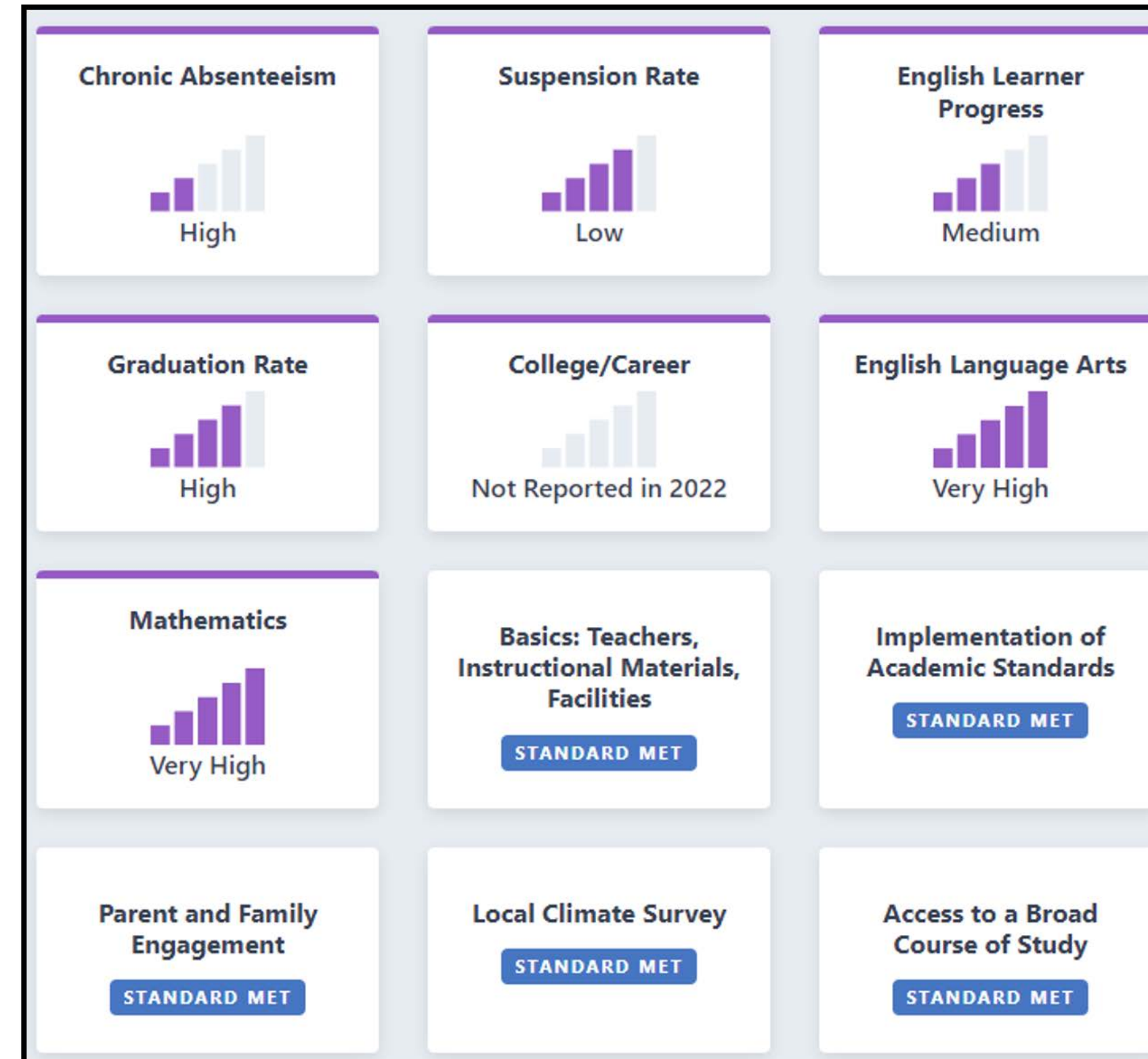
# Dashboard & Renewals Return



## Typical Year



## Changes just for 2022




**NOTE:** Color dials return for 2023 Dashboard; CCI color won't return until 2024; Local Indicators uploaded by school.



# What are the 8 State Priorities?

At least one Dashboard Indicator for each LCFF Priority

LCFF Priorities	State Indicators 	Local Indicator <span style="float: right; border: 1px solid black; padding: 2px;">STANDARD MET</span>
1 Basic Services		Basics: Teachers, Instructional Materials, Facilities
2 Implementation of Standards		Implementation of Academic Standards
3 Parent Engagement		Parent Engagement
4 Pupil Achievement	Academic Indicator (Gr. 3-8, 11) English Learner Progress Indicator	
5 Pupil Engagement	Chronic Absence Indicator (K-8) Graduation Rate Indicator (HS)	
6 School Climate	Suspension Rate Indicator	Local Climate Survey
7 Course Access		Access to a Broad Course of Study
8 Other Pupil Outcomes	College/Career Indicator (HS)	

“

I've been on the Board for 5 years, and I still struggle to understand LCAP. I'm not aware of anyone who gets excited (in a positive way) about LCAP.

