



Local Control Accountability Goals

STRATEGIC GOAL 1

High Expectations: Ensure that all students are college and career ready by providing rigorous, relevant, and differentiated instruction.

Focus Goal 1.1:

By June 2017, all students will increase by 5 percentage points annually as measured by the CAASPP and District Formative Assessments.

- Develop formative assessments aligned to the Common Core State (CCSS) and determine baselines for future growth.
- Develop performance tasks that measure college and career readiness.
- Ensure that the CCSS math curriculum and ELA CCSS instructional units are implemented using the CCSS strategies.
- Review the research on all-day Kindergarten and visit other school districts that are currently doing it.
- Audit the special education program and ensure the highest quality supports to students.
- Offer afterschool intervention programs at all four sites.
- Reinstate summer school for at risk students.

Focus Goal 1.2:

By June 2017, all English Learners will increase in attainment of English language by a minimum of one proficiency level each year to ensure reclassification within five years as measured by the California English Language Development Test (CELDT).

- Develop a process and plan for implementing Guided Language Acquisition and Development (GLAD).
- Purchase formative assessments aligned to the ELD standards to monitor student progress each trimester.
- Hire outside consultants to audit the District English Learner Program and provide recommendations for improvement.

Focus Goal 1.3:

By June 2017, all school and district teams will collaborate around data to implement a sustainable well defined support system that enables all learners to achieve at high levels as measured by the CAASPP, District Formative Assessments, IEP goals, behavior support plans.

- Form a committee to develop a robust after school intervention program to close the achievement gap to ensure all students may access the core instruction.
- Maintain Site and establish a District data team to review District level data and make recommendations for the LCAP.
- Train all administrators and coaches on the Instructional Rounds process.
- Reinstate summer school for those students that are not meeting academic standards.
- Audit the district-wide Response to Intervention program.
- Provide counseling to high-need students.

STRATEGIC GOAL 2

Engagement: Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment.

Focus Goal 2.1:

By June 2017, increase parental involvement in school-wide, classroom, leadership, and parent learning opportunities by 15 percentage points.

- Develop a metric to track parent involvement in school-wide, classroom, leadership, and parent learning opportunities.
- Survey parents on areas that they would like to be involved in their student's education.
- Ensure that parents are notified at least one week in advance of all school events.
- Utilize email, text, and social media to communicate with parents about upcoming events.

Focus Goal 2.2:

By June 2017, increase school engagement for all student sub-groups by 5 percentage points annually as measured by the California Healthy Kids Survey.

- Review the results from the California Healthy Kids Survey 2013-2014 and develop a plan to improve student engagement and set growth targets.
- Survey students on ways to increase engagement in the school community.

Focus Goal 2.3:

By June 2017, all schools will sustain research-based practices that address character education, leadership development and develop positive assets in all students.

- Create a task force to audit what is happening currently at each school site to foster character development.
- Survey parents on the components of a character education program.
- Celebrate good character in classrooms, at the school level, and district-wide.

Focus Goal 2.4:

By June 2017, reduce the suspension rate to 2% district-wide.

- The administrative team will research proactive steps to reduce suspensions/expulsions and look for alternative means of correction as well as calibrating what warrants suspension/expulsion.
- Hire a 40% Behavior Intervention Specialist to work with students receiving special education services.
- Review the discipline data to determine the proportionally based upon the District demographics in all sub-groups.

Focus Goal 2.5:

By June 2017, increase student attendance to 98% daily and ensure that no student misses more than 18 school days (excused or unexcused) without making it up.

- Develop a Student Attendance Review Board and develop District policies for addressing students missing school.
- Provide counseling and support for students that are missing school.
- Review District attendance policies and update them to reflect counting excused and unexcused absences.
- Work with students to identify barriers to school attendance.
- Create a system of incentives to motivate students to attend school regularly.

Focus Goal 2.6:

By June 2017, students, staff, and parents will demonstrate increased support, encouragement, and pride in the schools and district as measured by the annual climate survey.

- Survey students, parents, and staff on ways to increase moral and pride in the schools and district.

