

LCAP Action **Overarching Goal: We will increase student achievement and close the achievement gap in all areas using a variety of indicators to document improved learning on the part of all our students.**

NOVEMBER 2017 UPDATE	MARCH 2018 UPDATE	End of the Year 2018
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Ed Services Goal #1.a

A.1; A.2	Goal: By June 30, 2018, 65% of SUSD students will meet or exceed grade level standards in Language Arts as measured by the SBAC assessment, and/or district multiple measures. Current Reality: 46%	Metric: SBAC Language Arts assessment; District Multiple measures; Universal Screening Tools; IEP goals; CELDT/ELPAC scores; CA School Dashboard ELA Indicator.
	Knowledge: PLC: the 3 big ideas and the 4 questions; EADMS; RtI and the 4C's; Marzano Elements (CEOP form).	
	Skills: How to collaborate effectively, how to understand and use data.	
	Mindset: All means All; willing to be coached.	
	Notes:	

Ed Services Goal #1.b

A.1; A.2	Goal: By June 30, 2018, 40% of SUSD third grade students will be reading at grade level. Current Reality: This is a baseline year.	Metric: District Multiple measures; Universal Screening Tools; IEP goals; CELDT/ELPAC scores; CA School Dashboard ELA Indicator.
	Knowledge: PLC: the 3 big ideas and the 4 questions; EADMS; RtI and the 4C's; Marzano Elements (CEOP form), elements of effective literacy instruction.	
	Skills: How to collaborate effectively, how to understand and use data.	
	Mindset: All means All; willing to be coached.	
	Notes:	

Ed Services Goal #1.c

A.7	Goal: By June 30, 2018, 57% of SUSD students will meet or exceed grade level standards in Mathematics as measured by the SBAC assessment, and/or district multiple measures. Current Reality: 35%	Metric: SBAC Mathematics assessment; District Multiple measures; Universal Screening Tools; IEP goals; CELDT/ELPAC scores; CA School Dashboard Math Indicator.
	Knowledge: PLC: the 3 big ideas and the 4 questions; EADMS; RtI; Marzano Elements.	
	Skills: How to collaborate effectively, how to understand and use data.	
	Mindset: All means All; willing to be coached.	
	Notes:	

Ed Services/Technology Goal #1

A.4	Goal: By the end of June 2018, Technology will support leadership in addressing professional development that includes blended delivery for staff. Current Reality: At this point in time we have not been offering any structured, online professional development for staff. However, over half of our staff is familiar with online course work as they have taken courses online in their post secondary education (28.4% have taken 1 to 3 courses online, 24.5% have taken more than three courses online.) In addition, since becoming teachers, 53.3 % have taken online course to improve their skills or learn new content. If presented with the opportunity to learn new content online, 93.4% of our teachers (57.9% yes 35.5% maybe) expressed they would be willing to participate in online learning opportunities. Goal: Increase the number of teachers who have taken online courses from 53.5% to 70%.	Metric: BrightBytes and teacher survey feedback. Access and usage logs of LMS.
	Knowledge: Identification of internal and external experts to provide running evaluation of PD content.	
	Skills: Navigation of online content management system as user, and navigation of content management system as a developer/designer.	
	Mindset: The District is currently supportive of staff taking professional development via graduate level university course work (which in many courses is all online.) By adopting this strategy we will be providing additional staff professional development in an asynchronous format. Additional dedicated collaboration time (early release Wednesdays) will provide learning opportunities that would support a shared, blended (face to face and online) learning activities during this time period. Notes: Initial learning on navigating online learning systems for staff. Content deficiencies identified in the spring 2017	

Ed Services/Technology Goal #2

B.3	Goal: By the end of June 2018, learning management system will be in place and initial Cyber Citizenship content will have been delivered to staff. Current Reality: 84% of teachers spend 3 hours or less on this per year. Goal: Decrease this percentage to 64% by the end of 2018.	Metric: Number of staff competing Cyber Citizenship PD, BrightBytes Spring 2018 data collection, number of school referrals/suspension (missed classroom instruction time) dealing with infractions in Cyber Responsibility (compared between 16-17 & 17-18, need to collect that data from this year,) effectiveness measurement of blended and online PD (staff survey, BrightBytes).
	Knowledge: Teachers will have the knowledge to transfer their understanding of Cyber Citizenship skills to their students via Common Sense Media curriculum appropriate for their grade level.	
	Skills: PLC strategies applied to blended PD focused on system and identified content strategies for staff.	
	Mindset: Teachers better informed on Cyber Responsibility will be better prepared to provide their students instruction that supports those skills in their students.	