# What is the Local Control Accountability Plan?


- Based on data
- Informed by educational partners
- Updated annually
- Details expenditures for actions
- Describes how you will improve student outcomes
- Aligned to Dashboard and 8 State Priorities
- Spotlight on Foster, English Learner, Low Income student groups

# Who should be involved in the LCAP:

The State requires charter schools to consult with:

- Teachers
- Principals
- Administrators
- Other school personnel
- Parents
- Secondary students

in developing the LCAP.



LCAPs as SPSA must also consult Parent Advisory Committee (PAC), EL PAC (if applicable), & SELPA and know that LCAP will be reviewed as a federal planning document for Federal Program Monitory (FPM) purposes.

## How do we know if our LCAP is good?

- Meets legal requirements
- Aligned to our vision and mission
- Comprehensible and straightforward
- Can extract high-level summaries for easy reference
- Informed by and informative for educational partners
- Centerpiece of our continuous improvement cycle

“

Our schools do what they can to obtain stakeholder input, but we struggle with this. We are holding 3 evening meetings this year for parents to provide input to set goals, and so far they have not been well attended. Whatever you can do to entice attendance, do it.



# What should we review and how often?

MEETING #	LCAP STAGE	STAKEHOLDER GROUPS	
1: Beginning of Year	Overview of Plan and Goals for Year	<ul style="list-style-type: none"> <li>Board of Directors</li> <li>Staff</li> </ul>	<ul style="list-style-type: none"> <li>Site Advisory Council</li> <li>Parent Night Attendees</li> </ul>
2: Quarter One	<ul style="list-style-type: none"> <li>Reviewing and Discussing Data</li> <li>Dashboard Local Indicators</li> </ul>	<ul style="list-style-type: none"> <li>Board of Directors</li> <li>Staff</li> </ul>	<ul style="list-style-type: none"> <li>Site Advisory Council (parent, staff, secondary students)</li> </ul>
3: Quarter Two	<ul style="list-style-type: none"> <li>Reviewing and Discussing Data</li> <li>Dashboard State Indicators</li> </ul>	<ul style="list-style-type: none"> <li>Board of Directors</li> <li>Staff</li> </ul>	<ul style="list-style-type: none"> <li>Site Advisory Council</li> </ul>
4: Quarter Three	Gathering Input	<ul style="list-style-type: none"> <li>Board of Directors</li> <li>Staff</li> </ul>	<ul style="list-style-type: none"> <li>Site Advisory Council</li> <li>Parent Night Attendees</li> </ul>
5: Quarter Four/Approval	Proposed Changes and Adopt	<ul style="list-style-type: none"> <li>Board of Directors</li> <li>Staff</li> </ul>	<ul style="list-style-type: none"> <li>Site Advisory Council</li> </ul>



Surveys are a **GREAT** way to get valuable input!

Consider focus on renewal priorities.




“

**Our Board receives regular LCAP progress reports (I believe 3 per year) from admin (Superintendent and/or Principals) which helps us to understand progress we have made (or not made) in reaching our goals. This not only enables the Board to ask more effective questions of admin, but also holds admin accountable even before they give their progress reports.**

