

Konocti Unified School District Local Educational Agency Plan (LEAP) Updated June 2015

Konocti Unified School District will focus on:

1. Clarity of purpose and policy coherence across the system
2. Safe, positive and orderly environments at all schools
3. Personalized learning for all students, including integrated technological supports
4. Professional development priorities, including Common Core State Standards (CCSS), data-informed decision making and collaboration processes that will lead to increased student achievement
5. Increased support for family engagement and community partnerships

Goal 1: Proficiency in English/Language Arts (ELA) and Mathematics 1a - 1f

SMART Goal: In 2013, our district had 38.1 (-3.2%) of our students score proficient or advanced on the ELA CST, a decline from 41.3% in 2012. For the next five years, students will grow by at least 5% annually until reaching at least 63% by 2018 on SBAC.

Performance Goal 1a

Improvement Area: Proficiency in Reading/ELA

Strategy #1	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Continue to provide high quality CCSS aligned professional development in the instructional program of Reading/ELA to ensure that staff across the district is fully prepared to deliver CCSS-aligned instruction.								

	The district will ensure that ongoing training for teachers includes pedagogical support for skillfully instructing diverse learners to improve student achievement.	August 2015 June 2016	Dir C & I Instr Coaches Teacher Leaders ELD Teachers	Survey teachers regarding specific pedagogical training they would prioritize. Use data from observation protocols to further assess needs. Meet with district coaches about follow-up monitoring and support	ongoing	Director C&I, Principals Instructional Coaches	Prof Dev Days \$220,171 Instr Coaches \$340,000 C&I Director \$98,071	Title I & Title II Title I Title I & Title II
	CCSS training and follow up collaboration will ensure an alignment of instructional programs, materials, resources, intervention programs, policies and procedures. This includes vertical and horizontal alignment for training and ongoing teacher collaboration.	June 2015 June 2016	Principals Instr Coaches Dir C&I	Schedule meetings to continuously align instructional programs, resources, policies & procedures (CCSS training, Coaches meetings, management meetings, secondary curriculum committee) Refine/modify classroom observation tool to provide alignment with the Reading/ELA CCSS including observable indicators of implementation.	Ongoing	Director C&I Instr Coaches, K-8 Academic Coaches/ AP	Academic Coaches /AP K-8 \$80,300	Title I
			Dir C&I Principals Instr Coaches	Refine yearlong schedule for teacher collaboration time using both site based and district wide	Aug 2015 & Ongoing			

				opportunities for teachers to work together				
	Continue to fully integrate technology into Reading/ELA instruction for CCSS to ensure that students are accessing high quality technology embedded materials and supports to maximize learning.	June 2015– June 2016 and ongoing	Dir C & I Principals Instr Coaches, Techies, DALLA Trainers	Continue to provide professional development to promote student learning of technology. Include CCSS align technology based materials and programs for Reading/ELA core programs and interventions	Ongoing	Dir C&I, Instruct. Coaches, Techies, DALLA Trainers	DALLA & Tech training	REAP
				Continue to plan for acquiring increasing levels of technology which includes the needed infrastructure hardware and software. In concert with the acquisition, provide training schedule and regular monitoring intervals to assess implementation defined with measureable outcomes	Ongoing	Dir C&I Instr Coaches Techies DALLA Trainers		
				Evaluate effectiveness of technology implementation and make adjustments based on agreed upon formative assessment data. Teacher Tech Survey, (LEA Plan & SPSA eval)	Ongoing	Director C&I, & Instruct. Coaches, Techies, DALLA Trainers		
	A district curriculum team will continue to	June 2015	Dir C&I Instr	District, curriculum team will continue to revise with	Ongoing	Dir C&I Instr		

	analyze curriculum to best meet the needs of the transition from state standards to common core and identify standards-based/standards aligned core & intervention materials for each grade span in reading/ELA		Coaches Dir SpEd Principals	development of CCSS units. Core: CCSS units and related materials including online subscriptions and Scholastic News. 9-12 Holt Lit & Language, Language & Composition as previously adopted CCSS: 9-12 New materials to include class sets of ELA Exemplars from CCSS list, and Scholastic News Intervention: K-8 Standards Plus Intervention 9-12: Edge		Coaches Dir SpEd Principals CCSS Teacher Leaders Grade Level/ Dept. Teams		
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Strategy #2	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
The district will create a formal accountability system, utilizing multiple measures, to ensure that there are increases in achievement for all students and a professional	The district leadership teams (PLCs) will utilize Aeries Analytics and EADMS to create a system of collecting multiple measures of data.	Sept 2015	Dir C & I Instr Coaches CCSS Teacher Leaders DSLIT Team	Provide training in Aeries Analytics EADMS for administrators and coaches. Provide training to create a district-specific data aligned with agreed upon achievement targets. Provide site-based teacher	Aug/ Sept 2015	Dir C&I, Instr. Coaches Principals	EADMS \$24,356	Title I
							DIBELS \$1,712	Title I

development system that supports staff meet or exceed agreed upon targets.				training in the use of Aeries Analytics and EADMS, including the multiple measures that will be used to track progress and inform instructional delivery and improve student achievement.				
	Continue to develop agreed upon Reading/ELA growth indicators (using multiple measures) and specific benchmarks for achievement as a district wide coherent data collection process to improve student achievement.	Aug/Sept - 2015 June 2016	Leadership teams	Review available multiple measures supported by Aeries Analytics and EADMS Define acceptable progress and growth patterns Determine formal assessment schedules	August Sept 2015	Dir C&I Admin. Dir LCAP DSLT Team		
	Continues to develop CCSS aligned progress reports and report cards that reflect achievement and growth based on recent benchmark assessments to more accurately assess and monitor progress	Aug/Sept - 2015 June 2016	Dir C&I Instr Coaches CCSS Teacher Leaders	Update benchmark assessments for appropriate grade-level wording including standards, content and depth of knowledge	Ongoing	Dir C&I, Instr Coaches Leadership Teams		
				Continue to refine CCSS assessment schedules of intervals to correspond to progress reports and report card	Sept. 2015	Dir C&I, Instr Coaches, Leader Teams		
	Continue to analyze	June	Principals	During teacher	June	Principals		

	multiple measures and use data with staff and School Site Councils to revise SPSAs in order to support coherent CCSS ELA/Reading programs focused on improving student achievement	2015 – June 2016	Instr Coaches	collaboration time, staff meetings and School Site Council meetings, review multiple measures of student progress and discuss next steps to further strengthen programs. This includes identifying further ELA/reading CCSS instructional program and material improvements and developments as well as CCSS intervention programs and materials needed.	2016 Ongoing	Instr Coaches Leader Teams		
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Performance Goal 1b

Improvement Area: Proficiency in Math

SMART Goal: : In 2013, our district had 39.6% (2.3%) of our students score proficient or advanced on the Math CST, a decrease from 41.9% in 2012. For the next five years, students will grow by at least 4% annually until reaching at least 62% by 2017.

