

SCSD LCAP
DRAFT
Year 1: 2015-2016
Year 2: 2016-2017
Year 3: 2017-2018

INTRODUCTION:

San Carlos School District (SCSD) Board of Trustees adopted a five-year Strategic Plan in June, 2013. This was an extensive process that engaged District staff and community members. The strategic plan is highlighted below, albeit briefly, to provide context for the reader. Please go to www.scsdk8.org for more details. While this plan is intended to serve as a guide for the District through 2018, it is also intended to be an evolving, living document. As such, it will be reviewed and updated annually, as warranted. Further, it is critical to note that this Strategic Plan along with ongoing engagement/collaboration with all of our stakeholders is the foundation for our LCAP development.

A Vision for Our Children

The San Carlos School District shall provide an innovative and engaging learning experience that fosters the development of the Whole Child to ensure all students are well prepared for success in the 21st Century, as evidenced by:

- Reaching their highest academic, social, emotional, intellectual, and physical potential; and
- Becoming problem solvers, critical thinkers, risk-takers, designers, collaborators, and innovators; and
- Developing into contributing, empathic citizens and leaders who are responsible stewards of their world and care about equity and justice, both locally and worldwide.

In order to expand and fulfill the Vision above, the District will continue to focus on the following high leverage goals:

- I. Align Curriculum and Instruction to a 21st Century Model of Learning
- II. Align Human Capital to Support Staff as 21st Century Educators
- III. Build Learning Environments for all SCSD Schools that will Reflect, Support, and Sustain 21st Century Learners

A major component of our Strategic Plan Goal I, "Align Curriculum and Instruction to a 21st Century Model of Learning," is our work on district wide development of deeper quality learning including assessment and integration of the 5 C's of 21st Century Learning (Critical Thinking, Collaboration, Communication, Creativity and Civility), the whole child and development of rubrics that measure content knowledge, authenticity and levels of engagement. This has included an emphasis on professional development around the CCSS as well as project-based learning, and social emotional learning, the arts and health and wellness. We began a three-year professional development series during the 2013-2014 school year that began by training 30 teachers in PBL 101. Due to unforeseen circumstances, the 75 teachers we expected to train during this school year didn't happen and only an additional 20 teachers were trained. However, 70 teachers are registered to be trained in PBL Cohort 3 in August, 2015 and we will subsequently train the remaining teachers in the 2016-2017 school year. We will be working collaboratively and in partnership with the San Mateo County

Office of Education on professional development beginning in August, 2015 and throughout the 2015-2016 school year. We will continue to train our Leadership team in ways to support teachers and students including building in collaboration time and opportunities for teachers/learners to exhibit their deeper learning. In addition, we plan to add two site-based PBL facilitators to support teachers in PBL roll-out.

In our Strategic Plan Goal 2, "Align Human Capital to Support Staff as 21st Century Educators," we have continued our collaborative and co-teaching models and intend to continue to refine this further in the 2015-2016 school year given our ongoing success in reduction of disciplinary incidents. In addition, our administrative and educator teams are working together to expand the professional growth opportunities for all of our educators including a pilot of a new, multiple measure professional growth/evaluation system during the 2015-2016 school year with expanded personalized professional growth planning and increased collaboration time. We will continue to use our district website as one source of communication for our parent/community as well as to continue to offer Partners in Education (PIE) events to support learning/education of our parents around 21st century learning, project-based learning, special education, language development, etc.

In our Strategic Plan Goal 3, "Build Learning Environments for all SCSD Schools that will Reflect, Support, and Sustain 21st Century Learners", the District Facility Master Plan (FMP) and updated 2015 Technology plan remain pillars for future planning and pilots. This is inclusive of infrastructure, technology and re-conceptualization of learning environments needed to be an exemplary setting conducive for learning (at our future pre-3, 4-5 and 6-8 school sites) but also one that blurs the lines of where and when learning occurs including both at school, after school and through blended learning opportunities.

Lastly, it is important to highlight that SCSD is unique in that six out of its seven schools are charter schools, five of those being dependent charters (Arundel, Brittan Acres, Heather, Tierra Linda and White Oaks) , one an independent charter (San Carlos Charter Learning Center) and one public school (Central). As directed during the 2014-2015 school year, each of our schools crafted an individualized LCAP. Charter Learning Center as an independent charter, crafted one that aligned to their vision and goals as an LEA. However, the remaining six schools crafted individual LCAPs that aligned to the District's strategic plan as well as each individual school site plan (SPSA) in combination with the district-wide stakeholder groups and site-based stakeholders.

In essence, we have one Governing Board with district-wide unions and fiscal allocations done at a district (not site) level, therefore, in the interest of clarity and transparency, we are consolidating our six LCAPs into one clear, district aligned LCAP henceforth. In light of this transition, you will note in this year's LCAP, a blending of six annual updates into this one district plan. That said, Charter Learning Center (as a separate LEA and independent charter) will continue to submit its own LCAP to the state annually.

Current state base funding covers 70% of our annual budget. This total amount only covers 88% of our staffing costs with no financial resources available to other instructional and operating costs based upon on 2nd Interim Budget Report 2014-2015. The remainder of our operating budget is funded by a combination of monies from San Carlos Education Foundation (roughly \$2 million annually, Parcel Tax (\$1.75 million annually) and other grants (such as Sequoia Health Care \$369,000 in 2014-2015, etc.). In 2014-2015, according to the Minimum Proportionality Percentage (MPP), estimated supplementation and concentration grant funding was

\$307,644 which is 1.54% to base funding. However, as a district, in order to maintain our programs supporting our students including English Learners, low socio-economically disadvantaged and foster youth students the district spent well over \$700,000.