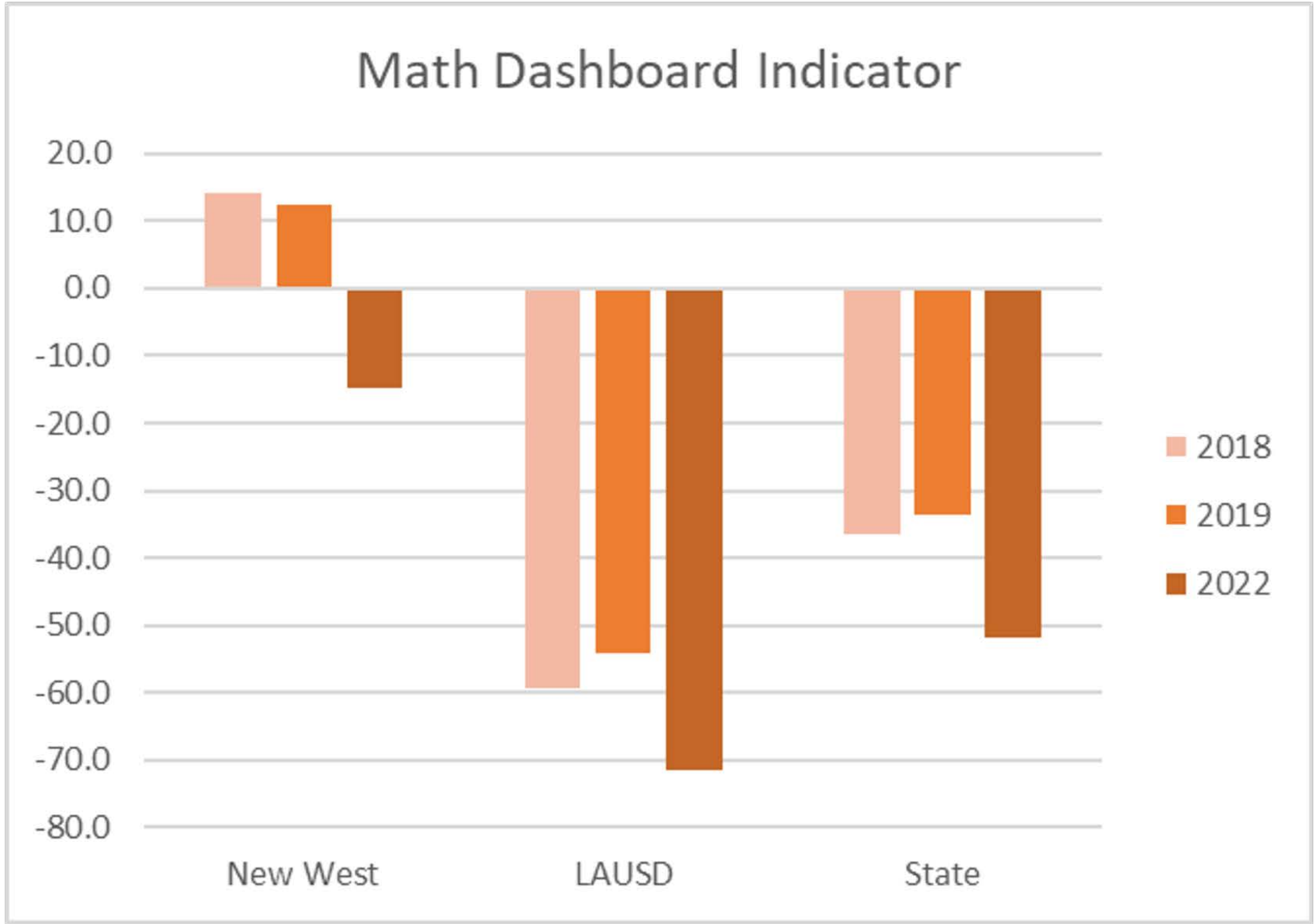
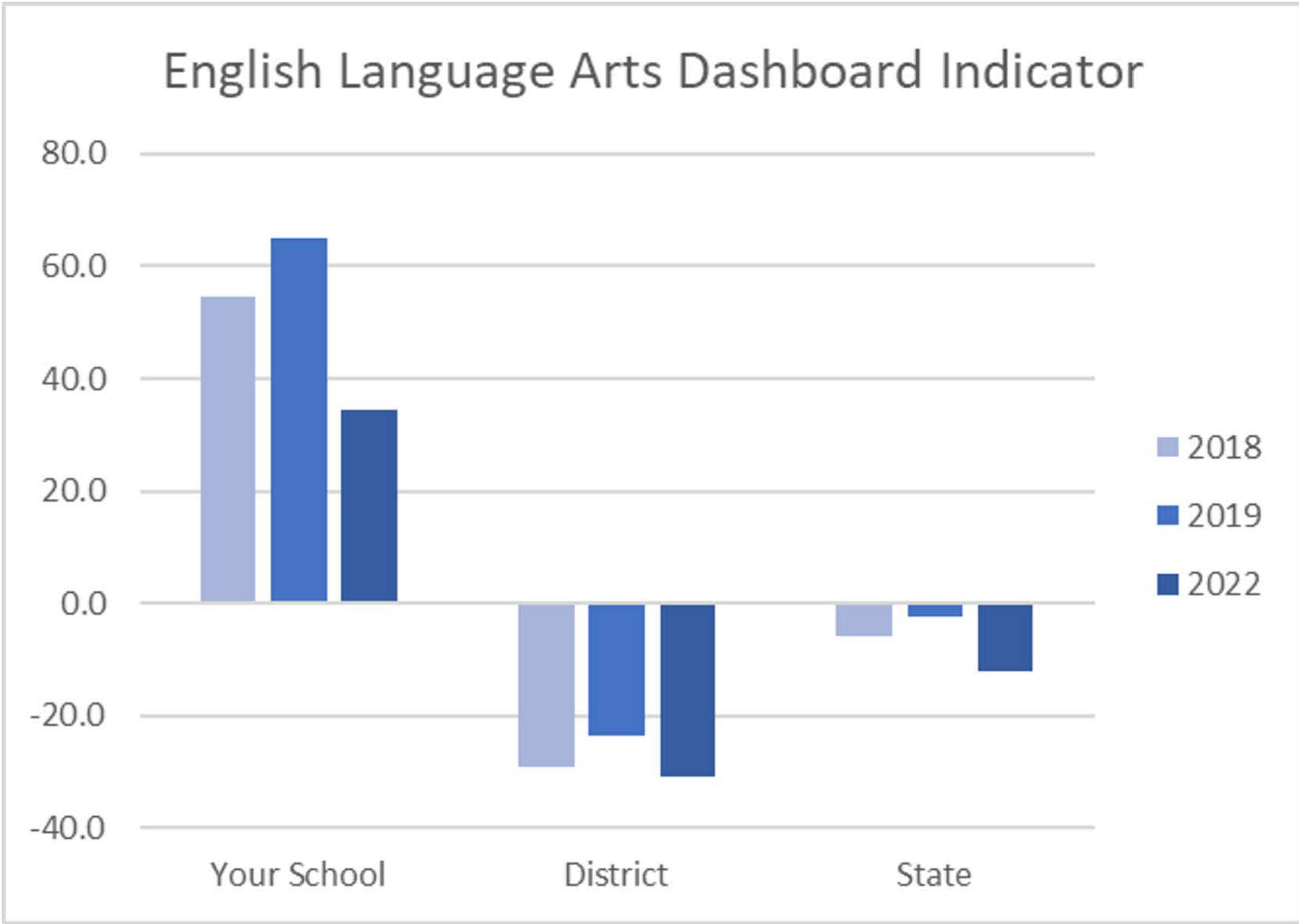
# What is the best way to monitor progress?