Strategy #1	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Continue to provide high quality CCSS aligned professional development in the instructional program of mathematics to ensure that staff across the district is fully prepared to deliver CCSS-aligned instruction.								
	The district will ensure that ongoing training for teachers includes pedagogical support for skillfully instructing diverse learners to improve student achievement	Aug – 2015 June 2016	Dir C&I, Instr Coach ELD Teacher Leaders	Survey teachers regarding specific pedagogical training they would prioritize. Use data from observation protocols to further assess needs. Meet with district coaches about follow-up monitoring and support	Ongoing	Dir C&I Principals Instr Coaches	Prof Dev Days \$220,171 Instr Coaches \$340,000 Director of C & I \$98,071	Title I & Title II Title I Title I & Title II
	CCSS training and follow up collaboration will ensure an alignment of instructional programs, materials, resources,	June 2015 June 2016	Dir C&I Instr Coach Principals	Schedule meetings to continuously align instructional programs, resources, policies & procedures (CCSS	Ongoing	Dir C&I, Instr Coaches K-8 Academic	Academic Coaches /AP K-8 \$80,300	Title I

	specific interventions, policies and procedures. This includes vertical and horizontal alignment for training and ongoing teacher collaboration.			Training) Refine/modify classroom observation tool to provide alignment with the mathematics CCSS including observable indicators of implementation		Coaches/ AP		
				Refine yearlong schedule for teacher collaboration time using both site based on district wide opportunities for teachers to work together	Aug 2015 & Ongoing	Dir C&I Principals Instr Coaches		
	Continue to fully integrate technology into mathematics instruction for CCSS to ensure that students are accessing high quality technology embedded materials and supports to maximize learning.	June 2016 and ongoing	Dir C&I Principal s Instr Coach Techies DALLA Trainers	Continue to provide professional development to promote student learning of technology. Include CCSS align technology based materials and programs for math core programs and interventions	Ongoing	Dir C&I Principals Instr Coaches, Techies DALLA Trainers	Tech training	REAP
				Continue to plan for acquiring increasing levels of technology which includes the needed infrastructure hardware and software. In concert with the acquisition, provide training and regular monitoring of implementation with measureable outcomes	Ongoing	Dir C&I Principals Instr Coaches, Techies DALLA Trainers		

				Evaluate effectiveness of technology implementation and make adjustments based on agreed upon formative assessment data. Teacher Tech Survey	June 2015 & Ongoing	Dir C&I Principals Instr Coaches Techies DALLA Trainers		
	A district curriculum team will continue to analyze curriculum to best meet the needs of the transition from state standards to common core and identify standards-based/standards aligned core & intervention materials for each grade span in and math	June 2015	Dir C&I Coaches Dir SpEd Principal	District curriculum team will continue to revise with development of CCSS units. CoreTK CCSS units & related materials including online subscriptions and Scholastic News. 9-12 McDougal Little Alebra 1 & 2, Pearson Geometry CC & Trig, AP Calculus Holt-McDougal Calculus single Variable as previously adopted CCSS: New materials to include MARS tasks as developed Intervention: K-8 Standards Plus Intervention	Ongoing	Dir C&I Principals Instr Coaches CCSS Teacher Leaders Grade Level Dept Teams		

Strategy #2	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
The district will create a	The district leadership	Sept	Dir C&I	Provide training in Aeries	Aug/Se	Dir C&I		

formal accountability system, utilizing multiple measures, to ensure that there are increases in achievement for all students and a professional development system that supports staff meet or exceed agreed upon targets.	teams (PLCs) will utilize Aeries Analytics and EADMS to create a system of collecting multiple measures of data.	2015	Instr Coaches CCSS Teacher Leaders DSL Team Leadership Admin	Analytics and EADMS for administrators and coaches Provide training to create a district-specific data aligned with agreed upon achievement targets Provide site-based teacher training in the use of Aeries Analytics and EADMS, including the multiple measures that will be used to track progress and inform instructional delivery and increase student achievement	pt 2015	Instr Coaches Principals		
	Continue to develop agreed upon mathematics growth indicators (using multiple measures) and specific benchmarks for achievement as a district wide coherent data collection process to improve student achievement in math	Aug/Sept 2015 June 2016	Leadership teams	Review available multiple measures supported by Aeries Analytics and EADMS Define acceptable progress and growth patterns Determine formal assessment schedules	Sept 2015	Director C&I, Admin, Director of LCAP, DSL TEAM		
	Continue to develop CCSS aligned progress reports and report cards that reflect achievement and growth based on recent benchmark assessments to more accurately assess and monitor progress	Aug/Sept 2015 June 2016	Dir C&I Instr Coaches CCSS Teacher Leaders	Update benchmark assessments for appropriate grade-level wording including standards, content and depth of knowledge	Ongoing	Dir C&I Instr Coaches Leader Teams		
				Continue to refine CCSS	Sept.	Dir C&I		

				assessment schedules to correspond to progress reports and report card	2015	Instr Coaches Leader Teams		
	Continue to analyze multiple measures and use data with staff and School Site Councils to revise SPSAs in order to support a coherent CCSS math program focused on improving student achievement	June 2015 - June 2016	Principals and coaches	During teacher collaboration time, staff meetings and School Site Council meetings, review multiple measures of student progress and discuss next steps to further strengthen programs. This includes identifying further math CCSS instructional program and material improvements and developments as well as CCSS intervention programs and materials needed.	June 2016 & Ongoing	Principals Instr Coaches Leadership Teams		

Performance Goal 1c

Improvement Area: Proficiency of High Priority Students (Most recent data available is 2013)

In 2013, our district had 35.2% (-4.3%) of our **Socioeconomically disadvantaged** students score proficient or advanced on the **ELA** CST, a decline from 39.5% in 2012. For the next five years, Socioeconomically disadvantaged students will meet the criteria for proficiency on SBAC by 5%

In 2013, our district had 37.6% (-3.3%) of our **socioeconomically disadvantaged** students score proficient or advanced on the **math** CST, a decline from 40.9% in 2012. For the next five years, socioeconomically students will meet the criteria for proficiency on SBAC by 25%.

In 2013, our district had 33.4% (-3.7%) of our **English Learner** students score proficient or advanced on the **ELA** CST, a decline from 31.1% 37.1% in 2012. For the next five years, English Learner students will meet the criteria for proficiency on SBAC by 25%.

In 2013, our district had 41.2% (-4.4%) of our **English Learner** students score proficient or advanced on the **math** CST, a decline from 45.6% in 2012. For the next five years, English Learner students will meet the criteria for proficiency on SBAC by 25%.

In 2013, our district had 36.6% (-1.9%) of our **Hispanic** students score proficient or advanced on the **ELA** CST, a decline from 38.5% in 2012. For the next five years, Hispanic students will meet the criteria for proficiency on SBAC by 25%.

In 2013, our district had 40.6% (-2.9%) of our **Hispanic** students score proficient or advanced on the **math** CST, a decline from 43.6% in 2012. For the next five years, Hispanic students will meet the criteria for proficiency on SBAC by 25%.

In 2013, our district had 41.1% (-3.7%) of our **White students** score proficient or advanced on the **ELA** CST, a decline from 44.8% in 2012. For the next five years, White students will meet the criteria for proficiency on SBAC by 25%.

In 2013, our district had 39.8% (-3.2%) of our **White** students score proficient or advanced on the **math** CST, a decline from 43% in 2012. For the next five years, White students will meet the criteria for proficiency on SBAC by 25%.

In 2013, our district had 23.0% (-0.7%) of our **Students w/Disabilities** score proficient or advanced on the **ELA** CST, a decline from 23.7% in 2012. For the next five years, Students w/Disabilities will meet the criteria for proficiency on SBAC by 25%.

In 2013, our district had 25.1% (-3.4%) of our **Students w/Disabilities** score proficient or advanced on the **math** CST, a decline from 28.5% in 2012. For the next five years, Students w/Disabilities will meet the criteria for proficiency on SBAC by 25%.