Notes:

Student Service Goal #1

B.2; B.3; B.7	Goal: By June of 2018 total school suspensions/expulsions will be decreased by 25% from the total suspension rate for 2016-2017. Current Reality: 71 Admin Hearing panels in 16-17; 33% of which were Special Education students.	Metric: Aeries; CALPADS; DIT data; CA School Dashboard Suspension Indicator.
	Knowledge: Site staff will have knowledge of either PBIS, Leader In Me, Life Skills or Upstanders in order to have full implementation of behavior supports and social/emotional program.	
	Skills: Staff skill building for effective and consistent use of a positive behavior system to modify student behavior.	
	Mindset: All students do not come to school with the appropriate skills to be successful in the school setting and it is the responsibility of the school staff to model and teach the expectations.	
	Notes:	

Student Service Goal #2

B.4; B.5; B.6	Goal: By June of 2018 District wide attendance rate will increase by at least 0.5% in comparison to the 2016-2017 rate. Current reality: 96.1% avg 2016-2017 .	Metric: Aeries; CALPADS; DIT data; CA School Dashboard Chronic Absenteeism Indicator; nurse-provided monthly snapshot of student visits, IEPs and 504s.
	Knowledge: Knowledge of research that supports the direct correlation between a student having an adult mentor at school to increase the student's level of engagement and academic achievement.	
	Skills: Family outreach; staff training on consistent reporting practices and procedures, maintaining an engaging learning environment and student interest.	
	Mindset: All students need to feel connected to school in order to be engaged and academically successful.	
	Notes:	

Student Service Goal #3

B.2	Goal: Student Service Support will promote student social/emotional growth and intelligence to close the achievement gap. Current reality: CHKS.	Metric: Surveys (CHKS, student input on bullying, school climate, etc.) Rubrics for soc/emotional inventory for identified students; monthly snapshot reports from counselors indicating number of student/group sessions and summary of issues; counselor-produced trimester calendar of activities that support the site.
	Knowledge: Training; book study with counselors regarding use of rubrics and documentation of student supports.	

Skills: Counselors and nurses obtain and share training with site staff regarding healthy choices and social/emotional development; PBIS implementation; programming addressing bullying and suicide-prevention; teachers applying strategies for maintaining a healthy social/emotional environment.

Mindset: Students' social/emotional needs have a direct impact on student achievement.

Notes:

Human Resource Goal #1

A.5	Goal: Effective immediately, Leadership will support employee success and build individual capacity through the identification of, and follow through with employees regarding their performance and conduct.	Metric: Compare sat/unsat evaluation data, employee attendance data, FOD Squad participation, attendance and implementation levels of mandated (FRISK, sexual harassment/bullying prevention) and voluntary training content.
	<p>Knowledge: SEA and CSEA collective bargaining agreement fluency; evaluation timelines; CEOP content and expectations; policies and procedures (Board Policy and Administrative Regulations); Education Code; site-specific handbooks.</p> <p>Skills: Effectively conduct and facilitate employee meetings (CEOP, evaluations, employee matters, investigations, staff meetings); oral and written communication; calibrated classroom observations focused on CSTPs; work performance observations for classified focused on 11 areas outlined in classified evaluation (calibration resource utilized); effective time management and documentation strategies.</p> <p>Mindset: Leader responsibility to support and build employee success through fair and appropriate accountability.</p> <p><i>Notes:</i></p>	

Business Resource Goal #1

B.4	Goal: Supporting Business Departments will prepare a budget aligned with instructional strategies, while remaining fiscally solvent, ensure children receive proper nutrition, provide clean classrooms and facilities in good repair, and safely transport students to and from school on time to support the learning process.	Metric: Budget data 2nd Interim to Actuals comparisons; Facilities Inspection (FIT); Williams Act Annual Review data; Transportation Accident Data; Transportation Delivery and pick up data; Meal participation data; Drop In Cleaning Inspection Tool.
	<p>Knowledge: CSAM, Edgar, SACS, GAAP, Audit Standards, procurement, facilities, food services, and transportation laws and regulations.</p> <p>Skills: Budget preparation and monitoring techniques, forecasting, financial statement preparation, excel, construction estimating, management of programs and people.</p> <p>Mindset: Continuous Improvement.</p> <p><i>Notes:</i></p>	