## Goal #2 Academics Metrics

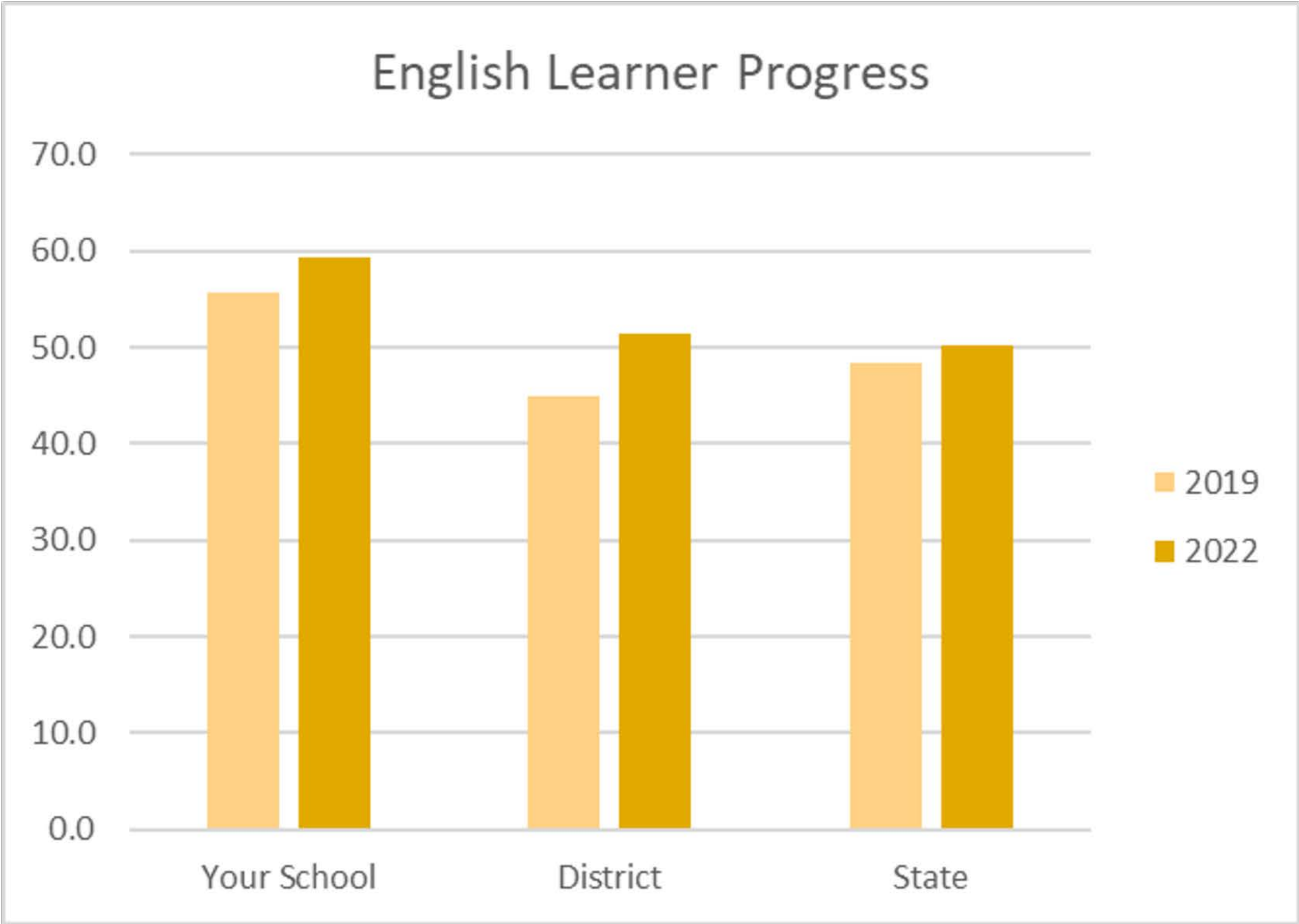
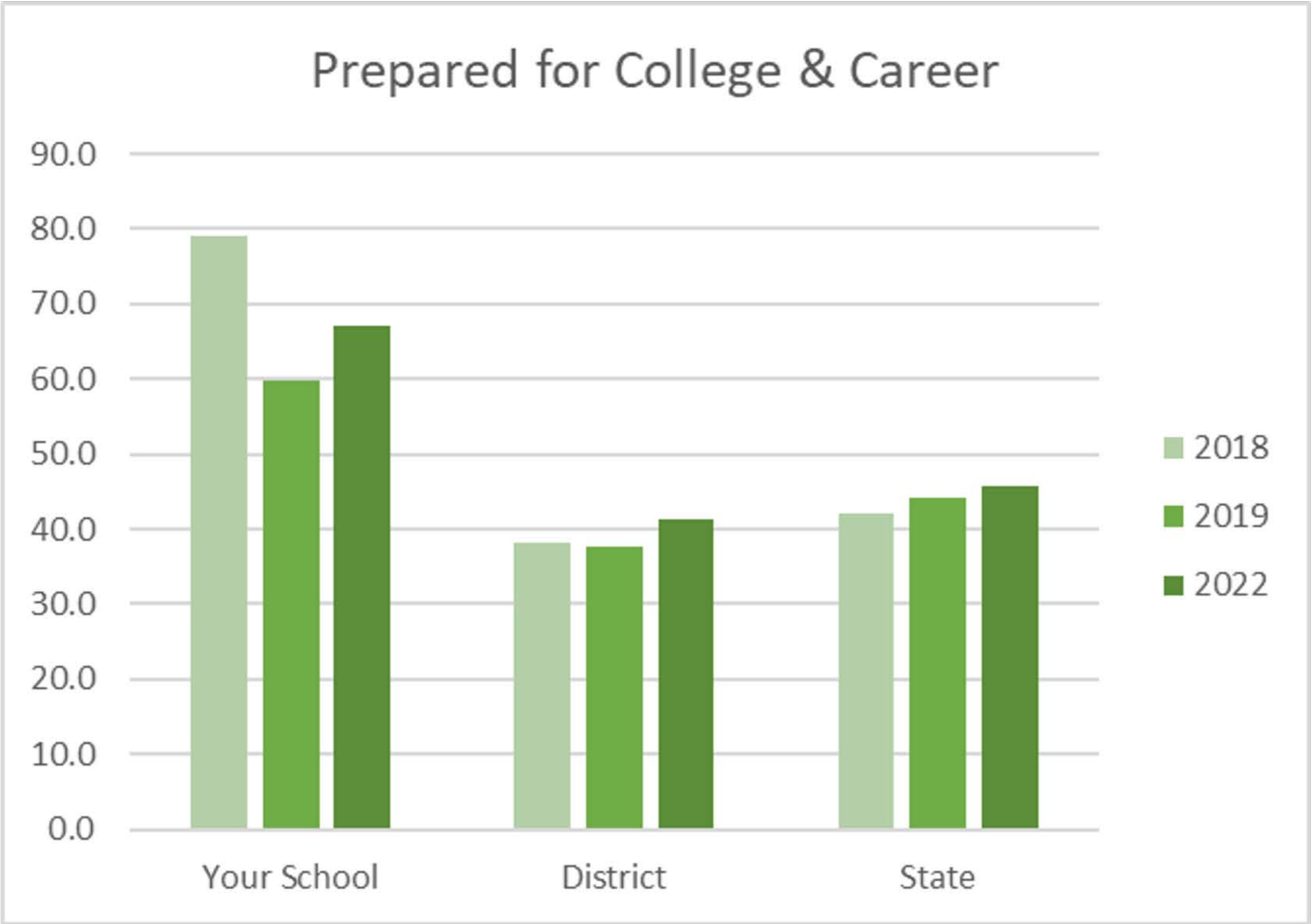


Metrics/Indicators	2018-19	Current Data	On Track?
Students pre and post-tested will meet NWEA annual growth goals in reading and math	Reading: 60%	<u>Spring Testing</u> Reading: 57%	 Approaching
Students pre and post-tested will meet NWEA annual growth goals in reading and math	Math: 50%	<u>Spring Testing</u> Math: 65%	 On Track
Access to Laptops for all students for math and ELA differentiated online intervention programs	100% one-to-one Laptop	100% one-to-one Laptop	 On Track

# Performance on Academic Indicators: ELA & Math



# Performance on Academic Indicators: College & Career and English Learner Progress



# LCAP Indicators of Success and Stability

- We have operationalized a cycle of continuous improvement
- Our educational partners are engaged
- Everyone can articulate basic goals, actions, and their role
- We have meaningful quarterly updates
- We see steady progress toward our goals

— PART II

# The Financials

## Check-Point

- **You can explain short and long-term financial goals of your school.**
- **You understand financial statements, policies, and presentations.**
- **Your Board sets or discusses financial benchmarks for your school.**
- **Your Board raises questions and has discussions about your school's budget.**