Strategy #1	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
The district will continue to implement a comprehensive, ongoing, pedagogical training program to support teachers in developing	Continue to provide CCSS training to teachers, which support the development of units and strategies that are responsive to the needs of	Aug 2015 - June 2016	Dir C&I Dir SpEd Instr Coach	Continue to monitor unit and strategy implementation. Survey teachers regarding specific pedagogical training they would prioritize. Use data	Ongoing	Dir C&I Instr Coaches Dir SpEd		

deep understandings about and processes for implementation of a range of CCSS-aligned, research-based practices to support the needs of diverse learners, including ELs, SWDs and other subgroups that did not make AYP.	diverse students including ELs, SWD and all students not proficient. Trainings will also be provided on the effective implementation of strategic and intensive intervention programs in Reading/Language Arts, math and other subjects as needed.			from observation protocols to further assess needs.				
	Develop a plan for ongoing support of teachers across the district to implement a broad range of CCSS-aligned instructional strategies to meet the needs of diverse learners including ELs, SWD and all students not proficient.	June 2015 - June 2016	Dir C&I Instr Coach Dir Sp Ed ELD Teachers	Develop plan of support in a reciprocal coaching model Identify specific strategies and practices to be monitored including but not limited to integration of technology, instructional strategies, high leverage student engagement, use of data to drive instruction and classroom management Incorporate job embedded professional development Monitor plan including feedback from participant and administrators and adjust as needed. Continue monthly walkthroughs.	August 2015 & Ongoing	Dir C&I Instr Coaches Principals Academic Coaches/ AP K-8		
	Our Technical Support Provider (WestEd) will provide training to staff to further develop strategies and actions to support the specific		Special Ed Dir	Universal Design of Learning - Overall effective Tier 1 instruction will include Universal Design for Learning (UDL)		Special Ed Dir		

	needs of students with disabilities and other high priority students not meeting proficiency targets.			principles which address access for the widest range of diverse learner needs from the planning stages, accommodations, modifications and supports within in Tier 1 to increase the access to general education Tier 1 instruction for more students.				
				Special Ed teacher training - In addition, special education teachers will have training to increase their expertise on strategies to support their students within general education and on how to provide support through various collaborative, inclusive practices (co-teaching, consultative and collaborative support) and be able to provide these strategies in grade/course level instructional planning discussions (PLCs).		Special Ed Dir	SpEd Staff Dev \$2,000	Title I
				Admin training data & decision making - Administrators will receive training on		Special Ed Dir		

				analyzing data and being able to use the results for instruction planning and decision-making (such as how to allocate student supports across a site, etc.)				
				Special Ed IEP training - Special Ed staff will receive training in writing IEPs aligned to CCSS to ensure that there is a connection between the IEP and the general education/intervention curriculum.		Special Ed Dir		

Strategy #2	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Ensure fair and equitable access for all students to a CCSS-aligned educational experience, with specific behavioral supports for all students, including at-risk student, SED students, ELs, and SWDs.	PBIS Create a transparent, fair and equitable discipline system of consequences and rewards for students that promote positive choices, growth from experiences, and alternative consequences that increase rates of student engagement, and reduce the amount of time students spend outside of the classroom for behavioral issues.	Aug 2015 – June 2016	Dir Alt Ed Dir LCAP K-8 Acad Coaches/ AP Principals	Continue to review suspension and expulsion data Set goals for reduced suspensions & expulsions, coupled with specific steps that schools can take to foster positive cultures with reduced disciplinary challenges... Review district/site discipline plans and implementation. Meet and discuss potential alternatives and available	Aug 2015 – June 2016	Dir Alt Ed Dir LCAP K-8 Academic Coaches/ AP Principals		Title I

				supports for students. Meet with other shareholders for input. Identify needs, resources, and allocations. Create plan Present to district staff/parents/students				
				Meet to discuss progressive discipline steps, potential rewards & consequences, and zero tolerance areas as applicable, starting with Ed Code.	Ongoing	Dir LCAP Director Alt Ed & Principals		
	School sites will identify and implement a program to develop and grow a positive school climate.	Aug 2015 – June 2016	Dir LCAP Principals	Implement PBIS a program to develop a positive school climate including student success that will be highlighted and celebrated on a regular and frequent basis.	Ongoing	Dir LCAP Principals and leadership teams		

Strategy #3	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Provide a safe and welcoming school environment for all	Create and promote a safe and welcoming environment for all	Ongoing	Dir LCAP Principals	Utilize California Healthy Kids Survey (CHKS) and other measures as	Ongoing	Dir LCAP Principals and		

students and parents including EL, SWD, etc. that promotes and supports student focus on learning and mastering CCSS.	students including EL, SWD, Etc.		Dir C&I Dir SpEd Dir Alt Ed	appropriate to help gather data and identify areas of concern/need Discuss and share results at both a district and site level. Survey staff regarding school climate, relationships and assumptions about our community. Create both a district overview and site specific plans including teacher training. Identify needs, resources, and allocations Implement Site Plans		Leadership Teams		
	Formalize parent engagement at school in both identifying, problem solving, and addressing issues.	- Aug 2015 – June 2016	Principals DSL Team	Survey parents about school climate Review survey; note overall trends & site specific issues. Review and share formal parent outreach and engagement processes (i.e., SST's, IEP's, PTC, etc.) Discuss best practices and align processes across the district.	Annually	Principals and Leadership Teams		

Strategy #4	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Provide flexibility and	Our Technical Support	Aug	Princip	Individual school sites	June	Principals	Summer	

autonomy for school sites to develop and implement site specific plans to meet specific needs in order to best serve ELs, SWD and other students who are “at risk” in mastering CCSS.	Provider (WestEd) will provide training to staff to further develop strategies and actions to support the specific needs of students with disabilities and other high priority students not meeting proficiency targets.	2015 – June 2016	als	develop plans, implementation, and gather data and results autonomously to best meet individual needs. School sites determine a manner to gather effective feedback, data, and results of implementation. Information is shared out to district group. Feedback is given and program/plan is revised as necessary. If determined to meet greater district needs - may be expanded in district.	2016		School & Tutoring \$39,470	Title I
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Strategy #5	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
All teachers utilize a diverse array of effective instructional strategies and practices to meet all types of students, including EL, SWD, students not scoring proficient.	Continue to provide training and professional development that includes effective instructional strategies that will meet the instructional needs of all learners, including EL, SWD, students not proficient Trainings will also be provided on the effective implementation of strategic and intensive intervention programs in Reading/Language Arts, math and other subjects as needed.	Aug 2015 – June 2016	Dir C&I Dir SpEd Instr Coaches	Identify trainings and strategies that will benefit teacher instruction for high priority students. Allocate time and financial resources to implement training Develop tool to monitor and assess use of diverse array of strategies and strategies in the classroom and their effectiveness.	June 2015	Dir C&I Dir SpEd	PD \$37,500	Title I

Strategy #6	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Utilize a formal reporting and accountability system that ensures focus on both increases in student achievement goals as well as directed professional development that best meets teacher and student needs.	Continue to develop and establish a formal accountability system that uses multiple measures to ensure increases in student achievement.	June 2015 – June 2016	Dir C&I Instr Coach CCSS Teacher Leaders Principals Dir LCAP DSLTT Team	Determine and set student achievement goals and expectations. Develop multiple measures of accountability in attaining the set student achievement increases. Example - Summative and formative test data, walk-through protocols, implementation rubric observation focus, etc. Create a template/tool to summarize the multiple measures.	June 2016	Dir C&I Instr Coaches Admin Dir LCAP DSLTT Team		
	Continue to identify and provide professional development that supports staff in meeting expectations in increases in student achievement. Trainings will also be provided on the effective implementation of strategic and intensive intervention programs	September 2015 & ongoing	Dir C&I Dir SpEd Principals Instr Coaches	Identify needed areas of professional development Provide professional development Evaluate professional development and check for implementation.	September 2015	Dir C&I Instr Coaches Admin Principals Dir SpEd		

Strategy #7	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Inform all students, including EL, SWD, and	Provide parent outreach to all parents and	Aug 2015 –	Dir C&I	Create site team to best determine the best manner	June 2016	Dir C&I Dir		

other high priority parents about the importance of post-secondary education and training and the correlation with K-12 CCSS education.	specifically target EL, SWD, socio economically disadvantaged, etc families.	June 2016	Dir LCAP	of outreach, depending on high priority student groups. Discuss in group the focus of the outreach. Implement parent outreach. Share out the success of outreach at both site and district level.		LCAP Principals		
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Performance Goal 1d

Improvement Area: Effective Teaching and Administration

SMART Goal Our assessment of district needs for continuous improvement of teaching and administration to support student achievement indicates that although many teachers utilize effective instructional strategies, there are few systems in place to support improvements that effect student achievement.

Based on these needs assessment findings, our district goal is to align policies and practices, from the Board level to the classroom teacher to support an atmosphere of continuous improvement that leads to increased student achievement.