Superintendent Goal #1

A.1	Goal: By January 2018 all administrative staff will be practicing Breakthrough Coach procedures with a schedule that ensures principals are in classrooms 2 full days per week, and assistant principals are in classrooms 1 full day per week. Current Reality: Site administrators are in classrooms on an average of 1 day per week.	Metric: Data collection: The amount of time administrative staff is out in classrooms/sites. (Artifacts: calendar, classroom visit schedule, staff feedback); Discipline referrals; Student achievement - Multiple Measures, SBAC.
	Knowledge: All administrative staff will receive initial Breakthrough Coach training by August 2017; with additional follow up training embedded throughout the school year.	
	Skills: Utilize training to set up an effective balance between their professional and personal life while focusing on an increase to student achievement.	
	Mindset: There is a direct correlation between student achievement and the amount of time site administrators are highly visible in classrooms.	
	Notes:	

Superintendent Goal #2

A.2	Goal: By May 2018 all administrative staff will ensure 100% of collaborative teacher teams will effectively address the "3 Big Ideas" of a PLC - Learning as Our Fundamental Purpose, Building a Collaborative Culture, and a Focus on Results". Current Reality: Districtwide there is approximately 40% of teacher teams effectively engaged in addressing the "3 Big Ideas".	Metric: Professional Learning Community Survey Collaborative team artifacts (CFA, SMART goals, student data analysis, Marzano Scale, and RTI).
	Knowledge: Professional Learning Communities (PLC).	
	Skills: Ability to monitor, deliver staff development, and coach collaborative teams.	
	Mindset: Professional Learning Communities is the vehicle to ensuring all students have access to a highly effective learning environment.	
	Notes:	

Superintendent Goal #3

A.7	Goal: All administrative staff will have one evaluation goal to increase literacy levels for all students in order to meet district wide ELA and Math goals for 2017-2018 Current Reality: (see Ed Services data).	Metric: SBAC 3rd - 8th grades in ELA & Math Trimester Benchmarks, district wide running record.
	Knowledge: Analyze data from all metric areas.	
	Skills: How to use data to determine staff development needs, and assist staff with structuring a school wide Response To Intervention (RTI).	
	Mindset: In order for all students to be performing and reading on grade level in ELA and Math at grade by the end of third grade, supports need to be put into place for grades kindergarten through third. In addition, grade levels fourth through eighth literacy levels must be monitored to ensure students continue to progress.	
	Notes:	

Superintendent Goal #4

B.3	Goal: All administrative staff will have one evaluation goal to ensure the site is safe, orderly, and clean to support a highly effective learning environment for 2017-2018. Current Reality: Base line survey fall 2017. At this time we do not have formal cleaning inspection data on each individual school.	Metric: High Reliability School Survey; District M&O Site Inspection data; Bright Bytes; Social and Emotional Learning data; suspension data.
	Knowledge: Maintenance expectations and ability to analyze data and develop plans based upon the metric.	
	Skills: Ability to deliver expectations and monitor progress.	
	Mindset: The overall environment of the school has a direct correlation to student achievement.	
	Notes:	

Special Ed Goal #1

B.2	Goal: The Suspension and Expulsion rate of Special Education students will not exceed 11.8% of all students that are suspended or expelled. This is the statewide average for the percent of students identified for Special Education in California school districts.	Metric: Discipline data from the District Aeries database system. Tracking of actual suspensions and expulsions by working with site staff and the Director of Student Services. State semi-annual tracking of suspension and expulsion data to track disproportionality.
	Knowledge: Staff is aware of the 16-17 disproportionate data reflected in suspensions and expulsions of Special Education students. SPED Administrators must work closely with site administrative staff to support students together. Ability to query appropriate data and use that data to change actions. RTI implementation.	

Skills: Communication; ability to lead teachers and administrators to new approaches to discipline; Ability to query data and disaggregate it appropriately. Continued training in RTI implementation.

Mindset: We are here to help all students succeed and behavior is part of the whole dynamic of students learning and being successful.

