



**CERA Annual Conference
Sessions 1 & 2: Successful Site-Level
LCAP Implementation**

December 3, 2015

Presented By: WestEd; Sara McClellan and Ginni Davis



Objectives

The LCFF
Mindset

Performance-
Based Planning

Plan Alignment

Implementation
Practices



The LCFF Mindset Shift



LCFF Purpose & Design

- LCFF is designed to improve student outcomes via:
 - Simplicity to aid in transparency
 - Equity through student-focused formula
 - Performance through aligned program and budget plans
 - Local flexibility to meet student needs



Our Approach to the LCFF Mindset Shift

	Compliance Orientation	Performance Orientation
Plan Responsibility	Lower level staff	Leadership function
Stakeholders	Invite and inform	Seek contributions
Budget	Submit a rollover budget	Align resources to goals
Time	Episodic, aligned to required deadlines	Ongoing, continuous improvement cycle
Measurement	Compliant plan, approved by required entity	Plan implemented with a positive impact on students
Data	NCLB disaggregation	Deep, locally meaningful analysis
Orientation	Extra work Focused on the parts	Is the work Focused on the whole
Equity	Equal funding	Equal outcomes
Communication	Focused on rules and regulations	Focused on building understanding and capacity

WestEd 

Performance-Based Planning

WestEd 

Why Engage in Performance-Based Planning?*

*Transparently aligning resources with well-researched outcomes and services to improve local performance and meet your overall mission for all students.



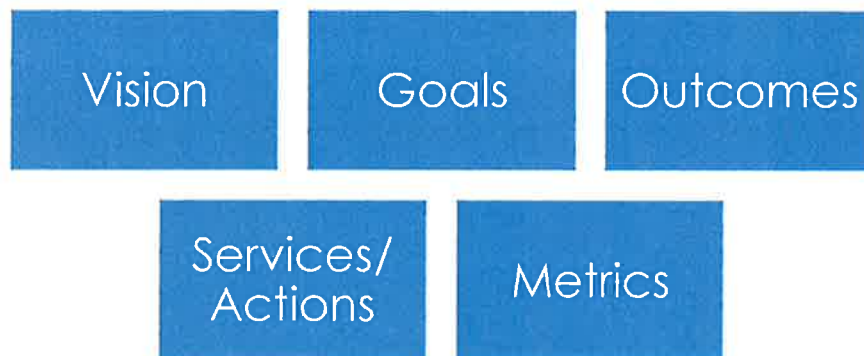
Performance-Based Planning

- Encourages telling a story of support, impact, and improvement
- Facilitates common understanding
- Transforms the work of schooling from a personal to a team perspective
- Provides an opportunity to explore feasibility and risk
- Serves as a point of reference
- Improves resource estimates
- Allows you to do a walk-through prior to implementation





Getting Clear About Planning Terms



Outcome Example

Increase graduation rates by ___%.

Increase the number of students completing the requirements to enter a California university by ____%.



Example

Goal: Ensure that all students have technology skills critical to college and career success in the 21st Century.

Outcome:

Service/Action:

Metrics:



How Are You Monitoring Progress?



Example:

- Observations from walkthroughs
- Program creation
- Principal surveys

Example:

- Average Daily Attendance
- EL Reclassification
- Rate of parent participation



But ...



Don't Start with Data!

WestEd 

Start With Performance!



WestEd 

Scenario: 3rd Grade Reading

Goal: Ensure that all students are prepared to graduate ready to succeed in college and career.

Outcome #X: Students are reading at the 3rd grade level by the end of their 3rd grade year.

Service/Action:

- Renewed attention to standards implementation, including Common Core, NGSS, and the ELA/ELD Framework.
- Teacher collaboration around formative assessment results, student work, and other evidence of student learning.
- Parents/families, supported by teachers, engaged in setting reading goals with students.

Metrics:

- Diagnostic assessments of reading foundational skills
- Common district-wide benchmark assessments, including locally-developed mid- or end-of-unit assessments, or vendor-developed assessments.
- SMARTER Balanced interim assessments (blocks and/or comprehensive).

1. We will know that our students are succeeding in this area when we see them ...
2. We will be able to brag about our students' success in this area by sharing _____ with parents and community partners.
3. We will know these are the right services/actions when ...
4. We will need to modify or abandon current services/ actions if we see that ...
5. We will know we are spending money in the right place when ...

Thank you for coming!

For more information, please
visit:

<http://lcff.wested.org>

Or contact WestEd:

smcclel@wested.org

vdavis@wested.org



WestEd 