Strategy #1	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Ensure that School Board members are provided customized training to assist with their essential role as decision-makers on policy.	Review current board member trainings and development opportunities over the past 3 years.	Ongoing	Supt	Survey board and inventory individual and group trainings and experiences.		Supt		
	Seek out and identify quality opportunities for board member professional development and board members attend, including the	Ongoing	Supt	Superintendent assists with identifying and providing quality and pertinent development opportunities for school board School board attends	Ongoing	Supt		

	critical implications for the CCSS roll out.			identified opportunities.				
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Strategy #2	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
The district will implement a comprehensive, ongoing, pedagogical training program to support effective teaching through development of deep understandings about and processes for implementation of a range of CCSS-aligned, research-based practices to support the needs of diverse learners, including ELs, SWDs and other subgroups that did not meet proficiency.	Continue to provide CCSS training to teachers, which supports the development of units and assessments that are responsive to the needs of diverse students.	Ongoing	Dir C&I Instr Coaches	Schedule follow up meeting with leadership to identify next steps as applicable Monitor unit & assessment implementation utilizing grade level survey to refine, units, assessments, timelines & resources.	June 2016	Dir C&I Instr Coaches		
	Continue to develop a plan for ongoing support of teachers across the district to implement a broad range of CCSS-aligned instructional strategies to meet the needs of diverse learners. Assure plan is supportive and responsive to individual teacher needs and level of confidentiality	June 2015	Dir C&I Instr Coaches Admin ELD Teacher	Set meeting with coaches Develop plan of support in a coaching model which may include teacher leaders as well as instructional coaches Identify specific strategies and practices to be monitored including but not limited to integration of technology, instructional strategies, high leverage student engagement, use of	Aug 2015 & Ongoing	Dir C&I Instr Coaches, Principal ELD teachers		

				data to drive instruction and classroom management Incorporate job embedded professional development Monitor plan including feedback from participant and administrators and adjust as needed. Continue Walkthrough protocol.				
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Strategy #3	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Continue to provide a systematic training and development of CCSS units, lessons, assessments, and pedagogy to create and ensure effective teaching and administering across the district.	Provide training for teachers and ongoing coaching support for implementation of CCSS aligned units.	Aug 2015 – June 2016	Dir C&I Instr Coaches	Continue request feedback from teachers about the training and specific recommendations for follow up/ongoing training and support Schedule follow up meeting with leadership to identify next steps as applicable Monitor unit implementation	June 2015 Ongoing	Dir C&I Instr Coaches		

Strategy #4	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Effectively utilize collaboration time using best practices that will lead to stronger lesson	Address the balance of time between the need for collaboration and individual teacher	June 2015 – June 2016	Dir C&I Instr Coaches	Continue to refine collaboration , format, and tools/protocols Continue to administer	June 2015 - Ongoing	Dir C&I Instr Coaches		

design, increase effective teaching and administration across the district, and increase student results.	preparation time both at site and district level			surveys Review results with Management Team to determine adjustments to collaboration				
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Strategy #5	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
The district will create a formal accountability system, utilizing multiple measures, to ensure that there are increases in achievement for all students and a professional development system that supports staff meet or exceed agreed upon targets.	The district leadership teams (PLCs) will utilize Aeries Analytics and EADMS data to create a system of collecting multiple measures of data.	Sept 2015	Dir C&I Instr Coaches CCSS Teacher Leaders DSL Team, LCAP Director	Provide training in Aeries Analytics and EADMS for administrators, coaches and teachers. Provide site-based teacher training in the use of Aeries Analytics and EADMS, including the multiple measures that will be used to track progress and inform instructional delivery	Aug – Sept 2015	Dir C&I Instr Coaches Principals DSL Team Director LCAP		

Strategy #6	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Provide clear support and assistance to staff who are struggling with	Continue to provide training and professional development in relation	Ongoing	Dir C&I	Identify staff needing assistance Identify staff's area of	Ongoing	Dir C&I		

meeting student achievement expectations.	to CCSS and meeting student achievement expectations.		Instr Coaches Admin	need. Provide training and PD as related.		Instr Coaches Principal		
	Develop district wide expectations for instructional coaches role in supporting staff	Aug 2015 – June 2016	Dir C&I Admin	Develop plan of support in a coaching model Identify specific strategies and practices to be monitored including but not limited to integration of technology, instructional strategies, high leverage student engagement, use of data to drive instruction and classroom management Incorporate job embedded professional development Monitor plan including feedback from participant and administrators and adjust as needed. Continue monthly walkthrough.	Aug 2015 & Ongoing	Dir C&I Instr Coaches Principal		

Performance Goal 1e

Improvement Area: Involvement, Implementing, Monitoring

SMART Goal Our needs assessment of program implementation and school community involvement indicates that although we have teachers visiting other sites and using a specific protocol, there is minimal data available on the direct impact on student achievement. The district does not have a standardized implementation monitoring process to support student achievement.

Based on these needs assessment findings, our district goal is establish protocol and processes to provide clear direction and support to schools in a consistent and uniform manner.

Strategy #1	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Establish a comprehensive system to monitor and evaluate policy and practices to assure that they are consistent across the district and focused on supporting student learning and achievement.	Identify and review district systems (including instructional programs, resources, policies, procedures, etc.) across the district and at individual school sites.		Supt	Assemble a team. Identify and prioritize which systems to review. Provide district and site system information. Review to determine where overlap exists and where outliers are.		Supt		
	Align district and school site systems for consistency and coherence. Update and modify district and site policies and procedures as necessary.		Supt	Determine which systems are required to be consistent across the district to assure equitable access to education for each student. Determine what constitutes the alignment of each system. Implement and monitor systems across district to assure effectiveness and cohesion.	June 2014	Supt		

	Continue to develop a process and criteria for evaluating programs across the district including measures for success and implications for missed targets	Ongoing	Supt Dir C&I	Continue to identify specific tools, benchmarks and timelines for evaluation of program and supports and interventions for missed targets. CCSS Unit Assessments CCSS Unit timelines	Ongoing	Dir C&I Admin		
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Strategy #2	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Continue to provide high quality CCSS professional development in the area of Reading/ELA and math to ensure that staff across the district is fully prepared to deliver CCSS-aligned instruction.	Continue to provide training on CCSS implementation and required elements including time for collaboration within grade level department teams and district wide to assure equitable outcome for students		Dir C&I Instr Coaches	Continue to refine units of study assessment and individual lessons, including assessment, pedagogical approach and engagement strategies, and identify curriculum and assessments.	June 2015 - Aug. 2016 and Ongoing	Dir C&I Instr Coaches		
	Monitor the implementation of CCSS and effectiveness of instructional delivery using multiple measures	Ongoing	Dir C&I Instr Coaches Principals	Continue to refine specific benchmarks and timelines for CCSS unit assessments to monitor the effectiveness of instructional delivery	Ongoing	Dir C&I Instr Coaches Principals		
	Develop a support structure for staff who may be struggling with the effectiveness of the instructional delivery and assure that the focus is on increasing student achievement	Aug – June 2016, Ongoing	Dir C&I Instr Coaches, K-8 Acad Coaches/ AP Principals	Define specific opportunities for staff to receive additional support in acquiring the necessary skills and knowledge for implementation of CCSS including but not limited to: training, coaching,	Ongoing	Dir C&I Instr Coaches K-8 Academic Coaches/ AP Principals		

	Trainings will be provided on the effective implementation of strategic and intensive intervention programs			modeling				
	Continue to provide training on the use of technology including strategies to integrate technology into instruction where students are learning on technology	Aug 2015 - Ongoing	Dir C&I Instr Coaches Techies DALLA Trainers	Continue to define the “student use of technology for learning” Train teachers to be specifically cognizant of the observable shift from using technology to only deliver a lesson as opposed to students learning with technology.	Ongoing	Dir C&I Instr Coaches Techies DALLA Trainers		

Strategy #3	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Continue to develop and implement systems that promote positive school climate and a healthy learning environment	Formalize parent engagement processes with specific outcomes	Aug 2015 – June 2016	Dir LCAP	District leadership will meet and develop 3-5 district wide opportunities for parents/families to participate in either school or district wide activities	Aug – June 2016	Dir C&I Dir LCAP Principals		
	PBIS develop and implement consistent behavioral norms district wide	Aug – June 2016	Dir LCAP Dir Alt Ed K-8 Acad Coaches/ AP	District leadership will develop a set of non - negotiable for student behavior Provide training and support to staff, both certificated and classified, for implementation	Aug 2015 – June 2016	Dir LCAP Dir Alt Ed K8 Acad Coaches/ AP		
	Engage students in developing a system of rewards and	Aug 2015 – June	Dir Alt Ed K-8	PBIS Student leadership teams at each site will be trained on the student	Aug 2015 –	Dir LCAP Dir Alt Ed K8 Acad		

	consequences that are peer enforced	<u>2016</u>	Academic Coaches/ AP	behavior expectations. They will help to develop a school wide system of rewards and consequences. This may include restorative justice, student court, and rewards.	June 2016	Coaches/ AP		
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Performance Goal 1f
Improvement Area: Support Schools in Corrective Action

California schools have been frozen in their AYP status due to the change from STAR testing to CAASP testing. Current student achievement data, including subgroup data in ELA and Math from CAASPP is estimated to be available in Aug/Sept 2015 and will be baseline data, not growth data. Our district has chosen to focus on all schools implementing CSS units and assessments.

