**Self Assessment Companion Resource**

**Instructions:**

1. This resource is for use by County Offices of Education with individual districts to assist in developing areas of focus for systems improvement. These areas should be developed in conjunction with the district, as they could be part of LCAP analysis and planning. The complete Self Assessment Companion Resource is not intended to be given to the district.
2. Self Assessment Companion Resource is not to be used in its entirety - use the 2-3 areas of focus that are identified in the District Self-Assessment. COEs may find the matrix ([Appendix A](#id.a7pyke6ba6vn)) at the end of the document helpful in determining pertinent components. Cut and paste the rows of the Self Assessment Companion Resource to share with districts that would encourage further district reflection to deepen the understanding of potential action steps.
3. Suggested process:

* After you have completed the “District Self Assessment” and allowed the district to identify 1-2 areas of focus, go to the “Self Assessment Companion Resource” for the component identified.
* Read through the questions tied to the component to see which ones resonate with the conversations and needs identified through the discussions with the district on the District Self Assessment.
* When you find a question that ties to the issues surrounding the focus area(s) for improvement, copy that row of the “Self Assessment Companion Resource” for further discussion with the district at a follow up meeting.
* Additional resources, ideas, questions beyond the “Self Assessment Companion Resource” can be added to more personalize the context and address the needs that the district identified.

1. Some ideas are reiterated throughout the document as appropriate (i.e. Professional Development has questions and ideas for multiple areas).
2. The tool is organized as follows:
   1. “System Component”
      1. Refers to the District Self-Assessment components
   2. “Questions to Consider”
      1. Provides questions to facilitate reflection on the implementation of various system components.
      2. Use the “Questions to Consider” to reflect/gain an understanding of specific needs
   3. “Evidence of Full Implementation”
      1. Includes descriptions of what the elements of this component look like when they are fully in place.
      2. Look for elements from the “Evidence of Full Implementation” to determine needs and/or conditions that are already in place.
      3. Consider potential areas of focus within the “Evidence of Full Implementation”, if applicable.
   4. “Support Implementation COE/District Collaboration for the LCAP”
      1. Can be used as a starting point for identifying supportive actions and next steps.
      2. Where needs are identified, “Support Implementation COE/District Collaboration for the LCAP” can be used as a starting point for identifying supportive actions and next steps.
   5. “Resources”
      1. Outlines resources used to inform the development of the tool and provides selected references to assist in technical assistance efforts.
      2. “Resources” have been identified for further guidance within some of these areas.
3. Following the facilitated discussion, the district will determine how they might incorporate the actions that have been identified within their planning.

System Components (Jump to section):

1. [Shared Beliefs, Vision, Mission, Culture](#id.yj30ntizof5s)
2. [Teaching, Learning & Assessment](#id.tin3thxysxuv)
3. [Leadership & Governance](#id.sk80x7ghoy1e)
4. [Professional Development](#id.ov58gep645kj)
5. [Infrastructure Alignment (data, fiscal, human resources, evaluation)](#id.yoquckcub0z9)
6. [Clear & Collaborative Relationships](#id.ue4suyskpruw)

[Appendix A](#id.a7pyke6ba6vn)

| **System Components** | **Questions to Consider** | **Evidence of Full Implementation** | **Support Implementation COE/District Collaboration**  **for the LCAP** | **Resources** |
| --- | --- | --- | --- | --- |
| 1. Shared Beliefs, Vision, Mission, Culture | 1.1 Do the district’s policies, culture and practices reflect a commitment to implementing systemic reform, innovative leadership and high expectations to improve student achievement and learning? | 1.1a The district identifies and operates from a “theory of action” or set of beliefs and assumptions that identifies the most powerful way to drive increased academic performance in every school.  1.1b District leadership ensures that all students are valued and honored throughout the system and assists schools in creating learning environments that provide access to a broad course of study and appropriate instruction for diverse learning.  1.1c The district ensures that schools are safe, healthy and inviting environments for students and their families.  1.1d The district maintains a high commitment to continuous improvement across the district is demonstrated by district leadership through aligned behaviors and systemic, well- coordinated actions.  1.1e District leadership researches best practices for their context, thoughtfully decides on needed changes, and commits to a long-term focus so staff have time to implement initiatives.  1.1f District leadership guides and influences the strategic choices that schools make to improve teaching and learning. | Review the district’s articulated vision, goals and the degree of alignment of actions and services to determine if the overall policy is in place to support the district/schools to meet performance targets and serve students effectively. As needed:   * Support a process to engage district stakeholders to develop a vision statement and goals. * Design a two-way communication plan to share timely information about goals and progress with stakeholders. Translate as appropriate. * Articulate common messages to share with stakeholders about goals at district and school site meetings, in print (e.g. newsletters), and online. * Develop a year-long calendar and format for reporting progress on goals to stakeholders. * Create a process for the district to ensure school’s Single Plan for Student Achievement (SPSA) are aligned to the LCAP’s eight state priorities and the district’s goals and actions. * Define all related procedures, timelines, roles and responsibilities at the district and school levels to implement the articulated goals. Include an accountability component.   Administer and review the results of the “Culture of Trust Survey” for the district and appropriate schools to understand the strengths and challenges in stakeholder relationships and trust. (CCSESA-*Building Blocks*)  Review the results of student surveys to determine levels of satisfaction (e.g., the California Healthy Kids Survey and/or the Gallup Student Poll).  Review the results of school climate surveys from parents and teachers to ascertain their feelings regarding the sense of school safety and school connectedness.  Review the results of the FIT survey to determine the condition of the school facilities.  Ensure the intervention and support programs implemented throughout the district are aligned with district goals and are effective with the targeted student population.   * Identify all support or intervention programs in the district. Determine which are and those that are not aligned to district goals. * Review course offerings/master schedules to determine whether all students have access to a broad course of study. * Review relevant data (target student performance) for students who have participated in the program to determine effectiveness. Consider continuation, expansion, and/or elimination of programs.   Provide information about effective programs/practices that is appropriate for the district’s context. After obtaining stakeholder input, outline a plan for implementing the programs/practices for the district and/or appropriate schools Include specific activities, timelines, budget, roles and responsibilities of personnel. | *Benchmarks to promote effective teaching, learning and comprehensive school improvement.* Retrieved from <http://www.schoolclimate.org/climate/documents/school-climate-standards-csee.pdf>  Fullan, M., & Quinn, J. (2016). *Coherence: The right drivers in action for schools, districts, and systems.* Newbury Park, CA: Corwin.  Lezotte, L.W., & Snyder, K.M. (2011). *What effective schools do: Re-envisioning the correlates.* Bloomington, IN: Solution Tree Press.  University of Washington Center for Education Shannon, G.S. & Bylsma, P. (2004).  *Characteristics of improved school districts: Themes from research.*  Retrieved from <http://www.k12.wa.us/research/pubdocs/DistrictImprovementReport.pdf>  Leithwood, K. (2010). Characteristics of school districts that are exceptionally effective in closing the achievement gap. *Leadership and Policy in Schools, 9*, 245–291. Retrieved from  <http://ecadmin.wdfiles.com/local--files/at-risk-children-families/Characteristics%20of%20Schools%20-%20Closing%20Gap.pdf>  California County Superintendents Educational Services Association (CCSESA).(n.d.). *Building blocks of integrated academic district support.