Later in sections 2 and 3 of this LCAP document, you will find each of the 8 State Priorities addressed specifically. However, to provide further clarity to our readers, the following summary is provided as to each metric and identified areas of need:

Priority 1: Basic

A. Review of 2014-2015 credentialing data revealed that 100% of our teachers are properly assigned. 95% of our teachers are fully credentialed in the subject areas they are teaching students. 93% of our teachers are considered highly qualified per the CDE standards. For the few teachers (district-wide) who have not met this established standard, we are working with these staff individually on a plan to reach this standard and we anticipate our percentage to increase further prior to the next SARC report. Also, we have had no complaints filed in regards to teacher qualifications this past two school years. Thus, this is not an identified area of need for this LCAP.

B. In regards to sufficiency of access to standards-aligned instructional materials, based upon staff feedback and review of Williams complaints (we have had no complaints this school year), this is also not an identified area of need for the LCAP.

C. Our school facilities are maintained in good repair and per review of School Facility Condition reports in the most recent SARCs, all facilities are in good to exemplary repair status. Having said that, given our substantial growth in enrollment, this LCAP will address instructional support, pedagogy, infrastructure and facilities as an identified need.

Priority 2: Implementation of State Standards

A. LCAP goals #1, 2 and 4 will address implementation of the academic content and performance standards (including CCSS and NGSS) through assessment/progress monitoring, traditional and blended curricular resources as well through project based learning.

B. LCAP goals #1 and 4 will target how the programs and services will enable English learners to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English proficiency

Priority 3: Parental Involvement

Overall, all parents preschool-8th grade are provided with an opportunity to participate in district-wide surveys. Paper forms are available for those who cannot participate via internet and this includes duplicated and unduplicated students/families.

A. As documented in section 2, staff seeks input from all of its stakeholders at both a district (e.g. DELAC, foster youth liaison, SCTA/CSEA, SEDAC etc.) as well as at the site level (PTA, Site Council, staff meetings, etc.). Included in our ELAC, DELAC, Site Councils, SEDAC are parent partners. While this is not considered an area of targeted need, it is embedded in the very culture of our LCAP process and so this collaboration will continue.

B. As mentioned briefly above, our parent input in regards to English Learners is gathered through site ELAC meetings and district DELAC meetings. In addition, we have a small English Learner committee that is working on targeted English Language Learner needs and connecting with families of EL students is a sub-component of this work. Currently, we have a total of nine foster youth in

our district. While this is a relatively small and non-significant number statistically, we acknowledge that special care is still needed in working with these families. Given the low number, we are able to work closely with these families in coordination with our Foster Youth Liaison to identify district and community supports for these families. Additionally, for sites who have a foster student on their site, specific input is requested from these families as part of their site committees. This is not identified as a targeted need for our LCAP however, this support work will continue regardless. Lastly, we have a total of 185 socially disadvantaged students including 9 homeless students. Again, we solicit input from these families through meetings and surveys.

C. During the 2014-2015 school year, the district initiated the Special Education District Advisory Committee (SEDAC) to solicit input from parents of students with exceptional needs. This committee's feedback as well as survey data will help the District to consider these specialized needs.

Overall, parent engagement will also be addressed in goal #5 not only to seek parental/guardian/community feedback but also as partners in educating all students under our strategic plan of "educators broadly defined" language.

Priority 4: Pupil Achievement

- A. Statewide assessments results will be included in our new Goal #1, #2, and #4 as assess student progress on CCSS.
- B. API will not be addressed in this LCAP
- C. The percentage of students who have successfully completed courses that satisfy UC and CSU requirements does not pertain to us and thus will not be addressed.
- D. The percentage of EL students who have made progress on CELDT will be addressed in Goal #1.
- E. The District's English Learner re-classification rate will be included in Goal #1.
- F. The percentage of students who have passed the advanced placement examination score is not applicable to us as an Elementary district and thus is not an identified need in this LCAP.
- G. The percentage of students who participate in and demonstrate college preparedness is also not applicable to us as an Elementary district and thus is not an identified need in this LCAP.

Priority 5: Pupil Engagement

- A. Our district attendance rates as of the date of writing this LCAP is 97%. While this number is generally considered a strength, we as a district value strong school attendance and support efforts (including Big Lift) to improve attendance and establish strong school attendance patterns at an early age. Thus, we have targeted this as an action as part of parent engagement in Goal #5.
- B. We have identified the need to address this through our SARB process for a small, select group of students/families through our SARB process and thus, this will be included in the parent engagement portion of Goal #5.
- C. Our middle school drop out rate is 0%. Thus, this is not an area of need and we will not target this specifically in this LCAP.
- D. High School Drop out rates do not pertain to our district.
- E. High School graduation rates also do not pertain to our district.

Priority 6: School Climate

- A. Our district wide student suspension rate is currently well below 1%. This is not identified as an area of need in our district and will not be area of focus.
- B. Our student expulsion rate is 0% this year and thus is not considered an area of need and will not be a focus of this LCAP.
- C. Student's, parent's and staff's sense of safety and school connectedness is area of importance to the district. Baseline data through survey data was collected at the end of the 2014-2015 school year and will be monitored as part of Goal #1, 3 and 5 district-wide.

Priority 7: Course Access in Grades 1-6

- A. All students are offered physical education in compliance with governing law. In addition, nutrition and health education curriculum is embedded for all grades. Our wellness program is considered a strength district-wide and thus the district does not see any identified areas of need here. However, the district will address in Goal #4 exploration of personalized learning in the area of world language programming as this was identified by parents through survey results.
- B. Supports and services for unduplicated students will be addressed in goal #1.
- C. Programs and services for individuals with exceptional needs will be addressed in Goal #1 and 2.

Priority 8: Other Pupil Outcomes

As outlined above in the Strategic Plan, the district has embraced development of the whole child including the 5C's (Critical Thinking, Creativity, Collaboration, Communication and Citizenship/Stewardship). Progress monitoring of student growth in the 5C's will be included in Goal #1 and Goal #2.