Notes:

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LCAP Action	<u>Overarching Goal: We will increase student achievement and close the achievement gap in all areas using a variety of indicators to document improved learning on the part of all of our students.</u>	NOVEMBER 2018 UPDATE	MARCH 2019 UPDATE	End of the Year 2019
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Ed Services Goal #1.a

A.1; A.2	Goal: By June 30, 2019, 83% of SUSD students will meet or exceed grade level standards in Language Arts as measured by the SBAC assessment, and/or district multiple measures. Current Reality: TBD by June 2018.	Metric: SBAC Language Arts assessment; District Multiple measures; Universal Screening Tools; IEP goals; CELDT/ELPAC scores; CA School Dashboard ELA Indicator.
	Knowledge: PLC: the 3 big ideas and the 4 questions; EADMS; RtI and the 4C's; Marzano Elements (CEOP form).	
	Skills: How to collaborate effectively, how to understand and use data.	
	Mindset: All means All; willing to be coached.	
	Notes:	

Ed Services Goal #1.b

A.1; A.2	Goal: By June 30, 2019, 70% of SUSD third grade students will be reading at grade level. Current Reality: TBD by June 2018.	Metric: District Multiple measures; Universal Screening Tools; IEP goals; CELDT/ELPAC scores; CA School Dashboard ELA Indicator.
	Knowledge: PLC: the 3 big ideas and the 4 questions; EADMS; RtI and the 4C's; Marzano Elements (CEOP form), elements of effective literacy instruction.	
	Skills: How to collaborate effectively, how to understand and use data.	
	Mindset: All means All; willing to be coached.	
	Notes:	

Ed Services Goal #1.c

A.7	Goal: By June 30, 2019, 79% of SUSD students will meet or exceed grade level standards in Mathematics as measured by the SBAC assessment, and/or district multiple measures. Current Reality: TBD by June 2018.	Metric: SBAC Mathematics assessment; District Multiple measures; Universal Screening Tools; IEP goals; CELDT/ELPAC scores; CA School Dashboard Math Indicator.
	Knowledge: PLC: the 3 big ideas and the 4 questions; EADMS; RtI; Marzano Elements.	
	Skills: How to collaborate effectively, how to understand and use data.	
	Mindset: All means All; willing to be coached.	
	Notes:	

Business Resource Goal #1

B.4	Goal: Supporting Business Departments will prepare a budget aligned with instructional strategies, while remaining fiscally solvent, ensure children receive proper nutrition, provide clean classrooms and facilities in good repair, and safely transport students to and from school on time to support the learning process.	Metric: Budget data 2nd Interim to Actuals; Facilities Inspection Tool (FIT); Williams Act Annual Review data; Transportation Accident Data; Transportation Delivery and pick up data; Meal participation data.
	Knowledge: CSAM, Edgar, SACS, GAAP, Audit Standards, procurement, facilities, food services, and transportation laws and regulations.	
	Skills: Budget preparation and monitoring techniques, forecasting, financial statement preparation, excel, construction estimating, management of programs and people.	
	Mindset: Continuous Improvement.	
	Notes:	

Superintendent Goal #1

A.1	Goal: By May 2019 all administrative staff will be effectively practicing Breakthrough Coach procedures with a schedule that ensures principals are in classrooms 2 full days per week, and assistant principals are in classrooms 1 full day per week.	Metric: Data collection: The amount of time administrative staff is out in classrooms/sites. (Artifacts: calendar, classroom visit schedule, staff feedback); Discipline referrals; Student achievement - Multiple Measures, SBAC.
	Knowledge: Thorough understanding of the Breakthrough Coach process.	
	Skills: Ability to set up procedures with staff to support the Breakthrough Coach process.	
	Mindset: There is a direct correlation between student achievement and the amount of time site administrators are highly visible in classrooms.	
	Notes:	

Superintendent Goal #2

A.2	Goal: By May 2019 all administrative staff will ensure a school wide "Response to Intervention" model that builds on the foundation of the PLC process by using team structures and a focus on learning, collaboration, and results to drive successful student outcomes.	Metric: Professional Learning Community Survey Collaborative team artifacts (CFA, SMART goals, student data analysis, and RTI) Identification .
	Knowledge: Response to Intervention.	
	Skills: Ability to analysis data and lead teams in the RTI model.	
	Mindset: All means all.	
	Notes:	

Superintendent Goal #3

A.7	Goal: All administrative staff will have one evaluation goal to increase literacy levels for all students in order to meet district wide ELA and Math goals for 2018-2019.	Metric: SBAC 3rd - 8th grades in ELA, Trimester Benchmarks, district wide running record.
	Knowledge: Analyze data from all metric areas.	
	Skills: How to use data to determine staff development needs, and assist staff with structuring a school wide Response To Intervention (RTI).	
	Mindset: In order for all students to be literate in ELA and Math at grade by the end of third grade, supports need to be put into place for grades kindergarten through third. In addition, grade levels fourth through eighth literacy levels must be monitored to ensure students continue to progress.	
	Notes:	