* Retrieved from  <http://region3support.org/files/resources/Building%20Blocks%20of%20Academic%20Support%20Final%20SCOE.pdf>  Wisconsin Department of Public Instruction. (n.d.). *Characteristics of successful districts*. Retrieved from <http://dpi.wi.gov/statewide-system-of-support/successful-districts>  Southwestern Educational Development Laboratory (SEDL). (n.d.). Vision, leadership, and change. *Issues…about Change, 2(*3)*.*  <http://www.sedl.org/change/issues/issues23.html>  Southern Regional Education Board (SREB). (2010). *The three essentials: Improving schools requires district vision, district and state support, and principal leadership.* Retrieved from [http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Three-Essentials-to-Improving-Schools.pdf](http:///h) Center for School Change. (n.d.). *Vision and mission*. Retrieved from <http://centerforschoolchange.org/publications/minnesota-charter-school-handbook/vision-and-mission/> Johnston, G.L., Townsend, R.S., Gross, G.E., Lynch, P., Garcy, L.M., Roberts, B.B., & Novotney, P.B. (2009). *The superintendent's planner: A monthly guide and reflective journal*. Newbury Park, CA: Corwin. Habeggar, S. (2008, September/October). The principal’s role in successful schools: Creating a positive school culture. *Principal.* Retrieved from <https://www.naesp.org/resources/1/Principal/2008/S-O_p42.pdf>  National School Climate Council. (n.d.). *National school climate* onal Leadership. (2015). *4 dimensions of instructional leadership.* Retrieved from  <http://info.k-12leadership.org/4-dimensions-of-instructional-leadership?_ga=1.187776554.369550259.1452297875>  University of Washington Center for Educational Leadership. (2015). *Principal support framework: Action areas 1 & 2.* Retrieved from  <http://info.k-12leadership.org/principal-support-framework?_ga=1.246509830.369550259.1452297875> |
|  | 1.2 Is the district’s vision, mission, values and priorities are focused on the achievement and needs of all students, including significant/ unduplicated student subgroups? | 1.2a District leaders articulate a shared vision for improvement, keep a sustained focus on improvement goals, and use data-based processes to assess districtwide organization and performance.  1.2b District leadership and staff act upon shared beliefs and values, establish clear and meaningful goals and a vision of success by setting goals, building commitment around goals, and removing competing programs and barriers when appropriate.  1.2c District leadership monitors instruction, curriculum, assessment data and changes in practice to support high levels of student achievement and to develop a common vision of high quality instruction for all students, including significant subgroups.  1.2d Data-based decision making informs the district’s choices on program growth, modification and/or selective abandonment of ineffective practices.  1.2e District leaders develop processes and strategies for student engagement in challenging curriculum and learning opportunities.  1.2f District leadership pays close attention to instruction, provides guidance and oversight to improve teaching and learning for all students, including significant/ unduplicated student subgroups.  1.2g Non-negotiable goals for student achievement and instruction, and access to a broad course of study are adopted and acted upon across the district, communicated widely within the school community, and monitored for results. | Design a year-long plan for collecting, analyzing, and reporting school climate and student data. Include these elements:   * data system considerations * fiscal support * information for inclusion in reports (school climate, student engagement and performance) * disaggregation of data into unduplicated groups and other significant subgroups * protocols for data review, discussion, and planning * allocated time for collaboration about data * clearly defined timelines, roles and responsibilities of staff at the district and site levels * use of data to inform decisions (e.g., continuation of practices/programs, access to a broad course of study, students in need of support, etc…)   Establish formal structures for the district and site leaders to monitor instruction and the implementation of adopted curriculum. Consider walkthroughs, observation forms, monthly leadership agenda items, interview prompts, surveys, reviews of reports generated by the data system, etc…  Establish collaboration time and agendas/protocols for teachers to work together on data analysis, engage in discussion about effective strategies, and plan as a team.  Design sample data displays, templates and discussion prompts for staff to review and analyze data.  Implement a support system for teachers to learn about the effective implementation of curriculum and instructional strategies for all students (e.g., peer coaching, TOSA support) |
|  | 1.3 How does the district’s purpose connect to the daily work of schools? | 1.3a District leadership regularly revisits and revises mission, vision, values and goals with stakeholders.  1.3b District core beliefs/fundamental purpose is communicated across the organization.  1.3c District leadership aligns its own actions to the district’s core beliefs/fundamental purpose.  1.3d District leadership ensures that staff actions align to the district’s purpose.  1.3e District leadership regularly refocuses stakeholders on the district’s goals, objectives, and purpose. | Review the district’s articulated vision, goals and the degree of alignment of actions and services to determine if the overall policy is in place to support the district/schools to meet performance targets and serve students effectively. As needed:   * Establish a schedule to review the district’s goals regularly with stakeholders. * Support a process to engage district stakeholders to develop a vision statement and goals. * Design a two-way communication plan to share timely information about goals and progress with stakeholders. Translate as appropriate. * Articulate common messages to share with stakeholders about goals at district and school site meetings, in print (e.g. newsletters), and online. * Develop a year-long calendar and format for reporting progress on goals to stakeholders. * Create a process for the district to ensure school’s Single Plan for Student Achievement (SPSA) are aligned to the LCAP’s eight state priorities and the district’s goals and actions. * Define all related procedures, timelines, roles and responsibilities at the district and school levels to implement the articulated goals. Include an accountability component. |
|  | 1.4 Are our actions as a district congruent with our mission and vision? | 1.4a District leadership actions are consistent with district values and purpose.  1.4b District leadership leads by example.  1.4c District leadership takes responsibility for ensuring the success of those they serve.  1.4d District leadership is guided by high expectations of service and performance.  1.4e District leadership works collaboratively with individual sites to meet their diverse challenges. | Interview district leadership, students, and other stakeholders to determine ways their actions support the district’s goals.  On leadership team meeting agendas, include regular items to discussing examples about how they are supporting success for all students.  Outline a process and timeline for district leaders to monitor school plans (e.g. SPSA) and student results, and how they can support the schools to meet student needs.  Suggest methods to formally recognize those who meet the district’s high expectations and performance goals. |
| **2. Teaching, Learning & Assessment** | 2 1. What is the district’s instructional program adoption process? | 2.1 A systematic instructional program adoption process is in place and aligned to SBE adoption schedule and resource allocations.  2.1b Student achievement data is used in the adoption process to identify “best” fit program(s).  2.1c Timely purchase schedule in place to ensure instructional programs are in every classroom on first day of school.  2.1d An instructional program and intervention materials inventory is maintained and purchasing system is monitored by the district office for all schools in the system.  2.1e For high schools: A system is in place to examine textbooks or build a standards-based program with each adoption cycle. | • Develop an instructional program adoption process aligned to SBE adoption schedule and resource allocations  • Review student data to verify the adopted programs match student needs (e.g., ELD for ELs, specialized, designated ELD for LTELs, intensive intervention, pre-Algebra, etc..)  • Use an inventory system to monitor materials’ supply and distribution  • For high schools: An examination and analysis of standards-aligned materials and coursework for core subject areas | • Most current information regarding adoptions:  California Department of Education. (n.d.). Common core state standards. Retrieved from  <http://www.cde.ca.gov/re/cc/>  • CCSESA/CISC Math Adoption Toolkit  • CCSESA/CISC ELA/ELD Adoption Process Toolkit  University of Washington Center for Educational Leadership. (2015).  *5 dimensions of teaching and learning.* Retrieved from  <http://info.k-12leadership.org/5-dimensions-of-teaching-and-learning> |