Strategy #1	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Establish a comprehensive system to monitor and evaluate policy and practices to assure that they are consistent across the district and focused on supporting student learning and achievement.	Identify and review district systems (including instructional programs, resources, policies, procedures, etc.) across the district and at individual school sites.	Ongoing	Dir C&I Supt LCAP Dir DSLTT Team	Identify team to review district wide and school systems. Identify and prioritize which systems to review. Provide district and site system information. Review to determine where overlap exists and where outliers are.	Ongoing	Dir C&I Director LCAP Supt	DSLTT teacher subs \$4,000	Title I
	Align district and school site systems for consistency and coherence. Update and modify district and site policies and procedures as	Ongoing	Dir C&I Supt Dir LCAP, <u>DSLTT</u>	Determine which systems are required to be consistent across the district to assure equitable access to education for each student.	Ongoing	Dir C&I Dir LCAP Supt		

	necessary.		<u>Team</u>	Determine what constitutes the alignment of each system. Implement and monitor systems across district to assure effectiveness and cohesion.				
	Develop a process and criteria for evaluating programs across the district including measures for success and implications for missed targets	June 2016	Dir C&I Dir LCAP DSLTL Team, Principals	Identify specific tools, benchmarks and timelines for evaluation of program and supports and interventions for missed targets.	June 2016	Dir C&I Dir LCAP DSLTL Team, Principals		

Strategy #2	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Continue to provide high quality CCSS professional development in the area of Reading/ELA and math to ensure that staff across the district is fully prepared to deliver CCSS-aligned instruction.	Provide ongoing training on CCSS implementation and required elements including time for collaboration within grade level teams and district wide to assure equitable outcome for students Trainings will also be provided on the effective implementation of strategic and intensive intervention programs	Ongoing	Dir C&I Dir SpEd Principals	Continue to develop units of study and individual lessons and assessments, including pedagogical approach and engagement strategies, and identify curriculum and assessments.	Ongoing	Dir C&I Dir SpEd Instr Coaches Admin		
	Monitor the	Ongoing	Dir C&I	Continue to define specific	Aug	Dir C&I		

	implementation of CCSS and effectiveness of instructional delivery using multiple measures		Instr Coaches Principals	elements and timelines for implementation of CCSS leading to full implementation. Define specific benchmarks for achievement and use data to monitor the effectiveness of instructional delivery	2015 – June 2016	Instr Coaches Principals		
	Develop a support structure for staff who may be struggling with the effectiveness of the instructional delivery and assure that the focus is on increasing student achievement	Ongoing	Dir C&I Instr Coaches, Principals	Continue to define specific opportunities for staff to receive additional support in acquiring the necessary skills and knowledge for implementation of CCSS including but not limited to: training, coaching, and modeling.	Ongoing	Director C&I Instr Coaches, Principals Academic Coaches/ AP K-8	Academic Coaches/ AP K-8 \$80,300	Title I
	Provide training on the use of technology including strategies to integrate technology into instruction where students are learning on technology	Aug 2014 & Ongoing	Dir C&I Instr Coaches Techies DALLA Trainers	Define the “student use of technology for learning” Train teachers to be specifically cognizant of the observable shift from using technology to only deliver a lesson as opposed to students learning with technology.		Dir C&I Instr Coaches Techies DALLA Trainers		

Performance Goal 2 English Learners

Performance Goal 2a

Improvement Area: Annual Progress Learning English – AMAO 1 (Students moving up one CELDT level per year)

SMART Goal: By January 31, 2016 the percentage of English learners learning English will increase from **65% TO 70%** in order to move defined growth expectations as measured by CELDT.

Strategy #1	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Appropriate ELD instruction: Students will remain grouped by no more than 2 CELDT levels for ELD instruction to maximize their instruction acceleration.	Initial Instructional Grouping: Staff will review the CELDT results and create a schedule for ELD which is compliant – 30 minutes per day, grouping of no more than 2 levels together, and instruction by credentialed teacher.	Nov (after CELDT testing)	Dir C&I Instr Coaches ELD Teachers Principals	Annual CELDT training CELDT testing CELDT data review – matrix of levels for each school Implementation of school schedule	Aug - Nov 2015	Dir C&I Instr Coaches ELD teachers	Instr Coaches \$340,000 Dir, C&I, \$98,071	Title I Title I Title II
	Ongoing Instructional Grouping: Principals, ELD teachers & coaches will monitor student achievement throughout the year during using multiple measures on Aeries Analytics and EADMS. Those students showing adequate improvement to advance to the next CELDT level will be moved to a higher ELD group.	Ongoing	Instr Coaches ELD teachers, Principals	Aeries Analytics data and EADMS_training and data set up Intervention/Monitoring meetings CELD test materials	Ongoing	Dir C&I Instr Coaches ELD teachers		

Strategy #2	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
The district will ensure that ongoing training in CCSS for core teachers included pedagogical support for skillfully instructing diverse learners such as EL students.	Coaches and ELD teachers will observe core ELD classrooms, provide staff training, and model lessons to ensure ongoing support for EL students, including in each student's specific domain needs – reading, writing, listening & speaking.	Nov/Dec annually	Dir C&I Instr Coaches ELD teachers	Ongoing training for coaches & ELD teachers in using effective instructional strategies to strengthen each EL student's specific domain needs. Continue collaboration during weekly coaches meeting and monthly ELD meetings.	Ongoing	Dir C&I Instr Coaches ELD Teachers		
	All teachers utilize a diverse array of instructional strategies and practices to meet all types of students, including EL	Ongoing	Dir C&I Instr Coaches ELD Teachers	Create/modify classroom observation tool to provide alignment with highly effective instructional strategies for English Learners	Aug 2015 – May 2016	Dir C&I Instr Coaches ELD teachers Principals		

Performance Goal 2b

Improvement Area: English Proficiency – AMAO 2 (Students attaining CELDT level 4 or 5 proficiency)

SMART Goal: By January 31, 2016, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase from 25% - 30% in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency. By January 31, 2016, the percentage of English learners in language instruction educational programs 5 or more years attaining English language Proficiency will increase from 65% - 70% in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.