# What does financial oversight mean?

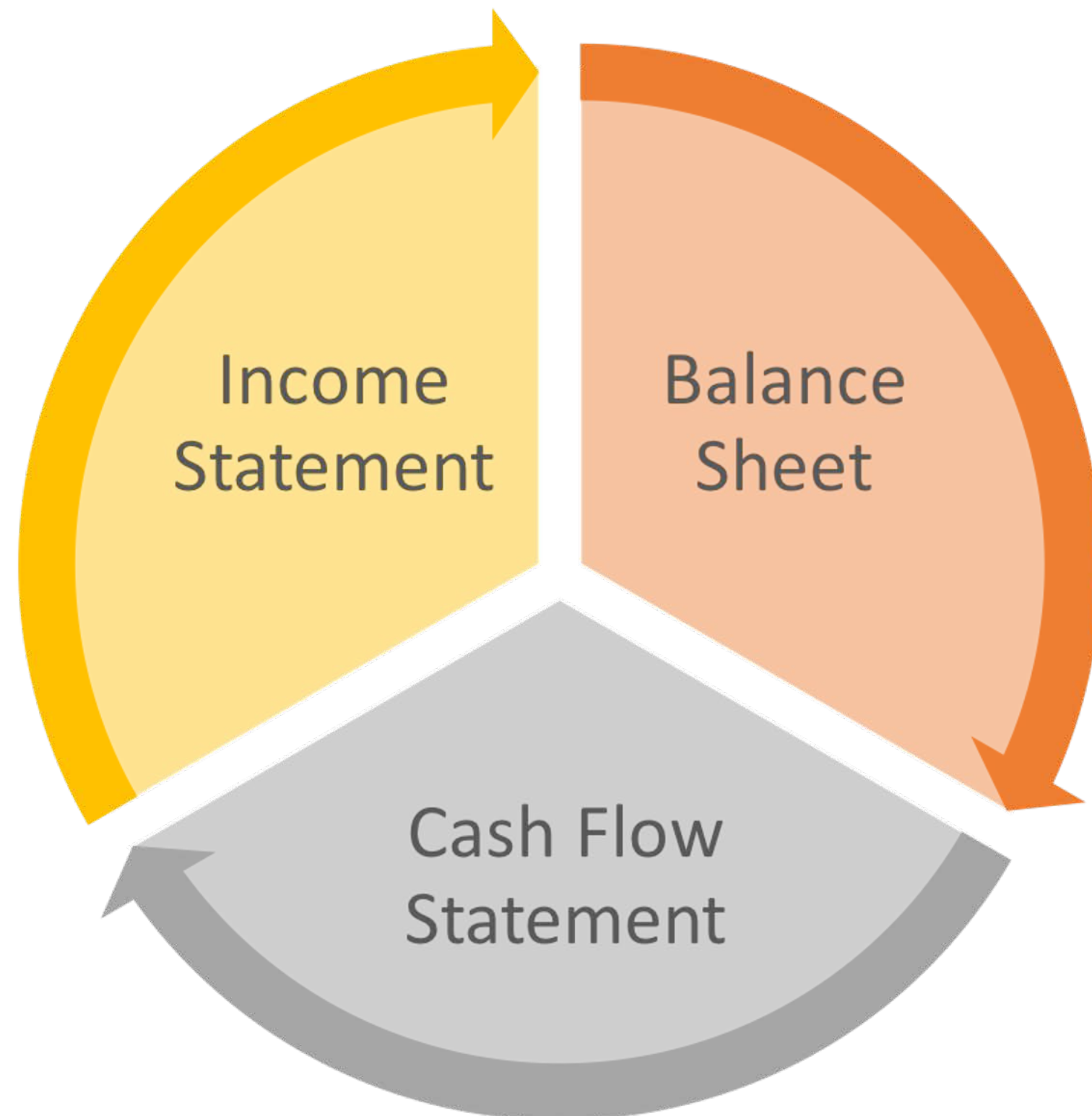
- **Aligning financial plan to organization plan**
- **Accountability**
  - Understand financial statements
  - Set financial benchmarks
  - Understand financial operations
- **Questions & discussion**

# Align Financial Plan to Organizational Plan

- **What is the organization's plan?**
  - Enrollment
  - Location
  - Program
- **What risks or opportunities to the organization?**
- **What board approvals impact financials?**
- **What financial metrics measure success for the organization?**

# How to hold leadership accountable?

## Understand and review financial metrics at each meeting



- **Operating Income**
  - Forecasted vs. Budgeted
- **Balance Sheet**
  - Fund balance, Asset, Liabilities
- **Cash Balance**
  - Current and projected

# How to hold leadership accountable?

## Discuss and set financial benchmarks

### Income Statement

- % of revenue should we save each year?
- Historical spending? (Ex: 75% payroll, 10% supplies, 15% operations)

### Balance Sheet

- Minimum fund balance as a % of expense?
- Asset to liabilities ratio

### Cash Flow

- Days cash on hand
- If under, borrowing options?
- If over, investment options?