|  | 2.2. Describe how your district supports full implementation of the core and intervention instructional materials in every school. | 2.2a Teacher and administrator training in core and/or intervention programs.  2.2b District team has walkthrough/rounds processes in place for monitoring levels of implementation and evidence of student engagement and learning.  2.2c Administrators are held accountable for program implementation, and monitor program delivery to ensure student success.  2.2d There is sufficient staff available to teach core and intervention courses as indicated by assessment results. | • Determine impediments to full implementation of core and intervention curricular programs for ELA/ELD and mathematics and intervention programs for English/language arts and mathematics.  • Identify non-CCSS-aligned materials and programs used to complement core adoptions and create plan to move to supplemental use or to remove from classrooms.  • Establish roles and timelines for accountability routines to monitor program implementation. | • Standards-based instructional program training for teachers and administrators  • Adopted materials |
|  | 2.3. Describe how your district monitors and supports the most recent \*core content and intervention SBE-adopted (or for high school standards aligned materials) materials for all students and are used with fidelity and provide program coherence.  Describe how the district determines common, shared core practices.  \* ELA, ELD, Reading Intensive Intervention, Mathematics, math intervention,pre-algebra and algebra. | 2.3a A clear vision of essential content, program fidelity and coherence is collaboratively developed, widely held, and observable at the classroom level.  2.3b Site administrators visit classrooms at least weekly and district administrators visit classrooms at least twice monthly to ensure that standards-based, research grounded instruction is taking place.  2.3c. Ongoing collaborative grade-level and departmental meetings in place to develop program coherence. 2.3d Every classroom in every school has sufficient sets of the most up-to-date SBE-adopted and/or standards-aligned core and intervention materials for all students.  2.3e. Intervention program and materials are in place and criteria established for student entry and exit into strategic and intervention program or courses.  2.3f District identified instructional materials are implemented for reading and math interventions and ELD.  2.3g District has established criteria to identify students who are performing two or more grade levels below standard. Schools use the criteria to place students into appropriate intensive intervention programs. For high school, any student performing at or below 7th grade standards receives extra support. | • Administrator walk-through/rounds training to deepen background knowledge around core and intervention instructional materials and program design.  • Revise grade-level team meeting agendas and minutes templates to support deeper implementation of core (rather than abandonment).  •Develop walk-through observation guides involving site administrators and teachers in process.  • Consider revisions to daily or weekly schedules or planning for revisions of master schedules for middle and high schools.  • Review process is established to verify that sufficient SBE-adopted or standards-aligned core and intervention materials are assigned and in use at each school. | • SBE-approved list of programs available at CDE website.  ELA/ELD: <http://www.cde.ca.gov/ci/rl/im/>  Math: <http://www.cde.ca.gov/ci/ma/im/>  • Williams Audit  • District and site administrator calendars  Danielson, C. (n.d.). *The framework for teaching.* Retrieved from  <https://www.danielsongroup.org/framework/>  City, E. A., Elmore, R.F., Fiarman, S.E., & Teitel, L. (2009). *Instructional rounds in education: A network approach to improving teaching and learning.* Cambridge, MA: Harvard Education Press. |
|  | 2.4. Describe how the district and schools monitor full implementation of the intervention programs. | 2.4a Ongoing student progress data analysis occurs at the grade/subject, school and district levels.  2.4b School schedule and time allocations reviewed throughout the year to ensure students’ needs are met.  2.4c Program time and content components are known by all staff and discussed at regularly scheduled times to ensure equitable access for all students. | • Develop walkthrough observation guides, involving site administrators and teachers in process.  • Consider revisions to daily or weekly schedules or planning for revisions of master schedules for middle and high schools. | Master Schedule training by ACSA  Danielson, C. (n.d.). *The framework for teaching.* Retrieved from  <https://www.danielsongroup.org/framework/>  City, E. A., Elmore, R.F., Fiarman, S.E., & Teitel, L. (2009). *Instructional rounds in education: A network approach to improving teaching and learning.* Cambridge, MA: Harvard Education Press. |
|  | 2.5. Describe what you expect to see and hear that represents high quality teaching and engaged learning. | 2.5a High quality instruction is consistently implemented in every classroom in the district.  2.5b Teaching and administrative staff believe in and take responsibility for all students learning to high standards.  2.5c Clear expectations about teaching and learning are communicated to all stakeholders and articulated across the district.  2.5d Coherence among programs is monitored and descriptors of teacher, student and administrative responsibilities needed for successful learning for all students are known and put into practice across the district.  2.5e District team monitors implementation of research-based instructional strategies, and processes are in place so administrators understand and support classroom practices with the goal of high quality instruction consistently and coherently implemented in every classroom in the district.  2.5f Systems are in place to ensure that all teachers implement research-based instructional strategies and practices.  2.5g Common knowledge, skills and abilities related to instruction are articulated across the district, and shared responsibility for student achievement demonstrated. | • Review records of HQT status.  • Begin revision of Teacher and Administrator Evaluation Process.  • Reviews HQT records and plan to address any staffing issues.  • Implement and monitor plans to track pupil progress and identify students in need of additional support to master essential standards.  • Develop schedules that support extended and intensive support during the school day so students do not miss core instruction.  • Develop schedules/systems so that students in need of intensive interventions receive intensive, accelerated instruction in ELA/ELD and mathematics. | • CUM folders (evidence)  • IEP records (evidence)  • Afterschool program records (evidence)  • Summer school or extended day records (evidence)  • Frameworks  • California Standards for the Teaching Profession (CSTP)  • Description of Practice (DOP) from Induction System  City, E. A., Elmore, R.F., Fiarman, S.E., & Teitel, L. (2009). *Instructional rounds in education: A network approach to improving teaching and learning.* Cambridge, MA: Harvard Education Press. |
|  | 2.6. What systems are in place to monitor and support students’ learning opportunities to reach proficiency at each grade level? How do you monitor this system? | 2.6a District office staff and the Superintendent focus intensive attention on classroom practice.  2.6b District systems in place, including allocated time, data review and ongoing discussions to monitor student progress toward grade level standards.  2.6c Teachers receive high-quality professional development.  2.6d District and site administrators demonstrate that they protect core instructional time from interruptions.  2.6e District and site administrators produce daily schedules that allocate required instructional time in the core curriculum for all students.  2.6f District and site administrators routinely visit classrooms and monitor the implementation of state-recommended instructional time allocations for math and ELA/ELD.  2.6g For secondary schools: District administrators demonstrate that secondary master schedules prioritize needs of students at risk of failure. | • Analyze daily schedules’ adherence to SBE instructional time requirements.  • Implementing walkthrough/rounds process.  • Organize practice walkthroughs/rounds and participates with district and site staff.  • Assist administrators in generating charts that illustrate findings from walkthroughs/rounds.  • Analyze frequency of each site’s interruptions and their causes.  • Develop written policies and a plan to protect core instructional time from interruptions.  • Assist administrators in prioritizing and scheduling their agreed-upon number of hours for classroom visits per week.  • Identify ways of organizing the school day so students can participate both in core instruction and intervention as appropriate.  • Review secondary enrollment data and verifies that significant/unduplicated student subgroups and students with disabilities enroll in appropriate strategic and intensive interventions.  • Review master schedules to ensure the following:  a. All assessed students receive the necessary intervention classes (ELA/ELD, algebra readiness) to graduate from high school.  b. The master schedule is developed first for significant/unduplicated student subgroups.  c. Intervention time is offered as separate extended period classes.  d. Highly qualified teachers with knowledge of the instructional program teach intervention classes.  • Consider sample assessment measures, schedules for building a multi-tiered intervention system, and strategies for including support teachers in decision-making and leadership. | • County Course of Study for Systemwide Literacy Plan  • CUM folders (evidence)  • IEP records (evidence)  • Afterschool program records (evidence)  • Summer school or extended day records (evidence)  • Frameworks  • California Standards for the Teaching Profession (CSTP)  • Description of Practice (DOP) from Induction System  • LCAP  • California Content Standards |