STRATEGIC GOAL 3

Student Opportunities: Utilize a broad course of study that academically challenges all students and develops citizenship, leadership, and innovative thinking.

Focus Goal 3.1:

By June 2017, provide all students access to advanced course offering and the supports necessary to be successful.

- Assess 6th grade students at the end of the year to determine which students qualify for accelerated math. Provide access to accelerated math and supports for 7 – 8th grade students that meet the eligibility criteria.
- Plan for the implementation of Advancement Via Individual Determination (AVID) program.
- Survey the community about the desire for an advanced curriculum such as the Cambridge Curriculum, International Baccalaureate Program, or dual immersion.

Focus Goal 3.2:

By June 2017, provide all students technology enhanced curriculum.

Focus Goal 3.3:

By June 2017, ensure that all students participate in art instruction, performing arts, or another enrichment opportunity.

- Develop a plan to offer art/dance instruction to all students one day a week for a minimum of six weeks.
- Form a committee to develop a robust after school enrichment program to provide a broad course of study.
- Provide students TK – 8th grades additional opportunities to perform publically through music, drama, or choir.
- Provide consistent music instruction to all TK – 4th grades.

Focus Goal 3.4:

By June 2017, ensure that all students participate in one educational field trip or educational assembly per year.

- Restore funding for field trips/assemblies for all grade levels.
- Work with all school PFA's to develop partnerships to co-fund field trips/assemblies.

STRATEGIC GOAL 4

Professional Learning: Equip all staff with a wide range of strategies and tools to meet the needs of diverse learners and to provide on-going support to ensure consistent implementation.

Focus Goal 4.1:

By June of 2017, ensure that all instructional staff is provided the necessary tools to deliver high quality instruction that is consistent throughout the organization. Utilizing staff meetings, minimum days, additional work days, online and hourly professional learning.

- Increase the number of minimum days to provide consistent time for professional development.
- Restructure the Instructional Norms Team to provide more consistent professional development in grade specific spans.
- Provide one in-service day of math curriculum professional development for certificated staff that teach math.
- Provide minimum days of professional development focused on English Language Development Standards for all teachers.
- Provide technology integration professional learning to all 6 – 8th grade teachers.
- Form a cadre to begin developing a professional development plan for the Next Generation Science Standards.
- Develop a program for teachers to earn pay for professional development received on extra days, evenings, or weekends.

Focus Goal 4.2:

By June of 2017, ensure that all administrators have an on-going professional learning community to strengthen their understanding and ensure consistent implementation of programs.

- Provide one on one mentoring to all new administrators.
- Provide English Language Development Standards training.
- Provide professional learning in the area of positive learning environments.
- Provide time for administrators to work together to ensure consistency in discipline and other aspects of the day to day operations of the school.

STRATEGIC GOAL 5

Conditions of Learning: Provide modern school facilities, technology, and curriculum that are maintained in good repair.

Focus Goal 5.1:

By June 2017, have systems in place to ensure that all school facilities are clean, up to date, and in good repair.

- Reinststate the Maintenance Operations and Transportation (MOT) Director position. The new MOT Director will provide global direction to custodians on monthly/seasonal projects, while the site administrators will provide daily supervision.
- Site administrators, head custodians, the landscaper and the MOT Director will walk each site monthly to establish a list of things that need to be repaired/cleaned.
- Review the September 2013 site safety recommendations and prioritize the updates that need to be made to enhance school safety.
- Manage growth and work with the developers to ensure that new schools are constructed on time and to the District standard.

Focus Goal 5.2:

By June 2017, all students will have access to technology at a ratio of at least 4:1 students to device.

- Purchase technology devices and supporting infrastructure at a ratio of at least 4:1 students to device 6 – 8th grades.
- Reinsttute a 6 year life cycle repair/replacement for all technology devices computer labs, servers, teacher laptops, and support staff computers.

Focus Goal 5.3:

By June 2017, ensure that all students have access to curriculum that is up to date in ELA and math and in good repair.

- Establish an English language arts evaluation committee to begin reviewing curriculum and core literature novels.
- Purchase all materials and curriculum to support the implementation of the Math CCSS.