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

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

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Why Engage in Performance-Based Planning?*

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

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**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
LEA Planning Cycle

1. Adopt Vision/Story & Goals
2. Calibrate Plans and Resources to Needs
3. Assess Needs & Capacity, Align w/ Desired Student Outcomes
4. Translate Plans into Action
5. Implement & Monitor Progress
6. Align Plans & Expenditures
7. Confirm/Select Evidence-Based Actions & Services
8. Evaluate Success & Adjust Plan
9. Review/Select Metrics for Measuring Progress

Getting Clear About Planning Terms

- Vision
- Goals
- Outcomes
- Services/Actions
- Metrics
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!

Start With Performance!
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 ...

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Thank you for coming!

For more information, please visit:
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