|  | 2.7. What systems are in place to ensure English learners have access to and receive instruction in the core and ELD curriculum? | 2.7a Student proficiency levels identified and students are grouped appropriately for daily ELD instruction.  2.7b Site administrators able to demonstrate student assignment to ‘correct’ intervention and/or ELD support for each EL student.  2.7c Longitudinal data in place to assess student progress, placement and exit priorities.  2.7d An ELD program is purchased and in use with all EL students.  2.7e District staff and administrators monitor and support program and instructional implementation for English learners. | • Ensure students take part in English language development both integrated and designated.  • Participate in walkthrough/visitation/rounds training to help site administrators actively support instruction during all instructional blocks. | • Frameworks  • Teacher daily schedules (evidence)  • EL student roster with class assignment (evidence)  • ELD Standards  • California Content Standards |
|  | 2.8. What is the district system to identify and monitor high quality ELD instructional strategies and pedagogy that are effective for English learners? | 2.8a District and site administrators offer evidence that teachers routinely modify instruction to help English learners comprehend core and ELD lessons.  2.8b Examination and discussion of a variety of data and instructional planning include:  2.8c Evidence of content and ELD in lessons.  2.8d Integration of SIOP, SDAIE and explicit instruction related to student engagement.  2.8e Use of ongoing strategies to support English learners throughout the day, across content areas and classrooms.  2.8f Evidence of specific diagnosis for student learning needs.  2.8g Evidence of students reclassification process and criteria, monitoring of their progress, ongoing support.  2.8h Evidence of the use of academic language during instruction, across classrooms.  2.8i Opportunities for expressive language and use of complete sentences to express thoughts, as well as receptive language.  2.8j District and site staff assign highly qualified staff to teach English learners.  2.8k Evidence of Integrated and Designated ELD instruction. | • Invest in a data-monitoring assessment system.  • Participate in training in walkthrough data gathering and development of data charts to target ongoing professional development goals.    • Provide training to district and site administrators on specific classroom supports for English learners, including: ELD, academic language, SDAIE, primary language support; differentiation, Universal Access, student grouping; direct Instruction; and higher-level thinking.  • Support site administrators’ development of meeting agendas that include teacher discussions regarding use of UPL, ELD Standards, and other topics related to the support of English learners.  • Provide support for building master schedules that give secondary English learners support during school hours. | • Walkthrough/rounds protocol  • Data charts  • Walkthrough/rounds schedule  • Master Schedule Samples  • ELD Standards  • ELA/ELD Framework  • DOK  • Richard Elmore |
|  | 2.9. What is the district system to identify and monitor instructional strategies and pedagogy that are effective for students with disabilities? | 2.9a Special education and general education teachers collaborate to meet student needs on a regular basis.  2.9b IEPs are written to student California Content Standards and evaluated systematically.  2.9c Students are placed in the least restrictive environment, inclusion and mainstreaming options.  2.9d District staff visit all classrooms bimonthly minimally and site administrators visit all classrooms weekly to verify that special education students receive appropriate instruction in the California Content Standards.  2.9e District and site administrators review and monitor all IEPs for linguistically appropriate goals and objectives to meet the needs of English Learners.  2.9f District and site administrators require all IEP determinations first consider how to support each student in the general education classroom/program before considering other instructional settings or delivery options.  2.9g District and site administrators assign highly qualified staff to teach students with disabilities (SWD).  2.9h District and site administrators have systems in place to monitor SWD progress and program exit data.  2.9i District and site administrators provide leadership and review evidence that demonstrate a belief system that students with disabilities are part of the district’s and site’s commitment to high quality instruction and learning. | • Provide administrators walkthrough/rounds training to build capacity to analyze whether students with disabilities are educated in age-appropriate general education settings with accommodations and support as defined in their IEP.  • Provide appropriate training to help administrators assess whether IEP goals for EL are linguistically appropriate.  • Provide a process administrators can use to analyze IEP determinations and evaluate results of administrators’ review of IEP.  • Review staffing assignments to ensure that teachers who are highly qualified in the content area and in specialized instruction teach Students with Disabilities in the core ELA/ELD and mathematics curricula. | • IEP records/meeting records (evidence)  • Grade level/dept. team meeting agendas/minutes (evidence)  • Behavior plans  • PBIS.org  • Bob Horner  • George Sugai  • Jeff Sprague  • Randy Sprick |
|  | 2.10. What is your district’s student intervention system? | 2.10a The district maintains a focus on early, differentiated interventions for students not meeting grade level expectations and offers extended learning opportunities to accelerate students’ achievement.  2.10b A multi-tiered approach to providing services and interventions to all students at increasing levels of intensity based on progress monitoring and data analysis is in place.  2.10c Sufficient strategic and intensive intervention materials for mathematics and ELA/ELD are in place at every site.  2.10d Intervention materials are in daily use in order to accelerate students’ progress in mathematics and reading.  2.10e District staff demonstrates that all schools follow a plan to track pupil progress and to identify students needing support to master California Content Standards.  2.10f District staff clearly articulate their Response to Instruction and Intervention system and how those supports are monitored.  2.10g Secondary schools – district and site administrators build master schedules first addressing the needs of students to be placed in intensive and strategic intervention, English Learners, and students with disabilities.  2.10h Sufficient support opportunities are available during the school day. No student misses any core content instruction in order to attend strategic interventions or Designated ELD. Intensive students’ core is the intensive accelerated program. | • Identify curricular support necessary for strategic and intensive students to be successful, particularly ELA/ELD and mathematics standards.  • Identify supplemental materials to match those gaps.  • Develop site intervention plans, with entrance and exit criteria. Plan illustrates that school staff provide daily appropriate intervention when needed in flexible groups.  • Ensure that students performing two or more years below grade level are educated in the core ELA/ELD and mathematics curriculum, with appropriate interventions to supplement the core.  • Ensure that all students functioning two or more years below grade level participate in an accelerated intensive instructional program until their skill levels catch up to the grade-level core curriculum within that 2-year window.  • Review plan to ensure that recommendations to place students from significant/unduplicated student subgroups into intensive and strategic intervention programs follow proper referral procedures and consider Response to Intervention, and/or Title III regulations related to attaining English proficiency and ensuring access to core curriculum and grade-level standards. | • Lists of supplemental materials  • Student assessment results (evidence)  • Sample ‘Response to Intervention’ or ‘Pyramid of Intervention’ plans for reading, math, behavior at various grade levels and staffing numbers  • Least Restrictive Environment considerations  • Data analysis meeting calendar (evidence)  • Master schedule to include strategic and intensive intervention opportunities for ELA/ELD and math  • Placement and exit criteria  • Placement criteria in writing  • Class rosters (evidence)  • CDE Special Needs Criteria  • Title III Regulations  • Examples of multi-tiered models of interventions  • CDE MTSS website: <http://www.cde.ca.gov/ci/cr/ri/>  •CDE RtI2 website: <http://www.cde.ca.gov/ci/cr/ri/rtiphilosphydefine.asp>  •CDE website: www.cde.ca.gov |