Overall, this LCAP reflects the engagement of all stakeholders, addresses the key priorities, outlines our plans and fiscal allocations in accordance with required elements established by the State. However, more importantly, consolidating from 6 separate LCAPs into one single district LCAP more accurately reflects our district overall with five charter schools and one public school functioning as a whole and reflects district-wide goals that are in alignment with our strategic plan and vision for all of our students.

SECTION 1: Meetings and Impact will be added in final document

SECTION 2: Updated goals from each school will be included in final document

GOAL 1: Align assessment and curriculum resources district-wide to ensure progress monitoring and accountability toward all students make measurable annual progress on CCSS and the 5C's

Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<p><u>EAMO:</u> 100% of “core” teachers (ELA, Math, Science, History middle school teachers and all elementary teachers) will: 1) report having a solid understanding of the assessment map for their subject and/or grade level; 2) administer key assessments, 3) input student data into new data management system (Illuminate); and 4) provide feedback to administration regarding target measures in preparation for full implementation in 2016-2017 to support all students in achieving mastery of the CCSS and NGSS (including unduplicated students). <i>Exit Outcomes are designed to require Pre-3, 4-5 and 6-8 targets to be met and these Grade 3, Grade 5 and Grade 8 outcomes reflect the work at all grade levels.</i></p>	<p><u>EAMO:</u> 100% of TK-8 teachers will: 1) report implementation of assessment measures; 2) using baseline data from 2015-2016 school year, staff will establish specific growth targets and supports for all students including SPED, FY and EL students; and 3) 80% of students will show progress on academic standards in reading, writing and math</p>	<p><u>EAMO:</u> Using vetted exit outcomes and agreed upon expanded assessment measures, 80% of all students will show progress on all academic and whole child measures as compared to prior year’s data.</p>

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Actions and Services	Actions and Services	Actions and Services
<p>1. <u>Assessment Map</u> by grade level and core subject areas in grades TK-3, 4-5, 6-8 including 5C's Outcomes, reading measures (e.g. DRA-2, Lexia, DIBELS, Star Renaissance, etc.), writing (opinion papers) science (CST-Science, etc.) and math (Star Renaissance, MARS, grade level benchmarks, etc.), social studies/history, technology/research skills, overall wellness including physical and social emotional well-being (PFT, Second Step, CHKS) and for subgroups such as English Language measures (e.g. CELDT, OLAI-2), overall early learning development (DRDP-K for select students), etc.</p>	<p>1. All "core" teachers will administer assessments by grade level and core subject areas in grades TK-3, 4-5, 6-8 including 5C's Outcomes, reading measures (e.g. DRA-2, Lexia, DIBELS, Star Renaissance, etc.), writing (narrative and opinion papers) science (CST-Science, etc.) and math (Star Renaissance, MARS, grade level benchmarks, etc.), social studies/history, technology/research skills, physical and social emotional well-being (PFT, Second Step, CHKS) and for subgroups such as English Language measures (e.g. CELDT, OLAI-2), overall early learning development (DRDP-K for select students), etc.</p> <p>Two release days will be provided for scoring including: one for grade 5-8 math teachers for MARS scoring, and one for ELA teachers for writing scoring</p>	<p>1. All "core" teachers will administer assessments by grade level and core subject areas in grades PS-3, 4-5, 6-8 including 5C's Outcomes, reading measures (e.g. DRA-2, Lexia, DIBELS, Star Renaissance, etc.), writing (narrative and opinion papers) science (CST-Science, etc.) and math (Star Renaissance, MARS, grade level benchmarks, etc.), social studies/history, technology/research skills, physical and social emotional well-being (PFT, Second Step, CHKS) and for subgroups such as English Language measures (e.g. CELDT, OLAI-2), overall early learning development (DRDP-K for select students), etc.</p> <p>Two release days will be provided for scoring including: one for grade 4-8 math teachers for MARS scoring, and one for ELA teachers for writing scoring</p>
<p>2. Begin process to create <u>curriculum map</u> including capturing anchor projects and key standards TK-3, 4-5 and 6-8 by forming a committee and initiating dialogue</p>	<p>2. Staff will develop the district-wide <u>Curriculum Map</u></p>	<p>2. Staff will refine the district-wide <u>Curriculum Map</u></p>
<p>3. Pilot the 5C's (Habits of Mind) indicators/rubrics by 100% of teachers creating baselines for all students K-8 and 80% will provide feedback to administrators so that we can modify as needed and refine for full implementation in 2016-2017</p>	<p>3. All teachers will implement the 5C's/Habits of Mind outcomes (included in the assessment map) to create baselines for all students</p>	<p>3. All teachers will implement the 5C's/Habits of Mind outcomes (included in the assessment map) and compare progress from 2016-2017 baseline and students will show progress on indicators</p>
<p>4. Launch usage of new data management system (Illuminate) that will allow us to gather student achievement data, monitor student progress and inform instruction regularly</p> <p>a. Train all teachers (including special education, RTI teachers and teacher of English Learners) in Illuminate in August/September, 2015</p> <p>b. Train staff on how to create student assessment measures in Illuminate and all</p>	<p>4. A focus on using data to inform instruction will continue supporting staff engagement in deep conversations reviewing data and outline plans for intervention and support for underachieving students based upon data</p>	<p>4. All teachers will continue to engage in deep conversations reviewing data and outline plans for intervention and support for underachieving student based upon data</p>