Strategy #1	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Appropriate ELD instruction: Students will remain grouped by no more than 2 CELDT	Initial Instructional Grouping: Staff will review the CELDT results and create a schedule for	Nov (after CELDT testing)	Dir, C&I, Instr Coach	Annual CELDT training CELDT testing CELDT data review – matrix of levels for each	Aug - Nov 2014 2015	Dir C&I Instr Coaches ELD	Instr Coaches \$340,000	Title I

levels for ELD instruction to maximize their instruction acceleration.	ELD which is compliant – 30 minutes per day, grouping of no more than 2 levels together, and instruction by credentialed teacher.		ELD teacher Principals	school Implementation of school schedule including teachers		teachers	Dir, C&I, \$98,071	Title I Title II
	Ongoing Instructional Grouping: Principals, ELD teachers & coaches will monitor student achievement throughout the year during using multiple measures on Aeries Analytics and EADMS. Those students showing adequate improvement to advance to the next CELDT level will be moved to a higher ELD group.	Ongoing	Instr Coach ELD teacher Principals	Aeries Analytics and EADMS data/training and data set up Intervention/Monitoring meetings CELD test materials	Ongoing	Dir C&I Instr Coaches ELD teachers		
Strategy #2	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
The district will ensure that ongoing training in CCSS for ELD and Core teachers included pedagogical support for skillfully instructing diverse learners such as EL students.	Coaches and ELD teachers will observe CORE and ELD classrooms, provide staff training, and model lessons to ensure ongoing support for EL students, including in each student's specific domain needs – reading, writing, listening & speaking.	Ongoing	Dir C&I Instr Coach ELD Teachers	Ongoing training for coaches & ELD teachers in using effective instructional strategies to strengthen each EL student's specific domain needs. Continue collaboration during weekly coaches meeting and monthly ELD meetings.	Ongoing	Dir C&I Instr Coaches ELD teachers		
	All teachers utilize a diverse array of	Ongoing	Dir C&I	Create/modify classroom observation tool to provide	Aug 2015 –	Dir C&I Instr		

	instructional strategies and practices to meet all types of students, including EL		Instr Coach ELD teachers	alignment with highly effective instructional strategies for English Learners	May 2016	Coaches ELD teachers Principals		
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Performance Goal 2c

Improvement Area: AYP For EL Subgroup – AMAO 3 (Students attaining proficient or advanced)

SMART Goal: By August, 2016, the percentage of English learners attaining proficiency in Reading/Language Arts will increase by 5%_as measured by the ~~CST~~, SBAC and/or CAHSEE, in order to move toward state-defined expectations for proficiency in Reading/Language Arts.

By August, 2016 the percentage of English learners attaining proficiency in Mathematics will increase by 5%_as measured by the SBAC and/or CAHSEE, in order to move toward state-defined expectations for proficiency in Mathematics.

By August, 2016, the LEA will meet the 95% participation rate for English learners assessed in Reading/Language Arts and Mathematics.

Strategy #1	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Ensure that our district is meeting the needs of EL students through ELD & CCSS provided during core instruction	Ensure that all EL students are receiving required ELD – correctly placed by level, 30 minutes daily and by a credentialed teacher	Nov (after CELDT testing)	Dir, C&I Instr Coach ELD teacher Principals	Annual CELDT training CELDT testing CELDT data review – matrix of levels for each school Implementation of school schedule including teachers	Aug - Nov	Dir C&I Instr Coaches ELD teachers	Instr Coaches \$340,000 Dir, C&I, \$98,071	Title I Title I Title II
	Ensure that all EL	Aug -	Dir,	ELD master schedules and	Nov	Dir C&I		

	students are receiving access to the core programs	June	C&I Instr Coach ELD teacher Principals	core schedules will be monitored so that all EL students are receiving core programs	2015 & Ongoing	Instr Coaches ELD teachers		
	Ensure there is support in core content classes with adequate scaffolding and language support	Ongoing	Dir, C&I Instr Coach ELD teacher Principals	The district will ensure that ongoing training in CCSS for teachers included pedagogical support for skillfully instructing diverse learners such as EL students by providing training for all teachers in ELD/CCSS standards. Provide Preschool ELD teacher from LCOE. Ongoing training for coaches & ELD teachers in using effective instructional strategies to strengthen each EL student's specific domain needs. Create/modify classroom observation tool to provide alignment with highly effective instructional strategies for English Learners	June 2016	Dir C&I Instr Coaches ELD teachers Preschool ELD Teacher- LCOE	Preschool ELD Teacher LCOE \$12,416	Title I
Strategy #2	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Extended learning time provided for EL students that are not at grade level proficiency	Interventions will be utilized for EL students such as Supplemental Educational Services	Ongoing	Dir, C&I Instr Coach	Ongoing monitoring of EL student progress using Aeries Analytics and EADMS_data,	Ongoing	Dir C&I Instr Coaches ELD		

	(SES), summer school, ASES after school program, or small group instruction during school		Principals Teachers	of SES, Migrant Ed and ASES Monitoring small group instruction/interventions at school sites		teachers Principals		
Strategy #3	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Students will be reviewed at least annually for reclassification	Students will be reclassified at each school site using the district procedure and forms. Multiple measures will be collected and teachers, parents, and administrators will conference to make a final reclassification decision.	Aug - Sept	Dir, C&I Instr Coach ELD teacher Principals, Core teacher	Annually review district's RFEP policy/procedure Collect data on students that are eligible for RFEP Principals, teachers and parents conference to make final RFEP decision Evaluate process by reviewing any barriers to students becoming redesignated.	Aug - Sept	Dir C&I Instr Coaches ELD teachers Principals Core teachers		

Performance Goal 2d

Improvement Area: High Quality Professional Development

SMART Goal: By November, 2015, 95% of LEA teachers will receive professional development on CCSS ELD standards and strategies that include research-based strategies to improve English learner attainment of English language proficiency and/or achievement in Reading/Language arts and/or Mathematics. By November 2015, 95% of LEA administrators will receive professional development on CCSS ELD standards and strategies that include research-based strategies to improve English learner attainment of English language proficiency and/or achievement in Reading/Language arts and/or Mathematics. By September, 2015, 100% of teachers of English Language Development will be authorized to teach ELD. By September, 2015, 100% of Reading/Language Arts and Mathematics teachers of English learners will be both highly qualified in the content area(s) and authorized to teach English learners.

Strategy #1	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Ensure that teachers maintain highly qualified status, and benefit from	Support teachers with training and follow up coaching on using a diverse	Ongoing	Dir C&I Instr	Plan professional development with direction from West Ed Survey all teachers to	June 2015	Dir C&I Instr Coaches	WestEd 5 days \$15,000	Title III

ongoing capacity building efforts in the area of curriculum design, including CCSS unit development, lesson design and associated assessment development,	array of instructional strategies to support diverse learner populations, including SWDs, ELs and other subgroups not meeting proficiency.		Coaches ELD Teacher	determine the degree of training needs, needed at grade levels and sites Have advanced teachers train staff at their respective sites with Instr coaches and ELD teachers to support the needs of diverse learners. Implement/modify a classroom observation tool to ensure high level teaching strategies		ELD teachers	CABE Conference \$10,000 Materials & Online Subscript \$26,608	Title III Title III
	Continue district wide teacher teams to develop CCSS units, lessons and assessments at each grade span along with establishing a plan for increasing levels of technology use for students.	Ongoing	Dir, C&I Instr Coach ELD teacher, Google Trainer Techies	Teacher team will develop a system that they believe will support struggling staff that will include training, coaching, and modeling. Teacher support system will be reviewed at coaches meetings, monthly ELD management meetings, and monthly special ed meetings.	June 2015	Dir C&I Instr Coaches ELD teachers		
Strategy #2	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
All teachers will be authorized to teach ELD and be highly qualified in the content area.	Administrators will hire teachers authorized to teach ELD and are HQT, or provide an immediate plan to be qualified.	Ongoing	Dir C&I Dir H&R Admins	Administrators will monitor their hiring process. MOU will be created for teachers hired that are not yet HQT.		Dir C&I Dir HR Admin		

Performance Goal 2e
Improvement Area: Parent and Community Participation

SMART Goal: By June 2016 the LEA will improve and increase parent outreach strategies so that 75% of EL or Migrant Ed parents are active participants in the education of their children as evidenced in participation of ELAC, DELAC, and school events.