|  | 2.11 How does the district focus the work of the instructional coaches and monitor the results of their work? | 2.11a Professional development opportunities provide the guidance to improve classroom instruction.  2.11b Job descriptions and roles and responsibilities are clearly defined and include classroom observations, demonstrations lessons, professional development and individual coaching.  2.11c Coaches have knowledge of instructional practices, content and pedagogy and are skilled in coaching strategies to work with teachers.  2.11d Regularly scheduled time in place to meet and collaborate with teachers and administrators to identify diagnostic trends and determine next steps. |  | • Costa and Garmston  • Jim Knight |
|  | 2.12. How does the district staff assess instructional program effectiveness? | 2.12a District leadership develops a sense of reciprocal accountability among staff across the district, and provides opportunities and time to increase knowledge and expertise needed to meet student needs.  2.12b Expectations are in place for implementing and monitoring instructional effectiveness on an ongoing basis.  2.12c It is apparent that the district and site administrators and their teams use a variety of data to determine refinements to the instructional program as indicated in the LCAP, LEAP as well as all SPSA.  2.12d District and site administrators implement a classroom visitation schedule across the district and prioritize their calendars accordingly. | • Conduct walkthroughs/rounds and analyze data to gauge whether classroom and intervention teachers implement sound research-based instructional practices, including:  a. Explicit direct instruction followed by guided and independent practice;  b. Scaffolding techniques;  c. Flexible grouping;  d. DOK, Higher-level questioning;  e. Attention to different learning styles;  f. Checking for understanding throughout the lesson;  g. Closure and reflection; and  h. Use of differentiation and universal access materials (as extension of the daily lesson) to address student literacy needs.  • Determine walkthrough calendars for each school site, designating which district administrator will observe classes at each site. | • Walkthrough/Rounds Protocols  • UDL Principles and Website  • [www.udlcenter.org](http://www.udlcenter.org) |
|  | 2.13 Describe your data collection and analysis system and how the district uses the data to monitor and support continued student academic achievement. | 2.13a Staff district-wide use disaggregated data to inform instruction and to assess teaching and learning.  2.13b The district has developed and implemented a student achievement monitoring system that provides timely data to students, parents, teachers, and administrators to improve instruction and assess student achievement.  2.13c The assessment system includes entry-level placement assessments, monitoring of progress formative interim assessments, and summative assessments to gauge instructional effectiveness and identify support needed to improve practice.  2.13d For interim assessments, district administrators provide evidence that students take these common, district-wide assessments at each grade level and in all core content areas. Tests every six to eight weeks.  2.13e Course and grade level instructional guides are in place and monitored for effectiveness.  2.13f Assessments are aligned to student and family reporting timelines. | • Analyze and potentially re-design of assessment system.  • Establish a process through which district and site administrators and teachers develop or adopt common, district-wide interim assessments.  • Establish a process for continuous refinement of assessments.  • Assist district staff to help teachers identify first trimester assessments in mathematics and ELA/ELD. | • SBAC Assessments  • SBAC Interim Assessments  • SBAC Digital Library  • Curricular Frameworks  • Curriculum-embedded assessments  • Curriculum guides  • Adopted textbook assessments  •DuFours, Buffum, Mattos: PLCs and data |
|  | 2.14. How do teachers analyze these assessments?  2.14i What data systems are in place to determine levels of additional support needed for significant/unduplicated student subgroups?  2.14ii What additional diagnostic assessments are used?  2.14iii How does the district use the data to drive instruction and evaluate program success?  2.14iv How does the district monitor and support all students to gain grade level proficiencies? | 2.14a District administrators demonstrate that teachers have developed cut points for proficiency levels and common rubrics to review student work.  2.14b District monitors data to gauge student mastery of California Content Standards and guide differentiated support.  2.14c The district provides and supports the use of information systems and technology, and provides professional development to site staff on effectively analyzing and applying data to improve student learning and achievement.  2.14d The district provides an accurate and timely site-level assessment and data system, as needed by teachers for decision-making and instruction monitoring.  2.14e The district provides and uses technology to assist with administrative functions that facilitate teachers to focus on student learning.  2.14f District and school site staff analyze data from multiple sources, including State and Federal level data and student group data, to ensure that all applicable results can be used to improve student learning and achievement. | • Identify the technology system to use, and key professional development required to use it well.  • Analyze data to identify specific needs of those student groups requiring additional support, then to determine what and how to provide that support.  • Identify additional diagnostic tools to better target support necessary.  • Organize teacher planning time to establish rubrics and to set cut points.  • Review results to ensure that standards for exemplary performance are high. | • Model rubrics  • Adopted assessments  • Student “anchor” papers and exemplary work samples  • Digital Library  • SBAC website  •Dufours, Mattos and Buffum: PLCs  •CAASPP Resources: <http://www.caaspp.org/> |
|  | 2.15 Does the district use a formative and summative assessment system to make grade-level and subject-specific decisions about student placement and exit, in core and intervention classes? | 2.15a District and site administrators schedule sufficient core and intervention time and/or classes to meet the academic needs of students who are below proficiency.  2.15b Administrators monitor the effective use of assessment data and student placement to ensure the appropriate services are provided and students exit in a timely manner as skills and progress improve.  2.15c School leadership teams review end-of-year placement assessments to determine program priorities and effectiveness.  2.15d District and school staff understand and implement correct referral procedures for placing students in intervention programs.  2.15e English Learners' English proficiency levels are considered for ELD-designated program placement.  2.15f Special education students are placed in the least restrictive learning environments. | • Develop a comprehensive system of assessments tools that guarantees student needs are appropriately identified. The multi-dimensional assessment system must be timely and clearly define appropriate methods and quality of instruction, including the right level of intensity for each student. | •ELA/ELD Framework  •ELD Standards  • California Content Standards  • CAASPP training from SCOE |
|  | 2.16 How does the district staff assess instructional program effectiveness? | 2.16a District leadership develops a sense of reciprocal accountability among staff across the district, and provides opportunities and time to increase knowledge and expertise needed to meet student needs.  2.16b Expectations are in place for implementing and monitoring instructional effectiveness on an ongoing basis.  2.16c It is apparent that the district and site administrators and their teams use a variety of data to determine refinements to the instructional program as indicated in the LCAP/ LEAP as well as all SPSAs.  2.16d District and site administrators implement a classroom visitation schedule across the district and prioritize their calendars accordingly. | • Conduct walkthroughs/ rounds/Visitations. They also help analyze data to gauge whether classroom and intervention teachers implement sound instructional practices, including:  a. Explicit direct instruction followed by guided, collaborative and independent practice;  b. Scaffolding techniques;  c. Flexible grouping;  d. DOK and Higher-level questioning;  e. Attention to different learning styles;  f. Checking for understanding throughout the lesson;  g. Closure and reflection;  h. Use of UDL differentiation principles; and  i. Implementation of an RtI2/ MTSS model (as extension and an extra scoop of support to the daily lesson) to address every student’s needs.  • Determine Walkthrough/Rounds/Visitation calendars for each school site, designating which district administrator will observe classes at each site. | City, E. A., Elmore, R.F., Fiarman, S.E., & Teitel, L. (2009). *Instructional rounds in education: A network approach to improving teaching and learning.* Cambridge, MA: Harvard Education Press.  • DOK  • UDL Principles and Website  • udlcenter.org |