<p>teachers will enter all target data for all students grades TK-8 and use a mid-year review</p> <p>c. In January, all staff will review their student data (including CAASPP), and outline an intervention plan based on student need</p> <p>d. All teachers will collaborate with grade level partners on data and engage in deep conversations upon reviewing student data to outline next steps/supports for student learning especially students who are SED, SPED, EL or FY</p>		
<p>5. By April, 2016, all grade 3-8 teachers (including SPED and EL teachers), will be trained in the new CAASPP features, accommodations, and interim instructional assessment tools to support improved student learning</p>	<p>5. By April, 2017, all grade 3-8 teachers (including SPED and EL teachers), will be trained in the new CAASPP features, accommodations, and interim instructional assessment tools to support improved student learning-especially subgroups</p>	<p>5. By April, 2018, all grade 3-8 teachers (including SPED and EL teachers), will be trained in the new CAASPP features, accommodations, and interim instructional assessment tools to support improved student learning-especially subgroups</p>
<p>6. Preschool staff will meet with TK/K teachers to begin discussions around alignment of assessment at least 3 times during the year.</p>	<p>6. Preschool staff will meet with TK/K teachers discuss and refine assessments maps and begin curriculum map</p>	<p>6. Preschool staff will meet with TK/K teachers discuss and refine assessments and curriculum maps</p>
<p>7. All counselors will launch the Second Step Curriculum in TK-8 and create assessment measures providing baseline data for all students/classes/grades</p>	<p>7. Counselors will continue second year implementation of Second Step and administer assessment measures to students and student data will show growth on Panorama and CHKS surveys</p>	<p>7. Counselors will continue third year implementation of Second Steps and administer assessment measures to students and student data will show on Panorama and CHKS surveys</p>
<p>8. Solicit staff input around assessment measures and refine assessment tools</p>	<p>8. Solicit staff input around <u>curriculum map</u></p>	<p>8. Finalize both <u>assessment</u> and <u>curriculum maps</u></p>
<p>9. Coordinate with partners including Sequoia Healthcare District and Department of Public Health to create an evaluation for wellness in schools</p>	<p>9. Pilot evaluation measures developed in 2015-2016 for wellness in schools</p>	

GOAL 2: Continue to roll out of Technology-Infused Project Based Learning as a way to implement the depth and rigor of the Common Core State Standards and Next Generation Science Standards and whole child focus and to meet the needs of subgroups of students who are performing below expectations.

Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<p><u>EAMO</u>: 75% of all teachers will be trained in Technology-Infused PBL and 90% will report they are prepared to teach PBL units tied to CCSS/NGSS. In addition, key interventions and supports will be added to support struggling learners so they may better access the core curriculum.</p>	<p><u>EAMO</u>: 90% of all teachers of Math, ELA, and Science will have been trained in technology-infused PBL and will have 80% of their students showing mastery of the 5 C's using the piloted and vetted 5C's exit outcomes</p>	<p><u>EAMO</u>: 100% of all students will engage in a minimum of 3 PBL units over the course of the year and 90% will demonstrate through district rubrics and other assessments mastery of both content standards and the 5 C's.</p>
<p>Actions and Services</p>	<p>Actions and Services</p>	<p>Actions and Services</p>
<p>1. Provide professional development in the following key areas:</p> <ul style="list-style-type: none"> a. Partner with SMCOE for PBL training that integrates CCSS b. Blended learning and Technology Integration into Lessons/Classrooms c. 5C's/Habits of Mind d. Para training including: CCSS, reading instruction programs/strategies, behavior strategies & data collection, understanding IEP's and different disabilities e. Reading Units of Study (gr. K- 5) and <i>Words Their Way</i> curriculum (grades K-3) f. Writing Units of Study (gr K-8) g. NGSS h. Illuminate/Building formative Assessments i. SPED training including: SEIS, reading and math curriculum j. Administration training in <i>PBLCore</i>, data driven dialogue, and supporting professional growth/evaluation model 	<p>1. Provide professional development in the following key areas:</p> <ul style="list-style-type: none"> a. Continue partnership with SMCOE for PBL training that integrates CCSS b. Further Blended learning and Technology Integration into Lessons/Classrooms c. 5C's/Habits of Mind integration d. Para trainings: TBD topics e. NGSS f. Data driven formative instruction g. SPED training including: SEIS, etc. h. Administration training in supporting professional growth/evaluation model, etc. 	<p>1. Provide professional development in the following key areas:</p> <ul style="list-style-type: none"> a. Continue partnership with SMCOE for PBL training that integrates CCSS and Habits of Mind b. Expand Blended learning and Technology Integration into Lessons/Classrooms c. Para trainings: TBD topics d. NGSS continued deeper dive e. SPED training including: SEIS, etc. f. Administration training: Topics TBD
<p>2. Staff will be provided time to collaborate on PBL including the following formats: release time, staff meetings, grade level collaboration, etc.</p>	<p>2. Staff will continue to be provided time to collaborate on PBL including the following formats: release time, staff meetings, grade level</p>	<p>Staff will continue to be provided time to collaborate on PBL including the following formats: release time, staff meetings, grade level</p>