# How to hold leadership accountable?

## Review financial policies & practices of the organization:

- **How often do we review and reapprove financial policies?**
- **How clearly do we understand financial operations?** (e.g. Monthly check register, aging AP, coding, credit card, financial approvers)
- **How do we review annual reports?** (e.g. Audit report, authorizer oversight visits)

# Ask questions! But how?

## How are charter schools funded?

- ADA
- Cash Flow timing of funding
- Sources of funding and associated restrictions
- One time vs ongoing
- State budget & updates

## What is the significance of financial metrics presented?

- Forecast updates
- Expense as % of fund balance
- % Forecast Spent
- Historical trends

“

During the budgeting process, admin recommended only a 1% COLA for the upcoming year. We knew we would start to lose staff if this was all we did, so we asked admin to sharpen the pencil, and to come back to the Board with more. In the end, we found the money for 3%, and hope to give a 3% COLA for the next two years.

— PART III

# Ongoing Board Development



## Check-Point

- **You know your school's 3-5 year vision and plan**
- **You feel confident in the role you play as a Board member**
- **Your Board reflects the diversity of your community and the range of expertise needed to advise the Executive Director**
- **You feel prepared to transition and develop your school's next leader**

## 3-5 Year Strategic Plan

### Are you informed and working towards a common vision?

- Clear and compelling identity of the school that differentiates a unique model
- Core goals and a clear roadmap (metrics, strategies, tactics)
- Regular updates from school leadership on progress and upcoming priorities

# Strategic Direction



## STRATEGIC PLAN FRAMEWORK

### Core Goal 1 (equitable student outcomes)

**Implement a 21st century education model of learner-centered classrooms and support for students to follow their passions**

**Key Strategies:**

- Define and align TK-8 curriculum, including SPED and English Language learning programs
- Develop horizontal and vertical graduate profiles for different grade levels (TK-2, 3-5, 6-8)
- Define and implement essential elements of GPS' educational model (e.g. project-based and social emotional learning)
- Capture and share innovative learner-driven practices and instructional strategies
- Enhance student opportunities for leadership and involvement in their individual interests

### Core Goal 2 (org structure & culture)

**Codify GPS' unique culture and practices in order to sustain, inspire, and promote our diverse and talented staff team**

**Key Strategies:**

- Improve, catalog, and share classroom management best practices
- Routinize DEI conversations and practices among all stakeholders
- Enhance facility design and physical school environment to reflect our values and support our model
- Provide staff with resources and support to teach and learn from one another and the broader sector
- Expand talent pathways for entry and advancement within the organization

### Core Goal 3 (family engagement)

**Strengthen our school community by giving families an equitable voice and promoting a range of accessible opportunities for involvement**

**Key Strategies:**

- Streamline and effectively manage communications
- Create home-school learning connections to increase family involvement in student achievement
- Design and lead meaningful and purposeful gatherings to build relationships and gather input
- Reintroduce family groups and affinity spaces to create safe/brave spaces for equitable and inclusive engagement

### Core Goal 4 (expansion, growth & impact)

**Increase GPS' footprint in the region by expanding its K-8 model and strengthening the organization's ability to impact the K-12 sector**

**Key Strategies:**

- Fully develop and implement a distinguished middle school model, building from existing best practices and promoting a cohesive K-8 experience
- Identify outside partnerships that will support the organization to accomplish its core goals and key strategies
- Continue to build a Board of Directors that effectively manages, advises, and advocates on behalf of GPS
- Explore and evaluate growth opportunities and establish a clear 3-5 year Board approved growth plan
- Prepare for a successful charter renewal process in 2023

# Progress Monitoring

<b>Goal 1</b> All students build depth of understanding in core concepts through an equitable, cohesive preschool & TK - 12th grade education program			
Strategy #1	Action Step (Tactic)	Leadership & Resources	Success Indicators (Metrics)
<b>1.1 Develop a cohesive grading and assessment system that is clearly communicated to educational partners and inclusive of all learners</b>	1.1.1 Define (for staff, students, families) levels of achievement with corresponding progress markers <ul style="list-style-type: none"> <li>○ What does a 1, 2, 3 mean?</li> <li>○ What does an A, B, C mean?</li> <li>○ How does 1-3 translate to A-C?</li> <li>○ How do you progress on both scales?</li> </ul> <ul style="list-style-type: none"> <li>● March</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Leadership:</b> Principals, Coordinator, Director, Leadership Teams</li> </ul>	<ul style="list-style-type: none"> <li>● Families communicate the value in our grading and assessment system (survey)</li> </ul>
	1.1.2 Align how we report on work habits & citizenship to our values/goals/mission/vision <ul style="list-style-type: none"> <li>○ Are we reporting on the right things?</li> <li>○ What do those behaviors look like at each developmental stage (rubric)?</li> </ul> <ul style="list-style-type: none"> <li>● Year 2</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Leadership:</b> Principals, Coordinator, Director, Leadership Teams</li> </ul>	

# Board Mission

## What is your Board's essential purpose?

- Ex: The ABC Charter Board operates to ensure the livelihood and success of the school, inspiring effective systems, policies, and people to deliver on ABC's mission.