|  | 2.17 How does the district provide an accurate and timely school-level assessment and data system, using disaggregated data, for decision-making and monitoring of instruction? | 2.17a District and site leadership develop and/or adopt agreed-upon common assessments and a timetable for administering them.  2.17b Site administrators monitor and ensure the administration of common assessments and use of the results on an agreed-upon timetable.  2.17c District administrators gather input on assessment items and tools and assess their usefulness to teachers and principals.  2.17d District and site teams establish common cut points for the proficiency levels of interim assessments and may use SBAC assessments.  2.17e District administrators monitor progress toward proficiency levels.  2.17f District technology system administrators implement procedures to ensure timely scoring, storage, and retrieval of the assessment data to discuss in grade-level and departmental groups.  2.17g District leadership supports principals in setting aside adequate time for teachers to meet in grade level/ department groups to discuss assessment data and plan lessons and activities to continuously improve results.  2.17h District technology system administrators facilitate the analysis of data through a data management system that routinely imports and provides easy access on a wide range of site needs such as:  2.17i CA Content Standards and/or curriculum-embedded assessment data (e.g., data from six-to-eight week and end-of course assessments based on CASSPP/SBE/local-board-adopted texts).  2.17j Pre- and post-diagnostic assessments and  other district assessments.  2.17k State-level testing data, including CAASPP results, CAHSEE results, CELDT/ELPAC results, and (State and FederaI) other annual data.  2.17l Regularly updated demographic and other data (e.g., low-income, foster youth, homeless, students with disabilities, ethnicity, feeder school patterns, and attendance data).  2.17m Data at the student level, which can be retrieved with adequate security by the student’s teachers and family.  2.17n Disaggregated data (e.g., by student groups, proficiency and quintile levels, and achievement; by classroom level, grade level, and school level; and by programs,  such as extended-day and students with disabilities).  2.17o Longitudinal data (e.g., data on individual students over time and for cohorts of students). | • Assist district staff in reviewing the implementation of instructional time, instructional calendar, and local level assessments in place.  • Ensure school level assessment data for monitoring instruction is in place and principals monitor use.  • Publish a district-wide assessment calendar.  • The COE assists districts to review assessment calendar during regularly scheduled meetings, helps develop monitoring processes and strategies for principals.  • Develop a yearly calendar with release and collaboration time identified and scheduled for both district and site level priorities, linked to LCAP, LEAP and SPSAs. | District calendar development timeline and priority setting processes (evidence) |
| **3. Leadership & Governance** | 3.1 What processes are in place for the **Board and the Superintendent to regularly review the vision, mission and goals and to keep the community informed** about the district’s progress toward achieving them? | 3.1a The district’s vision, mission, and goals statements are published in a variety of documents with a clear and calendared annual review process for reporting progress to the community and makes clear to all stakeholders their responsibilities to achieve these goals.  3.1b The Superintendent communicates regularly to the community on how students are progressing on their mastery of grade level standards and how Board decisions are supportive of increased student achievement. | • Provide support to District to establishes a calendar for vision, mission and goal review.  • Assist District to establishes a process to report student progress to the community, including public displays and other media.  • Provide a format that district staff can use to present CAASPP test data by school, student subgroups and by grade/subject matter.  •Offer District administrators guidance to include board reports on student progress on its website and other media.  •  Establish a calendar and a format for sharing student achievement on district benchmark assessments.  • Provide accountability training to the Superintendent and cabinet members, and Board. | CCSESA. (n.d.). *Building blocks of integrated academic district support.* Retrieved from  <http://region3support.org/files/resources/Building%20Blocks%20of%20Academic%20Support%20Final%20SCOE.pdf>  CDE. (n.d.). LCAP priorities 3, 5 and 6. Retrieved from  <http://www.cde.ca.gov/fg/aa/lc/statepriorityresources.asp> |
|  | 3.2 To what extent do policies accurately reflect the scope of the Board’s role and responsibility as a member of the district governance team? | 3.2a The Board has established strong communication processes with the Superintendent to ensure policies are implemented and data are collected to routinely assess progress on LCAP Plan implementation and student progress.  3.2b Board policies and regulations explicitly address the roles and responsibilities of the Board of Education and the Superintendent and staff.  3.2c Board members, individually and as a team, support and follow their adopted policies as reflected in decisions regarding student achievement, curriculum development, assessment and accountability, personnel decisions, and aligned budgetary allocations.  3.2d Protocol has been developed in collaboration with the Superintendent for handling any requests or inquiries a board member may receive regarding district operations. | • Provide training for Board and Cabinet members on their roles and responsibilities including connections between their decisions in board meetings and their adopted policies.  • Adopt a protocol for the Board and Superintendent to use when Board members receive requests and inquiries from staff and the public that pertains to operational issues. | Center for Public Education. (n.d.). *Eight characteristics of effective school boards: Full report.* Retrieved from  <http://www.centerforpubliceducation.org/Main-Menu/Public-education/Eight-characteristics-of-effective-school-boards/Eight-characteristics-of-effective-school-boards.html> California School Boards Association (CSBA). (n.d.). *Governance and policy resources research, guidance and services for effective school board governance.* Retrieved from <https://www.csba.org/GovernanceAndPolicyResources/EffectiveGovernance.aspx>  Wisconsin Department of Public Instruction. (n.d.). *Characteristics of successful districts.* Retrieved from <http://dpi.wi.gov/statewide-system-of-support/successful-districts> |
|  | 3.3 How are District policies developed that are clear, concise, and explicitly focused and aligned with the district’s vision and consistent with the goals of the LCAP? | 3.3a Written policies and administrative regulations are up to date and reflect current law and local needs and are organized and readily available to all members of the staff and public.  3.3b The Board of Education upon recommendation by the Superintendent has adopted policies in the following areas:  3.3b1 District wide academic content and performance standard and state priorities reflected in the district’s LCAP.  3.3b2 Measures for the district wide district wide academic content and performance standard state priorities as reflected in the district’s LCAP.  3.3b3 Incentives for progress and consequences for failure for all decision makers in the district, as well as for students. These policies meet or exceed state policies that provide incentives for progress and consequences for failure.  3.3b4 The education of English Learners, students with disabilities, and other high-priority students.  3.3b5 These policies are explicit about high expectations for achievement of all students and access to the curriculum and support services necessary for students to achieve at high levels. | • Write or revise district policies that address academic content and performance standards, measures and reporting of progress on district LCAP goals, incentives and consequences related to achieving district goals, and other policies related to ensuring that all students have access to and are expected to achieve at high levels in a standards-based academic instruction. | Maricle, C. (2014, August). *Governing to achieve:*  *A synthesis of research on school governance to support student achievement.* (California School Boards Association Brief). Retrieved from  <https://www.csba.org/GovernanceAndPolicyResources/~/media/CSBA/Files/GovernanceResources/GovernanceBriefs/201408GoverningToAchieve.ashx>  CCSESA. (2015, February 17). *Local control and accountability plan (LCAP) approval manual.* Retrieved from <http://ccsesa.org/wp-content/uploads/2015/02/CCSESA-LCAP-Approval-Manual-2015-16-FINAL.pdf>  CDE. State priority related resources. [Web page]. Retrieved from  <http://www.cde.ca.gov/fg/aa/lc/statepriorityresources.asp> |