Strategy #1	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Professional development and outreach opportunities will be offered for parents and other interested community members.	The school sites and the district will English Language Advisory Committees (ELAC/DELAC) for EL and Migrant Ed families at least twice per year – providing support in the areas of attendance, school policies, testing, CELDT and EL programs.	September - June	Dir, C&I, ELD teacher Principals	*Provide appropriate training for ELAC/DELAC committee requirements *Have ELAC/DELAC members complete a needs assessment for information, assistance, and areas for improvement *Provide expert speakers to provide required and requested information *Provide annual testing results and information for CELDT and SBAC	August - May 2016	Dir C&I Principals ELD teachers		
	Each school with 20 or more EL students will have a Bilingual Family Liaison to translate documents, provide outreach to families, be available for assistance during some school hours, and available for parent meetings during and after school hours	Ongoing	Dir, C&I Dir HR Principals	*provide translations at schools w/more than 20 students *provide translations during school events	Ongoing	Dir C&I Dist Bilingual Secretary	Dist Bilingual Secretary	Gen Funds
	Each school site will operate a School Site Council to oversee the categorical funds allocated to their school. The council shall be	Ongoing	Principals	*Provide categorical funding to school sites *Provide training on use of categorical funding *Provide data for evaluation of programs	Ongoing	Dir C&I Principals		

	comprised of 50% parents of that school site and follow all School Site Council regulations.							
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Performance Goal 2f
Improvement Area: Parental Notification

SMART Goal: By June 2016, the LEA will provide 95% of the parents of ELs with the following information regarding their children, in a language they can understand: identification as EL, program placement options, program placement notification, English language proficiency level, as determined by CELDT results and any local English Proficiency assessment used, academic achievement level, redesignation information, and at the high school level, graduation requirements and annual notification of their students’ progress toward meeting those requirements.

Strategy #1	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
The district will provide access for non English speaking families to adequately participate in their child’s education.	The district will provide a Bilingual Family Liaison for translation services, both verbal and written, at the district office. This person also maintains required EL data as well as services as a liaison to the EL and Migrant community at /DELAC meetings, Migrant Ed meetings, parent conferences, IEPs or other events as needed.	Ongoing	Dir C&I Principals	Schedule DELAC, Migrant Ed meetings Translate documents	Ongoing	Dir C&I Principals		
	Each school with 20 or more EL students will	Ongoing	Dir C&I	provide translations at schools w/more than 20		Dir C&I Principals	Site Bilingual	Gen Funds

	have a Bilingual Family Liaison to translate documents, provide outreach to families, be available for assistance during some school hours, and be available for parent meetings during and after school hours		Principals	students provide translations during school events			Family Liaisons	
Parent Involvement software Blackboard Connect will be utilized for phone/email notification for various topics of communication: academic events, conferences, report cards, student activities, parent nights, ELAC/DELAC, emergencies, sporting events, awards, etc.	The district will continue the annual subscription for the Blackboard Connect system. Specific subgroups can be targeted for notification such as English Learner and Migrant families.	Ongoing	Dir C&I	Provide ongoing training for those that use the system, including EL staff	Ongoing	Dir C&I		

Performance Goal 2g
Improvement Area: Services for Immigrant Students

SMART Goal: By June 2016, the LEA will provide services to Immigrant Students to assist them in their transition.

Strategy #1	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
The district will provide services to Immigrant students to assist them in their transition to English.	Provide additional strategies and materials.	Ongoing	ELD teacher	Purchase materials proven to assist newcomers in their English Development.		Dir C&I ELD teachers	Rosetta Stone \$2,234 \$11,638	Immigrant Title III

CA6 Goal 3: Highly-Qualified Teachers

Performance Goal 3: Highly Qualified Teachers

SMART Goal: By June, 2016, 100% of students will be taught by highly qualified teachers. By June, 2016, 100% of newly hired teachers will have a valid CTC approved credential along with CLAD to provide instruction to English Learners. By June, 2016, 100% of teachers and administrators will have participated in CCSS training, including lesson planning with technology.

Strategy #1	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Ensure that teachers have the requisite knowledge and skill to support the enactment of the district's student use of technology vision,	Develop a district technology team that will assimilate SMART and Pro Board technologies, as well technological	Ongoing	Dir C&I Instr Coaches K-8 Academic Coaches/AP Techies DALLA Trainers	Identify stakeholders for district technology team Identify technology available in district and develop plan to assure equitable access	Aug 2015	Dir C&I	Staff training (timesheet or subs) Director C&I	Title I Title I Title II

where students are learning on technology.	devices and Google programs used by all students, to create a student learning use plan						\$98,071	Title I
							Instructional Coaches \$340,000	Title I
							Academic Coaches/AP K-8 \$80,300	Title I
	Define how the district plans to meet the technology needs of all diverse learner populations.	June 2014 – June 2015	Dir C&I Instr Coaches K-8 Academic Coaches/AP Techies, DALLA Trainers	Administration and ELD teachers review how needs are being met all learners including subgroups.	April 2015	Dir C&I Dir SpEd		
	Provide ongoing coaching to teachers at all schools to support the pedagogical shift to lessons where students are learning on technology.	Ongoing	Instr Coaches K-8 Academic Coaches/AP DALLA Trainers District Tech Team	Continue to train teachers on integrating technology in delivery of instruction Train instructional coaches to be technology experts Instructional coaches <i>and DALLA Trainers</i> monitor tech based lessons to determine site based trainings Tech Survey is given		Dir C&I		

				annually to teachers and students to determine needs and reports on the success/barriers to students using technology in the classroom				
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Strategy #2	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Ensure that teachers maintain highly qualified status, and benefit from ongoing capacity building efforts in the area of curriculum design, including continued CCSS unit development, lesson design and associated assessment development,	Support teachers with training and follow up coaching on using a diverse array of effective instructional strategies to support diverse learner populations, including SWDs, ELs and other subgroups not meeting Proficiency.	Aug 2015 - June 2016	Dir C&I Instr Coaches ELD teachers	Plan professional development with a survey all teachers to determine the degree of training needs, needed at grade levels and sites Have advanced teachers train staff at their respective sites with instructional coach to support the needs of diverse learners. Implement/modify a classroom observation tool to ensure high level teaching strategies	Ongoing	Director, C&I, Instr Coaches Principals	Prof Dev Days \$257,671	Title I Title II
	Coordinate district wide teacher teams to continue to develop units, lessons and assessments at each grade span	Ongoing	Dir C&I	Teacher teams will develop a system that will support struggling staff that will include training, coaching, and modeling during collaboration, classroom walkthroughs	June 2015 - Ongoing	Dir C&I Instr Coaches DALLA Trainers, BTSA Staff		

	/department along with establishing a plan for increasing levels of technology use for students.			and professional development				
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Performance Goal 5 (Graduation Rates)

Improvement Area: 5a

Increased Graduation Rates (As measured by the latest Dataquest report – Cohort Outcome Data Class of 2012-13)

SMART Goal: By August 2016, the graduation rate will increase from 69.6% to 74% as measured by Dataquest • By August 2016 the Socioeconomic Disadvantaged graduation rate will increase from 67% to 72% • By August 2016, the English learner graduation rate will increase from 76% to 81% • By August 2016, the Hispanic graduation rate will increase from 67.8% to 72% • By August 2016, the White graduation rate will increase from 72.3% to 77% • By August, the Students w/Disabilities graduation rate will increase from 52.9% to 58%

Strategy #1	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Align and implement CCSS and CTE Pathways to assure students graduate college and career ready	Provide WestEd professional development on the articulation between CCSS and CTE pathways	Aug 2015 – June 2016	Dir C&I High School Principal Dir LCAP	Tech support provider WestEd develop units of study and individual lessons, including pedagogical approach and engagement strategies, and identify curriculum and assessments.	Aug 2015 – June 2016	Dir C&I High School Principal Dir LCAP	WestEd 3 days \$9,000	Title I
	Provide collaboration time for core teachers and pathway teachers to monitor and support student progress	Ongoing	Dir C&I High School Principal	Identify times during the school year for teachers to collaborate about student progress and monitor results, including the degree to which the needs of student subgroups have been met.	August 2015 – June 2016	Dir C&I High School Principal		