	collaboration, etc.	collaboration, etc.
3. Pilot CCSS aligned materials and methods in math (<i>EDM/ Math in Focus</i> in K-5) and implement new CCSS aligned math resources (<i>CPM</i> and <i>Big Ideas</i> Grades 6-8)	3. Implement new staff selected CCSS aligned materials and methodologies in math	3. Continue to implement new staff selected CCSS aligned materials and methodologies and provide opportunities to collaborate at grade level, district-wide for calibration and alignment
4. Implement language arts curriculum including <i>Words Their Way</i> , Reading and Writing Units of Study	4. Continue to implement and refine work language arts curriculum including <i>Words Their Way</i> , Reading and Writing Units of Study	4. Continue to implement and refine work language arts curriculum including <i>Words Their Way</i> , Reading and Writing Units of Study and provide opportunities to collaborate at grade level, district-wide for calibration and alignment
5. Re-launch (or continue) MARS tasks and Problem of the Month (or Problem of the trimester) to deepen mathematical learning	5. Continue MARS tasks and Problem of the Month (or Problem of the trimester) to deepen mathematical learning and strengthen alignment and calibration district wide	5. Continue MARS tasks and Problem of the Month (or Problem of the trimester) to deepen mathematical learning and strengthen alignment and calibration district wide
6. Identify curriculum in science that meets the rigor of NGSS (including review of FOSS and Engineering is Elementary) for future purchase	6. Pilot curriculum in science that meets the rigor of NGSS	6. Purchase and implement curriculum in science that meets the rigor of NGSS
7. Identify intervention Math curriculum for SPED, pilot and vet for future purchase	7. Pilot intervention Math curriculum for SPED, pilot and vet for future purchase and review assessment/evaluation tools.	7. Purchase and implement intervention Math curriculum for SPED and provide collaboration opportunities for SPED teachers to dialogue about materials/measures and “gaps”
8. Support PBL teachers by adding PBL Facilitator/Mentor to provide on-site, accessible collaboration and “thinking partners” to further the roll-out of PBL and to support our partnership with SMCOE at each site so PBL teachers can: a. complete a minimum of two units and share at least one PBL unit with their colleagues b. add one unit to the District PBL repository c. attend support sessions to deepen learning and implementation of PBL units d. Highlight specific components of 5C’s/Habits of Mind within targeted PBL units during the course of the school year e. support staff with creation of “project cards” for distribution at Celebration of Innovation and Open House events	8. Continue to support PBL teachers by maintaining PBL Facilitator/Mentor to provide on-site, accessible collaboration and “thinking partners” to further the roll-out of PBL and to support our partnership with SMCOE at each site so PBL teachers can: a. complete a minimum of two units and share at least one PBL unit with their colleagues b. add one new (or revised) unit to the District PBL repository c. continue to attend support sessions to deepen learning and implementation of PBL units d. Align specific components of 5C’s/Habits of Mind within targeted PBL units during the course of the school year e. support staff with creation of “project cards” for distribution at Celebration of Innovation and Open House events	8. Continue to support PBL teachers by maintaining PBL Facilitator/Mentor to provide on-site, accessible collaboration and “thinking partners” to further the roll-out of PBL and to support our partnership with SMCOE at each site so PBL teachers can: a. complete a minimum of two units and share at least one PBL unit with their colleagues b. add one new (or revised) unit to the District PBL repository c. continue to attend support sessions to deepen learning and implementation of PBL units d. Align specific components of 5C’s/Habits of Mind within targeted PBL units during the course of the school year e. support staff with creation of “project cards” for distribution at Celebration of Innovation and Open House events
9. Increase Friendship Counselor and MFT Intern/Trainees at the elementary level	9. Continue to provide Friendship Counselor at elementary level and MFT Intern/Trainees at the elementary level and expand middle school level	9. Continue to provide Friendship Counselor at elementary level and to maintain MFT Intern/Trainees at all sites

10. Increase Technology Staff to support teachers by providing trainings in integration of technology into the classroom, specific apps/technology programs, increased tech associates to assist in PBL planning for curriculum connections at elementary sites	10. Continue on-site Technology Staff to support teachers by providing trainings in integration of technology into the classroom, specific apps/technology programs, increased tech associates to assist in PBL planning for curriculum connections at elementary sites and explore possibility of library media specialist role	10. Continue to provide on-site Technology Staff to support teachers by providing trainings in integration of technology into the classroom, specific apps/programs, increased assistance in PBL planning for curriculum connections at elementary sites & consider piloting a revised library media specialist role at middle school level
11. Update digital citizenship lessons at all elementary grade levels to provide explicit instruction in this key life skill area	11. Update digital citizenship lessons at all elementary grade levels to provide explicit instruction in this key life skill area	11. Refine and vet digital citizenship lessons at all elementary grade levels to provide explicit instruction in this key life skill area
12. Increase literacy support by adding credentialed reading specialist/teacher at .5FTE at each elementary site	12. Maintain literacy support including credentialed reading specialist/teacher at .5FTE at each elementary site and literacy associate positions and adjust according to site needs	12. Maintain literacy support including credentialed reading specialist/teacher at .5FTE at each elementary site and literacy associate positions according to site needs
13. Purchase necessary technology resources to support PBL and tech-infused instruction in the classroom setting a. Purchase replacement laptops for all staff (in the four-year replenishment cycle) b. Purchase Macbooks (4-year cycle) and chromebooks (3- year cycle) for students to meet goal of 2:1 access c. Purchase licenses for programs such as Illuminate, PowerSchool, Lexia, ALEKS, Typing Club, and personalized learning platforms TBD, etc. d. Identify "core apps" for early elementary classroom use on iPads and android tablets (K-2)	13. Continue to purchase necessary technology resources to support PBL and tech-infused instruction in the classroom setting a. Continue purchase replacement laptops for all staff (in the four-year replenishment cycle) b. Continue to purchase Macbooks (4-year cycle) and chromebooks (3- year cycle) for students to meet goal of 2:1 access c. Continue to purchase licenses for programs such as Illuminate, PowerSchool, Lexia, ALEKS, Typing Club, and personalized learning platforms TBD, digital portfolio option TBD, etc. d. Outline and share identified "core apps" for early elementary classroom use on iPads and android tablets (K-2)	13. Continue to purchase necessary technology resources to support PBL and tech-infused instruction in the classroom setting a. Continue purchase replacement laptops for all staff (in the four-year replenishment cycle) b. Continue to purchase Macbooks (4-year cycle) and chromebooks (3- year cycle) for students to meet goal of 2:1 access c. Continue to purchase licenses for programs such as Illuminate, PowerSchool, Lexia, ALEKS, Typing Club, and personalized learning platforms TBD, digital portfolio option TBD, etc. d. Increase use of "core apps" for early elementary classroom use on iPads and android tablets (K-2)
14. Formalize process for consistent access to Typing Club (for 3 rd and 4 th grade) a minimum 10-15 minutes/week	14. Expand access to Typing Club (to include 3 rd and 4 th grade (to include mid-2 nd grade) a minimum 10-15 minutes/week	14. Maintain access to Typing Club (to include 3 rd and 4 th grade (to include mid-2 nd grade) a minimum 10-15 minutes/week
15. Purchase CCSS aligned materials and supplemental resources including print and electronic materials to support ELA—especially focused on non-fiction and PBL unit materials	15. Continue to support teachers with CCSS aligned materials and supplemental resources including print and electronic materials to support ELA as determined by staff/administrators	15. Continue to support teachers with CCSS aligned materials and supplemental resources including print and electronic materials to support ELA as determined by staff/administrators
16. None	16. Create a committee to explore CCSS aligned materials and supplemental resources including print and electronic materials to support social studies	16. Pilot History/Social Studies curriculum that is aligned to CCSS as determined by committee
17. Pilot new model in partnership with local university to support Nursing Students to target hygiene unit instruction, immunization record keeping, and some hearing screenings	17. Modify model (in partnership with local university) of Nursing Students to target hygiene unit instruction, immunization record keeping, screenings and other duties	17. Further refine model (in partnership with local university) of Nursing Students to target hygiene unit instruction, immunization record keeping, screenings and other duties