|  | 3.4 What processes are in place to implement and monitor adopted policies? | 3.4a The Superintendent, in collaboration with staff, develops administrative regulations and procedures to ensure implementation and monitoring of the adopted policies. |  | Strive Together Resources  <http://www.strivetogether.org/>  Strive Together. (n.d.). *Theory of action: Creating cradle to career proof points.* Retrieved from  <http://www.strivetogether.org/sites/default/files/StriveTogether_Theory_of_Action_2015v2.pdf> |
|  | 3.5 To what extent do the districts’ governance practices reflect a commitment to equitably serving the educational needs and interests of all students? | 3.5a Board agendas, prepared collaboratively by the Superintendent and Board President, reflect the district’s commitment to and progress toward high expectations aimed to improve achievement and learning for all students.  3.5b Recommendations for Board decisions are founded in analysis of available data and presented clearly and concisely to assist board members in understanding issues and taking appropriate action | • Develop a year-long calendar of Board presentations and agenda items focused on improving student achievement.  • Develop presentations that support improving achievement and learning for all students, and strategies for monitoring district process. | Blankstein, A., & Noguera, P. (2015). *Excellence through equity: Five principles of courageous leadership to guide achievement for every student.* Newbury Park, CA: Corwin.  Strive Together. (n.d.). *Theory of action: Creating cradle to career proof points.* Retrieved from  <http://www.strivetogether.org/sites/default/files/StriveTogether_Theory_of_Action_2015v2.pdf> |
|  | 3.6 How effective is the communication between the Board of Education and the Superintendent with regard to implementing policies and assessing progress toward meeting the district’s LCAP goals. | 3.6a Functional working relations are maintained between the Board and administrative team. |  | Maricle, C. (2014, August). *Governing to achieve: A synthesis of research on school governance to support student achievement*. (California School Boards Association Brief). Retrieved from  <https://www.csba.org/GovernanceAndPolicyResources/~/media/CSBA/Files/GovernanceResources/GovernanceBriefs/201408GoverningToAchieve.ashx> |
|  | 3.7 How are policies and resulting priorities and expectations communicated with staff, parents and community? | 3.7a Policies are written, organized and readily available to all members of the staff and to the public.  3.7b Policies and administrative regulations are up to date and reflect current law and local needs. 3.7c The district has established a system of securing staff and community feedback in policy development and review. |  | California Department of Education. (2014). *Family engagement framework.* Retrieved from [*http://www.wested.org/wp-content/files\_mf/1414600912familyengagementframework2.pdf*](http://www.wested.org/wp-content/files_mf/1414600912familyengagementframework2.pdf)  SEDL, & U.S. Department of Education. (2013). *Partners in education: A dual capacity-building framework for family–school partnerships.* Retrieved from [*http://www2.ed.gov/documents/family-community/partners-education.pdf*](http://www2.ed.gov/documents/family-community/partners-education.pdf)  CSBA. (2014, July). *Defining governance, engaging the community* (Issue Brief No. 5).Retrieved from  [*https://www.csba.org/GovernanceAndPolicyResources/~/media/CSBA/Files/GovernanceResources/GovernanceBriefs/201407GBDefiningGovernanceIssue5.ashx*](https://www.csba.org/GovernanceAndPolicyResources/~/media/CSBA/Files/GovernanceResources/GovernanceBriefs/201407GBDefiningGovernanceIssue5.ashx) |
|  | 3.8 How does district leadership develop an organizational culture that ensures the full implementation of a coherent, research-based instructional program within the district and across all schools? | 3.8a Policies and practices are in place to support the Superintendent and staff as they carry out the direction of the board by:  3.8a1 Identifying and operating from a set of district beliefs and vision committed to equity and excellence for all students, and high academic performances by students in every school.  3.8a2 Developing and distributing leadership among central office administrators, principals, teachers, and community leaders in a manner that holds all adults in the system accountable for increased student achievement and success.  3.8a3 Ensuring a positive personnel climate exists in the district that promotes peer support, collaboration, trust, and shared responsibility for student progress.  3.8a4 Developing system-wide district coherence between policies and practices for instructional improvement.  3.8a5 Monitoring student achievement and program effectiveness and requiring program changes as needed based on ongoing data and continuous improvement priorities.  3.8a6 Encouraging the Superintendent and Board members to be highly visible in schools.  3.8a7 Being knowledgeable about district efforts and priorities in order to communicate and explain them to the public. |  | Brewer, D., & Smith, J. (2007, March). Evaluating the "crazy quilt": Educational governance in California. *Getting down to facts*. Retrieved from  <https://cepa.stanford.edu/sites/default/files/Brewer.pdf> |
|  | 3.9 To what extent does the Board of Education approve and monitor the implementation of curricular programs that are based on research and best practices? | 3.9a Upon recommendation by the Superintendent, the Board adopts relevant policies.  3.9b The Board of Education, upon recommendation by the Superintendent, adopts a curricular development process that ensures that all students have access to academic content and performance standards.  3.9c The Superintendent, in collaboration with staff, has developed regulations and procedures to ensure implementation of the curricular development process.  3.9d Board agendas and supporting documents prepared by the Superintendent and staff connect research and best practices to the recommendations made about curricular programs. As necessary  3.9e Board Study Sessions are held for in-depth review of research based programs and best practices.  3.9f Board agendas and minutes reflect Board adoption of curriculum.  3.9g Board members are provided information about and encouraged to attend CSBA sponsored workshops on curricular programs and student achievement that include research and best practices.  3.9h The Board of Education upon recommendation by the Superintendent adopts policies for reviewing and adopting:  - Instructional materials  - Intervention programs  - Aligned assessments  -  Instructional time  -Other programs aligned to district’s LCAP priorities and goals  3.9i The Superintendent, in collaboration with staff, has developed regulations and procedures to ensure standards-based instructional materials that reflect best practices are recommended to the Board of Education for approval.  3.9j Board agendas and minutes reflect Board adoption of most recent SBE- adopted/standards aligned materials. | • Provide information about best practices for and/or professional development for the board related to curriculum, instruction, student learning and accountability.  • Develop policies, procedures and a schedule for reviewing how students are assigned to instructional programs and other services.  • Develop policies, procedures and a schedule for reviewing core and intervention programs.  • Develop policies, procedures and a schedule for collecting and reviewing data to make decisions regarding core and intervention curricular and instructional programs.  • Develop policies, procedures and a schedule for reviewing the curriculum.  • Develop policies, procedures and a schedule for reviewing and adopting instructional programs and materials. | California School Boards Association Professional Governance Standards available at  [www.csba.org](http://www.csba.org)  National School Boards Association  <https://www.nsba.org/>  Smith, C.W., Villani, J.S., & Gemberling, K.W. (2009).*The key work of school boards guidebook.* Alexandria, VA: National School Boards Association.    Goodman, R.H., & Zimmerman, W.G. (2000). *Thinking differently: Recommendation for 21st century school board/superintendent leadership,governance, and teamwork for high student achievement.* Retrieved from <http://nesdec.org/research_dev/publications.aspx>  Maricle, C. (2014, August). *Governing to achieve: A synthesis of research on school governance to support student achievement*. (California School Boards Association Brief). Retrieved from  <https://www.csba.org/GovernanceAndPolicyResources/~/media/CSBA/Files/GovernanceResources/GovernanceBriefs/201408GoverningToAchieve.ashx>    Board Agenda minutes (evidence) |