	Meet with teacher leaders to develop tools to track progress and monitor implementation.	Sept 2015 – June 2016	Dir C&I High School Principal	Schedule meeting sessions Develop agenda Create tools to track progress and monitor implementation with WestEd trainers on MTSS Multi tiered system of support.	Sept 2015 – June 2016	Dir C&I High School Principal		
				Provide Intervention Support: After School Tutoring, SES, Summer School & transportation			Summer School Tutoring Transp \$39,470	Migrant Ed grant Title I
	WestEd – MTSS training design and implement a system to create a personalized learning approach to meet the needs of EL’s SWDs and socioeconomically disadvantaged subgroups	Sept 2015 – June 2016	Dir C&I High School Principal	Schedule professional development sessions at a time that will work for all applicable staff Meet with teacher leaders Provide professional development in designing a personalized learning approach.	Sept 2015 – June 2016	Dir C&I Dir SpEd High School Principal	MTSS WestED 5 days \$15,000	Title I
	WestEd – CCSS training provide professional development specifically designed to develop instructional strategies to meet the needs of all learners within the context of CTE pathways and CCSS	Sept 2015 – June 2016	Dir C&I High School Principal	Identify area for training Set date, training venue, and provider. Monitor and support a wide variety of instructional strategies and provide feedback to teachers.	Sept 2015 – June 2016	Dir C&I High School Principal		
	Provide opportunities for students at the elementary	Sept 2015	Dir LCAP	Design a comprehensive and sustainable program	June 2016	Director LCAP		

	level to engage in hands on activities that are related to the CTE pathways	June 2016		that allows for students to choose activities in their areas of interest and build their capacity to be successful in high school				
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Strategy #2	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Develop and implement systems that promote positive school climate and a healthy learning environment	Formalize parent engagement processes with specific outcomes	Aug 2015 – June 2016	Dir Alt Ed Dir LCAP Principals K-8 Acad, Coaches/ AP	District leadership will meet and develop 3-5 district wide opportunities for parents/families to participate in either school or district wide activities	June 2016	Dir Alt Ed Dir LCAP Principals		
	PBIS training Develop and implement consistent behavioral norms district wide	Aug 2015 – June 2016	Dir LCAP Dir Alt Ed Principals K-8 Acad Coaches/ AP	District leadership will develop a set of age appropriate non - negotiables for student behavior Provide training and support to staff for implementation	June 2016	Director LCAP Dir Alt Ed Principals K-8 Acad Coaches/ AP		
	Engage students in developing a system of rewards and consequences that are peer enforced	Aug 2015 – June 2016	Dir LCAP Dir Alt Ed Principal K-8 Acad Coaches/ AP	Student leadership teams at each site will be trained on the student behavior expectations. They will help to develop a school wide system of rewards and consequences. This may include restorative justice, student court, and rewards.	June 2016	Dir LCAP Dir Alt Ed Principal K-8 Acad Coaches/ AP		

Strategy #3	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Implement parent/family engagement activities	Provide forums for parents/families to discuss the importance of post secondary education and training and options available	Aug 2015 – June 2016	Dir LCAP Principals	Develop format and Schedule dates for parent meeting. Include overview of career options and opportunities at the high school and support structures in place for student success	Aug 2015 – June 2016	Dir LCAP Principals		
	Develop a series of options for parent workshops that provides parents with resources to support their child's learning at home	Aug 2015 – June 2016	Dir C&I Dir LCAP Dir Alt Ed Dir Lewis Principals	Schedule and conduct outreach to promote high levels of engagement for: Family math night Literacy night Career fair Game night Healthy eating - farm to table	June 2016	Dir C&I Dir LCAP Principals		

Improvement Area: 5b

Decreased Dropout Rates (As measured by the latest Dataquest report – Cohort Outcome Data Class of 2012-13)

SMART Goal: By August 2016, the dropout rate will decrease from 18.1% to 13% as measured by DataQuest. • By August 2016, the Socioeconomic Disadvantaged dropout rate will decrease from 19.5% to 14.5% • By August 2016, the English learner dropout rate will decrease from 12.0% to 7%. • By August 2016, the Hispanic dropout rate will decrease from 18.6% to 13.5% • By August 2016, the White dropout rate will decrease from 17.0% to 12% • By August 2016, the Students w/Disabilities dropout rate will decrease from 20.6% to 15.5%.

Strategy #1	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Align and implement CCSS and CTE Pathways to assure students graduate college and career ready	<u>WestEd</u> Provide professional development on the articulation between CCSS and CTE pathways	Aug 2015 - June 2016	Dir C&I Dir LCAP Principals	Tech support provided WestEd develop units of study and individual lessons, including pedagogical approach and engagement strategies, and identify curriculum and assessments.	Aug 2015 – June 2016	Dir C&I Dir LCAP Principals	WestEd 3 days \$9,000	Title I
	Provide collaboration time for core teachers and pathway teachers to monitor and support student progress	Ongoing	Dir C&I Principals	Identify times during the school year for teachers to collaborate about student progress and monitor results, including the degree to which the needs of student subgroups have been met.	August 2014 - June 2015	Dir C&I Dir SpEd Principals		
	Meet with teacher leaders to develop tools to track progress and monitor implementation.	Sept 2014 – June 2015	Dir C&I Principals	Schedule meeting sessions Develop agenda Create tools to track progress and monitor implementation with WestEd trainers on MTSS.	September 2014 – June 2015	Dir C&I Dir SpEd Principals		
	Design and implement a system to create a personalized learning approach to meet the needs of EL's SWDs and socioeconomically disadvantaged subgroups	Sept. 2014 – June 2015	Dir C&I Dir SpEd Principals	Schedule professional development sessions at a time that will work for all applicable staff Meet with teacher leaders Provide professional development in designing a personalized learning approach.	June 2015	Dir C&I Dir LCAP Principals		
	Provide professional	June	Dir C&I	Identify area for training	June	Dir C&I		

	development specifically designed to develop effective instructional strategies to meet the needs of all learners within the context of CTE pathways and CCSS	2014 – June 2015	Principals	Set date, training venue, and provider. Monitor and support a wide variety of instructional strategies and provide feedback to teachers.	2015	Principals		
	Provide opportunities for students at the elementary level to engage in hands on activities that are related to the CTE pathways	June 2014 – June 2015	Dir LCAP Principals	Design a comprehensive and sustainable program that allows for students to choose activities in their areas of interest and build their capacity to be successful in high school	June 2015	Dir LCAP Principals		

Strategy #2	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Develop and implement systems that promote positive school climate and a healthy learning environment	Formalize parent engagement processes with specific outcomes	Aug 2014 – June 2015	Dir Alt Ed Principals	District leadership will meet and develop 3-5 district wide opportunities for parents/families to participate in either school or district wide activities	June 2015	Dir LCAP Dir Alt Ed Principals		
	Develop and implement consistent behavioral norms districtwide	Aug 2014 – June 2015	Dir LCAP Dir Alt Ed Principals K-8 Acad Coaches/ AP	District leadership will develop a set of non - negotiables for student behavior Provide training and support to staff for implementation	June 2015	Dir LCAP Dir Alt Ed Dir LCAP Principals		
	Engage students in developing a system of rewards and consequences that are peer enforced	Aug 2014 – June	Dir LCAP Dir Alt Ed	Student leadership teams at each site will be trained on the student behavior expectations. They will	June 2015	Dir LCAP Dir Alt Ed Principals		

		2015	Principals K-8 Acad Coaches/ AP	help to develop a school wide system of rewards and consequences. This may include restorative justice, student court, and rewards.		K-8 Acad Coaches/ AP		
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Strategy #3	Action Step (to accomplish Strat.)	Start/Stop	Person Resp.	Tasks (to accomplish Action Step)	Due Date	Person Resp.	Budget	Source
Implement parent/family engagement activities	Provide forums for parents/families to discuss the importance of post secondary education and training and options available		Dir LCAP Principals	Develop format and Schedule dates for parent meeting. Include overview of career options and opportunities at the high school and support structures in place for student success	Aug 2014 – June 2015	Dir LCAP Principals		
	Develop a series of options for parent workshops that provides parents with resources to support their child’s learning at home	–	Dir C&I Dir LCAP Dir Alt Ed Dir Lewis Principals	Schedule and conduct outreach to promote high levels of engagement for: Family math night Literacy night Career fair Game night Healthy eating - farm to table	June 2015	Dir C&I Dir LCAP Principals		