


**Marin County LCAP Session**  
October 30, 2015  
Presented By: The WestEd Team

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**Introductions**

1. Name
2. Role
3. One practice you want to strengthen as a LCAP leader

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**Session Objectives**

Intro: The LCFF Mindset	Performance-Based Planning
Use of Data	Lunch Discussion

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## Session Expectations

Is	Is Not
<ul style="list-style-type: none"> <li>• A chance to share promising LCAP practices and insights with peers</li> <li>• A chance to explore data use and continuous improvement strategies</li> </ul>	<ul style="list-style-type: none"> <li>• A LCFF budget workshop</li> <li>• A recommended LCAP Process/Model</li> <li>• A place to write your LCAP</li> </ul>




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## Our Assumptions

1. As session facilitators, we believe we are responsible for:

- Bringing new concepts and resources/tools to help you strengthen your local practices
- Providing a space for you to share your local knowledge and practices
- Grappling with difficult problems of practice that don't lend themselves to easy answers

2. As session participants, we encourage you to take responsibility for:

- Sharing practices that have been successful in your districts
- Bringing your local leadership experiences to help inform problems of practice
- Being present and attentive to learn from colleagues




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## The LCFF Mindset Shift




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### Our Approach to the LCFF Mindset Shift

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

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### Performance-Based Planning

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## 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.

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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




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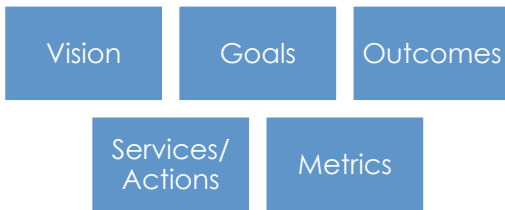
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### Planning Concepts




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### Outcomes

A clear, concrete statement of what will be different or improved. What will students know, accomplish, or be able to do differently? Outcomes represent "what" the district is trying to accomplish. Outcomes should be based on identified goals and will guide decisions about a district's actions, services, and expenditures.




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### Outcome Example

Increase graduation rates by \_\_\_\_%.

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




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### Example

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

**Outcome:**

**Service/Action:**

**Metrics:**




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### Use of Data




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### What Kind of Data Are You Tracking?



**Example:**

- Observations from walkthroughs
- Program creation
- Principal surveys


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**Example:**

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

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### But ...



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### Don't Start with Data!

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## Start With Performance!



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### Scenario: 3<sup>rd</sup> 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 3<sup>rd</sup> grade level by the end of their 3<sup>rd</sup> 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).

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### Annual Update Presentation

1. We know our students are succeeding in this area because we see them ...
2. We're here to brag about our students' success in this area by sharing \_\_\_\_\_ with our community partners.
3. We know these are the right services/actions because ...
4. However, we do need to modify or abandon one of our current services/actions because we see that ...
5. We know we are spending money in the right place because ...

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### Metrics Challenge—Homework

Identify one of your most critical metrics and prepare a clear, concise description of progress and/or challenges associated with what this metric measures (impact of specific services/actions) or with the application of this metric (i.e., problems with the measurement tool itself).




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### Thank you for coming!

For more information, please visit:

<http://lcff.wested.org>

Or contact WestEd:

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