# Roles & Responsibilities

## How do you keep Board members focused on their role?

- Ex: Each Board member thrives in certain roles based on their experience and skillset. Collectively, the members of the Board act as **managers, strategic advisors, advocates, and fundraisers**, to continuously improve the school's effectiveness and ensure financial sustainability.

# Roles & Responsibilities

<p><b>AS <u>MANAGERS</u>, BOARD MEMBERS WILL:</b></p>	<p><b>AS <u>STRATEGIC ADVISORS</u>, BOARD MEMBERS WILL:</b></p>
<ul style="list-style-type: none"> <li>• hire, evaluate and support the professional development of the school leader</li> <li>• assist with personnel-related actions and decisions, as needed</li> <li>• approve all budget-related and financial activities of the school</li> </ul>	<ul style="list-style-type: none"> <li>• support the effectiveness and sustainability of our school leader</li> <li>• review and analyze school performance and programs data</li> <li>• collaborate with the school leader to make strategic decisions in support of school vision</li> </ul>
<p><b>AS <u>ADVOCATES</u>, BOARD MEMBERS WILL:</b></p>	<p><b>AS <u>FUNDRAISERS</u>, BOARD MEMBERS WILL:</b></p>
<ul style="list-style-type: none"> <li>• share the successes of the the school with the broader community</li> <li>• encourage new families to join the school community</li> <li>• promote the school’s best practices to the larger education field</li> </ul>	<ul style="list-style-type: none"> <li>• effectively recruit resources and funding in support of the school</li> <li>• seek partnerships that will enhance the school’s ability to deliver on its mission</li> </ul>

# Roles & Responsibilities

## Roles + Responsibilities

### Board of Directors



<p><b>Who We Are:</b> We guide and support Compass staff and leaders to maintain a gold standard of personalized virtual learning. As Compass Board members we act as managers, strategic advisors and advocates.</p>	
<p>As <u>Managers</u>, Board Members Will:</p> <ul style="list-style-type: none"> <li>• Hire, evaluate, and support the professional growth of the school leader</li> <li>• Advise personnel-related actions and decisions, as needed, and empower CEO to make personnel hires</li> <li>• Be knowledgeable about the day-to-day operations and compliance requirements for Compass</li> <li>• Stay informed on high-level academic performance</li> <li>• Understand the fiscal health of the organization and approve high-level budget-related and financial activities of the school</li> <li>• Identify any potential gaps in funding and help to identify sources of additional funds (as needed)</li> <li>• Engage in litigation (as needed)</li> </ul>	<p>As <u>Strategic Advisors</u>, Board Members Will:</p> <ul style="list-style-type: none"> <li>• Collaborate with the school leader to make strategic decisions in support of our organizational vision</li> <li>• Review and analyze school performance and programs more deeply (as requested by leadership and staff) to guide and support</li> <li>• Understand the general landscape and anticipate what's down the road for the organization</li> <li>• Bring new and innovative ideas to Compass to solve current issues</li> <li>• Identify new partnerships/resources to expand existing programs</li> <li>• Support funds directed towards scholarships</li> </ul>
<p>As <u>Advocates</u>, Board Members Will:</p> <ul style="list-style-type: none"> <li>• Share the successes of Compass with the broader community</li> <li>• Encourage new families to join the Compass community</li> <li>• Promote Compass' best practices to the larger education field</li> </ul>	



# Board Recruitment

NAME	Instruction & Assessment	Finance	Facilities	Organization Leadership	Marketing & Communications	Community Connectedness & Representation	Political Knowledge & Influence	Professional Learning & Coaching	Special Education	Equity	Innovation	HR
				X	X	X		X		X		
				X				X		X	X	
	X			X		X	X	X	X	X		X
		X	X						X			
<b>Needed:</b>	X		X		X	x						X

## **Best Practice: Annual Board Retreat**

- Comprehensive assessment of performance
- Identify areas of growth
- Weigh opportunities for greater impact and innovation
- Share vision for the future
- Identify Board goals in support of the organization's 3-5 year core goals

# Working norms

- What are your shared expectations of engagement? What are the behaviors, mindsets, and communication practices to which you agree to hold yourselves accountable?
  - *Brainstorm collectively*
  - *Short, memorable phrases*
  - *No more than 7*  
*(Ex: Speak your truth responsibly)*

# Building Trust & Accountability

- Routinize check-ins, celebrations, and reference to mission, vision & goals
- Develop (or adopt) a Board Assessment
- Create an individualized engagement plan for each Board member
- Identify what role the Board plays in support of strategic planning

# Signs of a Healthy Board

- **A user-friendly guide**
- **Concise, essential, and relatable**
- **Complete individually and average scores**

**Closing** 

# Thank You!

— CONTACT US

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