Superintendent Goal #4

B.3	Goal: All administrative staff will have one evaluation goal to ensure the site is safe, orderly, and clean to support a highly effective learning environment for 2018-2019 by receiving a 80% or better on the maintenance inspection rating, and a score of 4 or better on the HRS survey (section 1.1.(1) and (2) for staff).	Metric: High Reliability School Survey; District M&O Site Inspection data; Bright Bytes; Social and Emotional Learning data; suspension data.
	Knowledge: Maintenance expectations and ability to analyze data and develop plans based upon metric.	
	Skills: Ability to deliver expectations and monitor progress.	
	Mindset: The overall environment of the school has a direct correlation to student achievement.	
	Notes:	

Student Service Goal #1

B.2; B.3; B.7	Goal: By June of 2019 total school suspensions will be decreased by 25% from the total suspension rate for 2017-2018.	Metric: Aeries; CALPADS; DIT data; CA School Dashboard Suspension Indicator.
	Knowledge: Site staff will have a knowledge of either PBIS, Leader In Me, Life Skills or Upstanders in order to have full implementation of of social/emotional program.	
	Skills: Effective and consistent use of a positive behavior system to modify student behavior.	
	Mindset: All students do not come to school with the appropriate skills to be successful in the school setting and it is the responsibility of the school staff to model and teach the expectations.	
	Notes:	

Student Service Goal #2

B.4; B.5; B.6	Goal: By June of 2019 District wide attendance rate will increase by at least 0.5% in comparison to the 2017-2018 rate.	Metric: Aeries; CALPADS; DIT data; CA School Dashboard Chronic Absenteeism Indicator.
	Knowledge: Knowledge of research that supports the direct correlation between a student having an adult mentor at school to increase the student's level of engagement and academic achievement.	
	Skills: Family outreach; staff training on consistent reporting practices and procedures, maintaining an engaging learning environment and student interest.	
	Mindset: All students need to feel connected to school in order to be engaged and academically successful.	
	Notes:	

Student Service Goal #3

B.2	Goal: Student Service Support will promote student social/emotional growth and intelligence to close the achievement gap.	Metric: Surveys (CHKS, student input on bullying, school climate, etc.)Rubrics for soc/emotional inventory for identified students.
	Knowledge: Training; book study with counselors regarding use of rubrics and documentation of student supports .	
	Skills: Counselors and nurses obtain and share training with site staff regarding healthy choices and social/emotional development; PBIS implementation; programming addressing bullying and suicide-prevention; teachers applying strategies for maintaining a healthy social/emotional environment.	
	Mindset: Students' social/emotional needs have a direct impact on student achievement.	
	Notes:	

Ed Services/Technology Goal #1

B.1	Goal: By the end of June 2018, Technology will support leadership in addressing professional development that includes blended delivery for staff. Current Reality: At this point in time we have not been offering any structured, online professional development for staff. However, over half of our staff is familiar with online course work as they have taken courses online in their post secondary education (28.4% have taken 1 to 3 courses online, 24.5% have taken more than three courses online.) In addition, since becoming teachers, 53.3 % have taken online course to improve their skills or learn new content. If presented with the opportunity to learn new content online, 93.4% of our teachers (57.9% yes 35.5% maybe) expressed they would be willing to participate in online learning opportunities. Goal: Increase the number of teachers who have taken online courses from 70% to 80%.	Metric: BrightBytes and teacher survey feedback. Access and usage logs of LMS.
	Knowledge: Identification of internal and external experts to provide running evaluation of PD content.	
	Skills: Development/Procurement of content for identified PD calendared for the Spring 2019 and 2019-2020.	
	Mindset: Initial Development of blended learning content, establishment of best practices document for PD incorporating digital and face to face delivery. Empahsis on working with publishers (Solution Tree, etc.) and vendors to design PD that can be tracked by user, measured for effectiveness and utilized in the digital learning management system.	
	Notes:	

Human Resource Goal #1

A.5	Goal: Effective immediately Leadership will support employee success and build individual capacity through the identification of, and follow through with employees regarding their performance and conduct.	Metric: Compare sat/unsat evaluation data, employee attendance data, FOD Squad participation, attendance and implementation levels of mandated (FRISK, sexual harassment/bullying prevention) and voluntary training content.
	Knowledge: SEA and CSEA collective bargaining agreement fluency; evaluation timelines; CEOP content and expectations; policies and procedures (Board Policy and Administrative Regulations); Education Code; site-specific handbooks.	
	Skills: Effectively conduct and facilitate employee meetings (CEOP, evaluations, employee matters, investigations, staff meetings); oral and written communication; calibrated classroom observations focused on CSTPs; work performance observations for classified focused on 11 areas outlined in classified evaluation (calibration resource utilized); effective time management and documentation strategies.	
	Mindset: Leader responsibility to support and build employee success through fair and appropriate accountability.	
	Notes:	

