

District Goals 2009-2010

Educational Goal

All district students will master the California standards for their grade level by the end of each school year.

The purpose of the following performance targets is to provide the Board and district administration with the information needed to monitor to what degree schools are meeting the most important targets. Students need to 1) master the California standards for their grade level, 2) learn to read well by the end of third grade, 3) become fluent in academic English, 4) attend school regularly, 5) pass the California high school exit exam, and 6) graduate from high school. Elementary schools will report progress on targets 1, 2, 3, and 4. High schools will report progress on targets 1, 3, 4, 5, and 6. These targets provide a big picture view of school performance to monitor system effectiveness.

Beneath these targets, additional layers of assessment help administrators and teachers monitor performance in order to adjust instruction to improve learning. Quarterly or unit district benchmark and Reading Lions assessments measure the effectiveness of first instruction and provide important information about where instruction needs to be changed to improve results. To accelerate the learning of students for whom exemplary first instruction is not enough, intervention assessments are being developed to place students in interventions, monitor their progress, and to determine when they have met exit criteria.

Performance Targets

Target 1: Academic Performance Index (API)

1. The district and schools will meet their overall and subgroup state accountability API performance targets.

Target 2: K-3 Reading

2. Increase the number of K-3 students scoring at benchmark or above on all dimensions of their grade level Reading LIONS assessments.

Target 3: English Proficiency

- 3A: All English learners will gain one level on the CELDT each year, but will be allowed two years to move through the Intermediate level.
- 3B: All English learners will be reclassified as fluent English proficient within six years of enrolling in our schools.

Target 4: Attendance

4. All schools will improve ADA attendance by 1% or maintain attendance of 97%.

Target 5: California High School Exit Exam (CAHSEE)

- 5A: All high schools will improve their 10th grade CAHSEE pass rate by 3% on the English and math portions of the exam.
- 5B: All high schools will decrease the percentage of students who have been enrolled in the district for two years and who do not pass either or both parts of the exam by May of their senior year.

Target 6: Graduation Rate

6. All high schools will decrease their dropout rate.

The district and schools will use the following strategies to meet the targets established above and the district's Educational Goal. Objectives below are measurable tasks we will undertake to achieve desired results. Objectives shown in **green** are district responsibilities. Sites will develop action plans for objectives in **black** and will report on their progress on these strategies as well as their progress in meeting the targets above. District staff may be involved in supporting schools in working on action plan items.

Strategy 1: Monitor academic performance

- Objective 1A: Automate benchmark assessment data where automation adds value by entering selected response item sets into the assessment system for data analysis and reporting.
- Objective 1B: Develop, implement, and refine data analysis protocols for reading/English and math benchmark assessments.
- Objective 1C: Continue to refine the K-12 ELA benchmarks and K-Algebra II math benchmarks to measure students' progress toward mastery of standards.
- Objective 1D: All schools will report on their progress in meeting the objectives above to the Board on an annual basis in the fall using the Single Plan for Student Achievement (SPSA) with embedded District Goals as a basis for the report.

Strategy 2: Develop, pilot, and assess systematic K-12 English/language arts (ELA) interventions to rapidly close learning gaps.

- Objective 2A: Use ELA assessment data to identify students in need of strategic and intensive interventions.
- Objective 2B: Implement ELA interventions.
- Objective 2C: Monitor student progress in ELA interventions.

Strategy 3: Develop, pilot, and assess systematic mathematics interventions for grade 3 through Geometry to rapidly close learning gaps.

- Objective 3A: Use math assessment data to identify students in need of strategic and intensive interventions.
- Objective 3B: Implement math interventions.
- Objective 3C: Monitor student progress in math interventions.
- Objective 3D: Develop exit criteria for math interventions.

Strategy 4: Develop and implement systematic English language development (ELD) instruction for all English learners.

- Objective 4A: Develop instructional schedules that include time for ELD.
- Objective 4B: Monitor progress of English learners using CELDT, ELA, and ELD assessments.
- Objective 4C: Select new K-5 English/language arts materials that include ELD (Option 2 materials).

Strategy 5: Improve instruction in English/language arts

- Objective 5A: Ensure that all students receive high-fidelity reading instruction in K-5.
- Objective 5B: Select new ELA/ELD materials for K-5.
- Objective 5C: Plan training and implement support for teachers who will begin using the new materials in fall, 2010.

Strategy 6: Improve instruction in mathematics

- Objective 6A: Implement new math materials at K-5, 6-8, and 9-12.
- Objective 6B: Develop pacing guides, revised benchmark assessments, and provide teachers with training in the use of the new materials and best practices in math instruction.

Strategy 7: Improve academic performance in the high schools

- Objective 7A: Provide intensive support and tutoring for all students who are at risk of failing or who have failed either part of the exit exam. Track effectiveness of support program and make changes where program is not effective.
- Objective 7B: Monitor effectiveness of high school support classes in English, math, and ELD (English Language Development).
- Objective 7C: Increase the percentage of students meeting the UC a-g college entrance requirements.

Strategy 8: Teachers and administrators will collaborate in professional learning communities to develop a common vocabulary and set of expectations regarding effective instructional practices that translate into improved student learning.

- Objective 8A: Collaborative teams will use disaggregated data to identify learning problems and will then plan instruction to close learning gaps.

Strategy 9: Improve communication with parents about student progress

- Objective 9A: Continue staff development so that all teachers use the online gradebook in grades 4-12.
- Objective 9B: Broaden use of student-led parent conferences in K-8.
- Objective 9C: Increase the percentage of families using HomeLink in grades 6-12.
- Objective 9D: Expand the use of ParentLink to include e-mail.

Strategy 10: Improve communication with stakeholders about our schools.

- Objective 10A: Develop a written communication plan to improve communication with employees, parents, and the community about our schools.

Strategy 11: Improve attendance

- Objective 11A: Schools will develop and implement plans to improve student attendance where attendance is below 97%.
- Objective 11B: Develop a plan and implement related training to enable schools to provide home schooling materials in case of pandemic flu.

Financial Goal

Develop balanced budgets and plans for sustaining the district through the current economic downturn.

Strategy 1: Create a balanced budget for 2009-2010 that takes into account changes in the state's budget.

Strategy 2: Develop a plan for balanced budgets through 2012-2013.

Strategy 3: Investigate solar energy financing options.