18. Design curriculum to support energy conservation utilizing new and existing technologies at Arundel

18. Implement curriculum to support energy conservation utilizing new and existing technologies at Arundel and expand to one additional site

18. Refine curriculum to support energy conservation utilizing new and existing technologies to 4 sites

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GOAL 3: Design new structures (schedules, collaboration time, etc.) to support the District’s transition to the new P-3, 4-5, and 6-8 schools configurations

Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<p><u>EAMO:</u> School staff (P-3, 4-5 and 6-8) will collaborate regularly in their P-3, 4-5 and 6-8 configurations to design the assessments, curriculum, pedagogy and philosophy of student learning within these new configurations and will craft summary documents to serve as guides for future collaborations.</p>	<p><u>EAMO:</u> All preschool-8th grade SCSD staff will engage in professional collaboration with the staff of the new schools (Arroyo School and Central) to design and pilot new school-wide structures to support technology-infused PBL, exhibition of student work, collaborative and co-teaching models appropriate to either pre-3, grade 4-5, and grade 6-8 learning environments.</p>	<p><u>EAMO:</u> Construction of all four new schools will be completed by August of 2018 and these schools’ staff will be fully implementing technology-infused PBL within a “learning Commons” environment, and in which the school climate embraces teacher collaboration, peer evaluation and coaching.</p>
<p>Actions and Services</p>	<p>Actions and Services</p>	<p>Actions and Services</p>
<p><u>Pre/TK-4 Sites</u></p> <ol style="list-style-type: none"> 1. Preschool will meet a minimum of 3x/year to collaborate on the 5C’s/Habits of Mind and how this integrates into early learning models 2. In collaboration with Legarza, elementary school sites will launch “motor room” PE lessons to support TK and Kindergarten classrooms to support physical development of the young learner 3. Co-teachers will be provided with one release day/trimester for co-planning 4. School sites will explore alternative opportunities during “recess” (e.g. art, clubs, yoga, Scrap Yard, etc.) 5. District will upgrade sites including Heather (LEAP/preschool and MU) and BA (preschool, tinkering lab) to provide 21st century learning environments including facilities, infrastructure and furnishings (e.g. at CMS) 6. Staff, students and parents will report 5 % increase in school climate per survey 7. Re-launch Wellness champions at all sites 	<p><u>Pre-3/TK-4 Sites</u></p> <ol style="list-style-type: none"> 1. Preschool will continue to meet a minimum of 3x/year to collaborate on the 5C’s/Habits of Mind and how this integrates into early learning models 2. Continued collaboration with Legarza for elementary PE and refine PE lessons to support TK and Kindergarten classrooms to support physical development of the young learner 3. Continue one release day/trimester of co-teachers for co-planning 4. School sites will implement identified alternative opportunities during “recess” (e.g. art, clubs, yoga, Scrap Yard, etc.) 5. District will upgrade sites including White Oaks and Arundel (preschools) and Tierra Linda and begin new 4-5 school to provide 21st century learning environments including facilities, infrastructure and furnishings 6. Staff, students and parents will report 5 % increase in school climate per survey 7. Refine Wellness champions work at all sites 8. Pre-3 sites will coordinate with 4-5 on progress monitoring/reporting systems in preparation for 2017-2018 report card development work 	<p><u>Pre-3/TK-4 Sites</u></p> <ol style="list-style-type: none"> 1. Preschool will continue to meet a minimum of 3x/year to collaborate on integrated early learning models 2. Continued refinement of elementary PE to support physical development of the young learner 3. Continue one release day/trimester of co-teachers for co-planning 4. School sites will expand alternative opportunities during “recess” (e.g. art, clubs, yoga, Scrap Yard, etc.) 5. District will continue to upgrade sites to provide 21st century learning environments including facilities, infrastructure and furnishings 6. Staff, students and parents will report 5 % increase in school climate per survey 7. Refine and expand work of Wellness champions work at all sites 8. Pre-3 sites will redesign the Pre-3 “report card” for future pilot in the next school year