Special Ed Goal #1

B.2	Goal: The Suspension and Expulsion rate of Special Education students will not exceed 10% of all students that are suspended or expelled. This is below the statewide average for the percent of students identified for Special Education in California school districts. Yet, 10% of the student population has long been considered a reasonable target for identification of Special Education students and given the supports for SPED students certainly the suspension and expulsion rate should be at or lower than this.	Metric: Discipline data from the District Airies database system. Tracking of actual suspensions and expulsions by working with site staff and the Director of Student Services. State semi-annual tracking of suspension and expulsion data to track disproportionality. RTI implementation and data reflecting implementation.
	Knowledge: Staff is aware of the 16-17 disproportionate data reflected in suspensions and expulsions of Special Education students. SPED Administrators must work closely with site administrative staff to support students together. Ability to query appropriate data and use that data to change actions. Implementation of RTI.	
	Skills: Communication; ability to lead teachers and administrators to new approaches to discipline; Ability to query data and disaggregate it appropriately. Implementation of RTI supported via Professional Development and other means.	
	Mindset: We are here to help all students succeed and behavior is part of the whole dynamic of students learning and being successful.	
	Notes:	

Ed Services/Technology Goal #2

B.3	Goal: By the end of June 2018, learning management system will be in place and initial Cyber Citizenship content will have been delivered to staff. Current Reality: 84% of teachers spend 3 hours or less on this per year. Decrease this percentage to 44% by the end of 2018.	Metric: Number of staff completing Cyber Citizenship pd, BrightBytes Spring 2018 data collection, number of school referrals/suspension (missed classroom instruction time) dealing with infractions in Cyber Responsibility (compared between 2016-2017 & 2017-2018, need to collect that data from this year.) effectiveness measurement of blended and online PD (staff survey, BrightBytes.
	Knowledge: Initial learning on navigating online learning systems for staff. Content deficiencies identified in the spring 2017 BrightBytes data collection, will be addressed.	
	Skills: PLC strategies applied to blended PD focused on system and identified content strategies for staff.	
	Mindset: Teachers better informed on CyberResponsibility will be better prepared to server their students instruction that supports those skills in their students.	
	Notes:	

LCAP Action **Overarching Goal: We will increase student achievement and close the achievement gap in all areas using a variety of indicators to document improved learning on the part of all of our students.**

NOVEMBER 2019 UPDATE	MARCH 2020 UPDATE	End of the Year 2020
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Ed Services Goal #1.a

A.1; A.2	Goal: By June 30, 2020, 100% of SUSD students will meet or exceed grade level standards in Language Arts as measured by the SBAC assessment, and/or district multiple measures. Current Reality: TBD by June 2019.	Metric: SBAC Language Arts assessment; District Multiple measures; Universal Screening Tools; IEP goals; CELDT/ELPAC scores.
	Knowledge: PLC: the 3 big ideas and the 4 questions; EADMS; RtI and the 4C's; Marzano Elements (CEOP form).	
	Skills: How to collaborate effectively, how to understand and use data.	
	Mindset: All means All; willing to be coached.	
	Notes:	

Ed Services Goal #1.b

A.1; A.2	Goal: By June 30, 2020, 100% of SUSD third grade students will be reading at grade level. Current Reality: TBD by June 2019.	Metric: District Multiple measures; Universal Screening Tools; IEP goals; CELDT/ELPAC scores; CA School Dashboard ELA Indicator.
	Knowledge: PLC: the 3 big ideas and the 4 questions; EADMS; RtI and the 4C's; Marzano Elements (CEOP form), elements of effective literacy instruction.	
	Skills: How to collaborate effectively, how to understand and use data.	
	Mindset: All means All; willing to be coached.	
	Notes:	

Ed Services Goal #1.c

A.7	Goal: By June 30, 2020, 100% of SUSD students will meet or exceed grade level standards in Mathematics as measured by the SBAC assessment, and/or district multiple measures. Current Reality: TBD by June 2019.	Metric: SBAC Language Arts assessment; District Multiple measures; Universal Screening Tools; IEP goals; CELDT/ELPAC scores.
	Knowledge: PLC: the 3 big ideas and the 4 questions; EADMS; RtI; Marzano Elements.	
	Skills: How to collaborate effectively, how to understand and use data.	
	Mindset: All means All; willing to be coached.	
	Notes:	