<p><u>4-5 Preparation</u></p> <ol style="list-style-type: none"> 1. Construction of the new grade 4-5 school at Arroyo site will be completed in August of 2016, by which time the hiring of staff and the design of the school’s climate, curriculum, assessments, schedules, and professional collaboration will be fully developed. This will be measured by completion of the 4-5 school with the key areas explained on its new website. 2. The selected 4/5 teachers will meet with Principal on Special Assignment to outline the design of the school’s schedule, curriculum, assessments and professional collaboration/student class size modeling for implementation in the 2016-2017 school year 3. School sites will explore alternative opportunities during “recess” (e.g. art, clubs, yoga, etc.) 4. Begin work on design of new “report card” 	<p><u>4-5 Opening</u></p> <ol style="list-style-type: none"> 1. Implement new curriculum, assessment, schedules, collaboration models designed in 2015-2016 2. Staff and Principal will review structures and outline a plan for changes based upon success and feedback 3. Implement alternative opportunities during “recess” (e.g. art, clubs, yoga, etc.) 4. Refine design of “report card” based upon success/challenges and feedback from staff, students and parents 	
<p><u>5-8 Sites</u></p> <ol style="list-style-type: none"> 1. Middle School teachers (5-8) will meet with Administration to outline the design of the school’s schedule, curriculum, assessments and professional collaboration/student class size modeling for implementation in the 2016-2017 school year. Both middle schools will develop a master schedule that allows for more students to access necessary supports (e.g. RTI and ELD classes) and flexibility for full implementation in 2016-2017 2. Staff, students and parents will report 5 % increase in school climate per survey 3. Re-launch Wellness champions at all sites 	<p><u>5/6-8 Sites</u></p> <ol style="list-style-type: none"> 1. Middle School teachers (5-8 at TL and 6-8 at CMS) will implement a master schedule that allows for more students to access necessary supports (e.g. RTI and ELD classes) and flexibility for full implementation in 2016-2017 2. Staff, students and parents will report a further 5 % increase in school climate per survey 3. Continue and refine work of Wellness champions at all sites 	

GOAL 4: Develop plans for having all students engaged in a Personalized Learning Plan process, leveraging a few key areas such as: Math, Homework, and Middle School Electives (including world languages)		
Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
EAMO: All 5 th – 8 th grade students whose teachers are participating in the iZone project (approximately 20% of total population) will develop and pilot an annual Personalized Learning Plan with identified learning targets and will collect evidence of and reflect on their progress on their targets, at the end of the school year. Their reflections will be scored on a rubric indicating baseline measures and academic growth. 80% of these students will show significant growth as measured by the rubric.	EAMO: 40% of all 4 th and 8 th grade students and their teachers will participate in the District’s Personalized Learning Plan system will collect evidence of and reflect on their progress on schools at the end of the school year. Their reflections will be scored on a rubric indicating baseline measures and academic growth and will be housed in a digital portfolio (under pilot).	EAMO: 75% of 4 th – 8 th grade students will develop an annual Personalized Learning Plan and will collect evidence of and reflect on their progress on schools they set at least 3 times during the year. Their reflections will be scored on a rubric indicating that ___ % ___ in academic growth. This data will be included in a digital portfolio.
Actions and Services	Actions and Services	Actions and Services
1. Staff will create rubric for student reflection on reaching personalized learning targets and students will pilot use during the 2015-2016 school year	1. Staff will pilot rubric for student reflection on reaching personalized learning targets and students/staff will review/analyze/provide feedback on rubric	1. Staff will finalize rubric for student reflection on reaching personalized learning targets based upon students/staff feedback
2. Self-selected staff will explore and pilot online math programs (e.g. geometry/math and reading) to determine if they are worthy of future adoption into the curriculum repertoire	2. Staff will expand pilot of online math programs (e.g. Geometry/math and reading) to a larger cohort	2. Staff will implement a blended approach incorporating online math programs (e.g. Geometry/math and reading) to a larger group
3. In first trimester, all principals will engage in conversation with staff and parents about role of homework/extended learning as part of our strategic plan. Feedback will be provided to Superintendent and Board to facilitate re-vamping of Board policy	3. Selected staff will pilot extended learning opportunities including homework, math, and reading (P-8)	3. A broader group of selected staff will pilot extended learning opportunities including homework, math, and reading (P-8)
4. Staff will explore online opportunities for World Languages for pilot in 2016-2017	4. Staff will pilot online opportunities for World Languages at the 4-5 school	4. Staff will expand the pilot of online opportunities for World Languages to other school sites
5. Staff will explore new online learning programs for English Learners	5. Staff will pilot online learning programs for English Learners	5. Staff will implement online learning programs for English Learners
6. Special Education staff will research and identify intervention curriculum to pilot in 2016-2017 (e.g. Beeline, iReady, etc.)	6. Special Education staff pilot intervention curriculum to pilot in 2016-2017 (e.g. Beeline, iReady, etc.)	6. Special Education staff will implement intervention curriculum (or continue to research based upon results of pilot) in 2016-2017 (e.g. Beeline, iReady, etc.)
7. Staff will engage in deep collaborative conversations about student progress (using	7. Staff will continue to engage in deep collaborative conversations about student progress	7. Staff will continue to engage in deep collaborative conversations about student progress

formative and summative assessments) on a trimester basis and adjust instructional practices to meet individualized SPED, EL needs	(using formative and summative assessments) as a team on a trimester basis and adjust instructional practices to meet individualized SPED, EL needs	(using formative and summative assessments) as a team on a trimester basis and adjust instructional practices to meet individualized SPED, EL needs
8. Staff will explore platforms for “digital portfolios” in preparation for pilot in 2016-2017 (e.g. Novare)	8. Staff will pilot a single platform for “digital portfolios” in preparation for pilot in 2016-2017 (e.g. Novare)	8. Staff will begin implementation of a single platform for “digital portfolios” (based upon results of pilot)
9. Staff will pilot “movement monitors” at CMS to determine effectiveness of increasing physical activity	9. Staff will determine if expand pilot of “movement monitors” is warranted and next steps	9. Staff will determine if expand pilot of “movement monitors” is warranted and next steps

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GOAL 5: Engage parents in informing and being informed about all of the above goals, and leverage/engage them as resources to fulfill our vision of "A Team of Educators Broadly Defined", as outlined in the Strategic Plan.

Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
EAMO: A baseline, tracking system will be established identifying the number of parents that are engaged in our students' learning, as well as establishing baseline measures of the depth of their participation, with the aim of building an ever-increasing number of parents and community members engaged in our students' learning. A database of parent and community members who can serve as experts or support classroom project based learning will be created. These goals will be measured by completion of these two platforms	EAMO: Increase by 10% the list of names of parents/community members who are committed to being a part of SCSD's Team of Educators Broadly defined. The repository of parent and community members who serve as experts or support classroom learning will increase by 10% from baseline measure	EAMO: Increase by another 10% the list of names of parents/community members who are committed to being a part of SCSD's Team of Educators Broadly defined. The repository of parent and community members who serve as experts or support classroom learning will increase by 10% from prior year
Actions and Services	Actions and Services	Actions and Services
1. Create a dynamic database for establishing parent/guardian participation in school learning	1. Roll-Out database for establishing parent/guardian participation in school learning	1. Expand participation in database of parent/guardian participation in school learning
2. Create a teacher friendly and accessible database list of parent/community members with expertise to support project based learning and all student learning endeavors	2. 50% of teachers will access the database list for parent/community members with expertise to support project based learning and all student learning endeavors	2. 70% of teachers will access the database list for parent/community members with expertise to support project based learning and all student learning endeavors
3. Pilot a new Healthy Cities Tutoring model including before/after school extended learning program in math and/or reading at Central and White Oaks	3. Expand Healthy Cities Tutoring pilot including before/after school extended learning program in math and/or reading to include the new 4-5 school and Tierra Linda as appropriate based on pilot and HCT capacity	3. Expand Healthy Cities Tutoring pilot including before/after school extended learning program in math and/or reading to include all schools as deemed appropriate based upon results of 2016-2017 and HCT capacity
4. Participation in the annual Panorama survey will increase by 10% overall	4. Participation in the annual Panorama survey will increase by 10% overall	4. Participation in the annual Panorama survey will increase by 10% overall
5. Sites and District will provide parent education through a variety of forums including parent coffees, PTA events, newsletter posts, PIE nights, website enhancements, etc. on a number of topics including CCSS, CAASPP scores/reports, Special Education topics, transitioning to P-3, 4-5, 6-8, parent/teacher conferencing strategies for parents of English Learners, physical and social-emotional wellness	5. Sites and District will continue to provide parent education through a variety of forums including parent coffees, PTA events, newsletter posts, PIE nights, website enhancements, etc. on a number of topics including CAASPP scores/reports, 5C's/Habits of Mind, Special Education information for parents of English Learners	5. Sites and District will continue to provide parent education through a variety of forums including parent coffees, PTA events, newsletter posts, PIE nights, website enhancements, etc. on a number of topics including CAASPP scores/reports, 5C's/Habits of Mind, Special Education information for parents of English Learners
6. Create a community resource guide for parents of foster youth	6. Share and revise community resource guide for parents of foster youth	6. Share and revise community resource guide for parents of foster youth
7. Decrease chronic absenteeism/tardiness through	7. A decrease in absenteeism and tardies will be	7. A further decrease in absenteeism and tardies

concerted attendance campaign and targeted support of students with 10+ absences and/or tardies	evident based upon baseline data collected.	will be evident based upon collected in 2016-2017.
8. Pilot “EL family buddies” at Heather site	8. Expand “EL families” program to another site if pilot was successful as appropriate	8. Expand “EL family buddies” program further, as appropriate
9. Establish a plan and implement to ensure all families have access to technology devices and internet access in the home environment	9. Continue to implement the plan that ensures all families have access to technology devices and internet access in the home environment	9. Continue to implement the plan that ensures all families have access to technology devices and internet access in the home environment
10. Provide translation services for SPED, EL and select parent nights	10. Continue to provide translation services for SPED, EL and select parent nights and expand our list of “in-house” translators	10. Continue to provide translation services for SPED, EL and select parent nights and expand our list of “in-house” translators
11. Results of the Panorama survey will yield increased scores overall; however, particularly in the student survey regarding engagement and sense of belonging, on parent/community survey regarding challenge/rigor and staff survey regarding technology by 5%	11. Results of the Panorama survey will yield increased scores overall; however, particularly in the student survey regarding engagement and sense of belonging, on parent/community survey regarding challenge/rigor and staff survey regarding technology by an additional 2%	11. Results of the Panorama survey will yield increased scores overall; however, particularly in the student survey regarding engagement and sense of belonging, on parent/community survey regarding challenge/rigor and staff survey regarding technology by an additional 2%
12. Provide transportation for families in East Palo Alto for district Good2Go Wellness Fair	12. Continue to provide transportation for families in East Palo Alto for district Good2Go Wellness Fair and increase participation from 2015-2016	12. Continue to provide transportation for families in East Palo Alto for district Good2Go Wellness Fair and increase participation from 2015-2016
13. Increase wellness education via website enhancements, wellness newsletter, and targeted parent education events	13. Continue wellness education via website enhancements, wellness newsletter, and targeted parent education events	13. Continue wellness education via website enhancements, wellness newsletter, and targeted parent education events
14. Increase communication with preschool families to share important information regarding our changes in the district (e.g. Pre-3 transition), information around early learning and to increase participation in the Panorama survey	14. Continue communication with preschool families to share important information regarding our changes in the district (e.g. Pre-3 transition), information around early learning and to increase participation in the Panorama survey by 10%	14. Continue communication with preschool families to share important information regarding our changes in the district (e.g. Pre-3 transition), information around early learning and to increase participation in the Panorama survey by 10%