Ed Services/Technology Goal # 1

A.4	Goal: By the end of June 2018, Technology will support leadership in addressing professional development that includes blended delivery for staff. Current Reality: At this point in time we have not been offering any structured, online professional development for staff. However, over half of our staff is familiar with online course work as they have taken courses online in their post secondary education (28.4% have taken 1 to 3 courses online, 24.5% have taken more than three courses online.) In addition, since becoming teachers, 53.3 % have taken online course to improve their skills or learn new content. If presented with the opportunity to learn new content online, 93.4% of our teachers (57.9% yes 35.5% maybe) expressed they would be willing to participate in online learning opportunities. Goal: Increase the number of teachers who have taken online courses from 80% to 90%.	Metric: BrightBytes and teacher survey feedback. Access and usage logs of LMS.
	Knowledge: Identification of internal and external experts to provide running evaluation of PD content.	
	Skills: PLC strategies applied to blended PD focused on system and identified content strategies for staff.	
	Mindset: Teachers better informed on CyberResponsibility will be better prepared to server their students instruction that supports those skills in their students.	
	Notes:	

Human Resource Goal #1

A.5	Goal: Effective immediately Leadership will support employee success and build individual capacity through the identification of, and follow through with employees regarding their performance and conduct.	Metric: Compare sat/unsat evaluation data, employee attendance data, FOD Squad participation, attendance and implementation levels of mandated (FRISK, sexual harassment/bullying prevention) and voluntary training content.
	Knowledge: SEA and CSEA collective bargaining agreement fluency; evaluation timelines; CEOP content and expectations; policies and procedures (Board Policy and Administrative Regulations); Education Code; site-specific handbooks.	
	Skills: Effectively conduct and facilitate employee meetings (CEOP, evaluations, employee matters, investigations, staff meetings); oral and written communication; calibrated classroom observations focused on CSTPs; work performance observations for classified focused on 11 areas outlined in classified evaluation (calibration resource utilized); effective time management and documentation strategies.	
	Mindset: Leader responsibility to support and build employee success through fair and appropriate accountability.	
	Notes:	

Business Resource Goal #1

B.4	Goal: Supporting Business Departments will prepare a budget aligned with instructional strategies, while remaining fiscally solvent, ensure children receive proper nutrition , provide clean classrooms and facilities in good repair, and safely transport students to and from school on time to support the learning process.	Metric: Budget data 2nd Interim to Actuals; Facilities Inspection Tool (FIT); Williams Act Annual Review data; Transportation Accident Data; Transportation Delivery and pick up data; Meal participation data.
	Knowledge: CSAM, Edgar, SACS, GAAP, Audit Standards, procurement, facilities, food services, and transportation laws and regulations.	
	Skills: Budget preparation and monitoring techniques, forecasting, financial statement preparation, excel, construction estimating, management of programs and people.	
	Mindset: Continuous Improvement.	
	Notes:	

Student Service Goal #1

B.2; B.3; B.7	Goal: By June of 2020 total school suspensions will be decreased by 25% from the total suspension rate for 2018-2019.	Metric: Aeries; CALPADS; DIT data; CA School Dashboard Suspension Indicator.
	Knowledge: Site staff will have a knowledge of either PBIS, Leader In Me, Life Skills or Upstanders in order to have full implementation of of social/emotional program.	
	Skills: Effective and consistent use of a positive behavior system to modify student behavior.	
	Mindset: All students do not come to school with the appropriate skills to be successful in the school setting and it is the responsibility of the school staff to model and teach the expectations.	
	Notes:	

Student Service Goal #2

B.4; B.5; B.6	Goal: By June of 2020 District wide attendance rate will increase by at least 0.5% in comparison to the 2018-2019 rate.	Metric: Aeries; CALPADs; DIT data; CA School Dashboard Chronic Absenteeism Indicator.
	Knowledge: Knowledge of research that supports the direct correlation between a student having an adult mentor at school to increase the student's level of engagement and academic achievement.	
	Skills: Family outreach; staff training on consistent reporting practices and procedures, maintaining an engaging learning environment and student interest.	
	Mindset: All students need to feel connected to school in order to be engaged and academically successful.	
	Notes:	

Student Service Goal #3

B.2	Goal: Student Service Support will promote student social/emotional growth and intelligence to close the achievement gap.	Metric: Surveys (CHKS, student input on bullying, school climate, etc.)Rubrics for soc/emotional inventory for identified students.
Knowledge: Training; book study with counselors regarding use of rubrics and documentation of student supports.		
Skills: Counselors and nurses obtain and share training with site staff regarding healthy choices and social/emotional development; PBIS implementation; programming addressing bullying and suicide-prevention; teachers applying strategies for maintaining a healthy social/emotional environment.		
Mindset: Students' social/emotional needs have a direct impact on student achievement.		
Notes:		

Superintendent Goal #1

A.1	Goal: All administrative staff will have one evaluation goal to increase literacy levels for all students in order to meet district wide ELA and Math goals for 2019-2020.	Metric: SBAC 3rd - 8th grades in ELA, Trimester Benchmarks, district wide running record.
Knowledge: Analyze data from all metric areas.		
Skills: How to use data to determine staff development needs, and assist staff with structuring a school wide Response To Intervention (RTI).		
Mindset: In order for all students to be literate in ELA & Math at grade by the end of third grade, supports need to be put into place for grades kindergarten through third. In addition, grade levels fourth through eighth literacy levels must be monitored to ensure students continue to progress.		
Notes:		

Superintendent Goal #2

A.2	Goal: By May 2020 all administrative staff will ensure a school wide "Response to Intervention" program is addressing the needs of all students in order to meet the district wide ELA goals for 2019-2020.	Metric: Professional Learning Community Survey Collaborative team artifacts (CFA, SMART goals, student data analysis, and RTI).
Knowledge: Response to Intervention.		
Skills: Ability to analyze data and lead times in the RTI Model.		
Mindset: Professional Learning Communities is the vehicle to ensuring all students have access to a highly effective learning environment.		
Notes:		

Superintendent Goal #3

B.3	Goal: All administrative staff will have one evaluation goal to ensure the site is safe, orderly, and clean to support a highly effective learning environment for 2019-2020 by receiving a 90% or better on the maintenance inspection rating, and a score of 4 or better on the HRS survey (section 1.1.(1) and (2) for staff).	Metric: High Reliability School Survey; District M&O Site Inspection data; Bright Bytes; Social and Emotional data; suspension data.
Knowledge: Maintenance expectations and ability to analyze data and develop plans based upon metric.		
Skills: Ability to deliver expectations and monitor progress.		
Mindset: The overall environment of the school has a direct correlation to student achievement.		
Notes:		

Special Ed Goal #1

B.2

Goal: The Suspension and Expulsion rate of Special Education students will not exceed 8.2% of all students that are suspended or expelled. This is another 1.8% drop in Special Education students getting suspended or expelled and is below the statewide average for identification of students for special education which was 11.8% as identified in year one. It is important to note that the year 1 goal was implemented because Special Education students made up 33% of the students that were expelled in the 2016-2017 school year.	Metric: Discipline data from the District Aeries database system. Tracking of actual suspensions and expulsions by working with site staff and the Director of Student Services. State semi-annual tracking of suspension and expulsion data to track disproportionality. RTI implementation for behavior data from school sites.
Knowledge: Staff is aware of the 16-17 disproportionate data reflected in suspensions and expulsions of Special Education students. SPED Administrators must work closely with site administrative staff to support students together. Ability to query appropriate data and use that data to change actions. Implementation of RTI.	
Skills: Communication; ability to lead teachers and administrators to new approaches to discipline; Ability to query data and disaggregate it appropriately. Implement RTI.	
Mindset: We are here to help all students succeed and behavior is part of the whole dynamic of students learning and being successful.	
Notes:	

Ed Services/Technology Goal #2

B.3

Goal: By the end of June 2018, learning management system will be in place and initial Cyber Citizenship content will have been delivered to staff. Current Reality: 84% of teachers spend 3 hours or less on this per year. Decrease this percentage to 44% by the end of 2018.	Metric: Number of staff completing Cyber Citizenship pd, BrightBytes Spring 2018 data collection, number of school referrals/suspension (missed classroom instruction time) dealing with infractions in Cyber Responsibility (compared between 2016-2017 & 2017-2018, need to collect that data from this year,) effectiveness measurement of blended and online PD (staff survey, BrightBytes).
Knowledge: Initial learning on navigating online learning systems for staff. Content deficiencies identified in the spring 2017 BrightBytes data collection, will be addressed.	
Skills: PLC strategies applied to blended PD focused on system and identified content strategies for staff.	
Mindset: Teachers better informed on CyberResponsibility will be better prepared to server their students instruction that supports those skills in their students.	
Notes:	