|  | 3.10 How does the Board of Education, in partnership with the Superintendent, track progress toward, keep attention focused on student learning goals and academic content, performance standards and measures districtwide and school by school? | 3.10a Board agenda items during regular board meetings and/or Board Study Sessions document progress toward and focus on student learning goals relative to the curricular program.  3.10b Evidence is collected showing that core curriculum is being implemented as designed in classrooms (observation reports and student achievement data, pacing guides)  3.10c Evidence is collected documenting that all students have access to core curriculum and for those eligible support classes (observation of classes, review of class lists, review of elementary class schedules, and review of secondary master schedules)  3.10d Review of documents shows alignment of courses to content standards.  3.10e Evaluation of curricular program effectiveness is based on student assessment and implementation data. | • Discuss and recommends CSBA Governance training as needed.  • Develop progress reporting templates and/or dashboards for Board review of progress.  • Discuss alignment of formative and summative measures used to assess progress at the student, school and district levels.  • Review suggested implementation evidence and determine priorities for district and school implementation, aligned professional development as needed. |  |
|  | 3.11 What processes are in place to develop and review the LCAP plan and align SPSA plans in each school? How does the Board ensure alignment with state and federal accountability requirements? | 3.11a The LCAP is developed in alignment with the state accountability requirements and with input from all stakeholders. It is grounded in research-based practices and is a guiding document for the development of the Single Plan for Student Achievement (SPSA) in each of the LEA’s schools.  3.11b The Superintendent recommends and the Board adopts policies in the areas of ESSA/state requirements related to:  - Teachers and paraprofessionals  - Collective bargaining  - Job descriptions  - Recruitment and retention  - Position control  3.11c Single Plans for Student Achievement (SPSA) are aligned with the LCAP.  3.11d Processes and practices are in place to increase community and parent involvement to effectively foster participation in developing and supporting the LCAP goals and progress.  3.11e The Board demonstrates knowledge of research and best practices related to the state priorities identified in the district LCAP.  3.11f Board agendas and supporting documents prepared by the Superintendent and staff connect research and best practices to the recommendations made about curricular programs. As necessary Board Study Sessions are held for in depth review of research based programs and best practices, with board minutes reflecting board adoptions and study sessions. 3.11g Board members are provided information about and encouraged to attend CSBA-sponsored workshops on curricular programs and student achievement that include research and best practices and best practices |  |  |
|  | 3.12 What processes are in place so the district fiscal policies and adopted budget are aligned with the LCAP and reflect a coherent instruction program for students? | 3.12a Upon the recommendation of the Superintendent, policies are adopted that govern financial goals and the monitoring of finances and auditing of accounts.  3.12b Fiscal priorities are aligned to instructional goals for student achievement, and evidenced in the LCAP.  3.12c Upon the recommendation of the Superintendent with input from stakeholder groups, policies are adopted that govern financial goals, financial monitoring, and auditing of accounts.  3.12d The Superintendent, with input from staff and stakeholders, establishes regulations that provide criteria for allocation of resources (human and fiscal), prioritizes allocations that reflect a coherent instructional program based on state standards, frameworks, and SBE/local board adopted standards-aligned materials.  3.12e Based on the board-adopted goals and budgeting policies and processes, the Superintendent and staff with input from stakeholders, analyze start-up and sustaining costs of reforms including infrastructure to collect and interpret student achievement data that aligns with district priorities and account for site and district fiscal decisions.  3.12f Priorities and criteria are in place to determine allocation of resources to support student achievement goals reflected in the LCAP.  3.12g The Superintendent recommends, and the Board adopts, a budget that reflects general fund and categorical resources allocated to support district LCAP goals.  3.12h Board agendas and meeting minutes reflect Board action to adopt such a budget. | • Discuss how the district measures the success and/or impact of their use of funds.  • Align LCAP goals to fiscal and human resources.  • Provides professional development and capacity building options to increase cabinet, staff, and teachers of budget processes and resource allocation priorities. | • Toolkit - Fiscal Operations • School Services of California [www.sscal.com](http://www.sscal.com)  Odden, A., & Picus, L. *School finance: A policy perspective*. New York, NY: McGraw-Hill. |
|  | 3.13 To what extent does the Board adopt an annual budget that organizes the district’s resources in support of meeting 21st century learning goals for all students. | 3.13a The Superintendent recommends, and the Board adopts, a budget that reflects general fund resources allocated to support student learning goals to the extent practical given state and local financial conditions.  • Support for special education programs  • Support for English Learners  • Support for high-priority students  • Personnel to support learning such as content area instructional coaches  • Resources for teacher and principal professional development  • Facilities to house students  3.13b Board agendas and meeting minutes reflect sufficient communication and documentation for Board members to understand the connections between their LCAP adopted goals and the proposed budget. 3.13c Board agendas and meeting minutes reflect board action to adopt such a budget. | • Determine the level of communication to the board about the budget and its ability to meet students’ needs.  • Determine the Board direction in the development of the budget and not just the approval of the budget. | County CBO workshops and expertise  • California Association of School Business Officials (CASBO)  • [www.casbo.org](http://www.casbo.org)  • [www.sscal.com](http://www.sscal.com) |
| **4. Professional Development for All** | 4.1. How is the LEAP/LCAP aligned to district/site goals for student achievement? | 4.1a District has formulated districtwide goals using multiple data sources (including CAASPP, interim assessments, local benchmarks, State Priorities Snapshot, achievement gap analysis, WASC, surveys, etc.) and the LEA Action Plan connects to these district-wide goals. | • Provide CDE data tools to assist in analysis.  • Train in use of and/or conducts surveys as needed  • Provide review of district plans for understanding  • Perform data analysis and provide suggestions in development of LEAP and district goals. | CDE regional assessment fellows    CCSESA. (2016*). LCAP approval manual*. Retrieved from  <http://ccsesa.org/wp-content/uploads/2015/08/CCSESA-LCAP-Approval-Manual-2015-16-8-3-15.pdf>  CCSESA. (n.d.). *Building blocks of integrated academic district support.* Retrieved from  <http://region3support.org/files/resources/Building%20Blocks%20of%20Academic%20Support%20Final%20SCOE.pdf>  CCSESA. (2013). *Common core state standards: Determining levels and next steps of implementation*. Retrieved from  <https://www.cccoe.k12.ca.us/edsvcs/commoncore/CCSS_Implementation_Strategies.pdf>  Shannon, G.S. & Bylsma, P. (2004).  *Characteristics of improved school districts: Themes from research.*  Retrieved from <http://www.k12.wa.us/research/pubdocs/DistrictImprovementReport.pdf>  Leithwood, K. (2010). Characteristics of school districts that are exceptionally effective in closing the achievement gap. *Leadership and Policy in Schools, 9*, 245–291. Retrieved from  <http://ecadmin.wdfiles.com/local--files/at-risk-children-families/Characteristics%20of%20Schools%20-%20Closing%20Gap.pdf>  Wisconsin Department of Public Instruction. (n.d.). *Characteristics of successful districts.* Retrieved from <http://dpi.wi.gov/statewide-system-of-support/successful-districts>  Fullan, M. & Quinn, J. (2016). *Coherence: The right drivers in action for schools, districts, and systems.* Newbury Park, CA: Corwin.  School Reform Initiative Teacher Development Group. (2002). *Data driven dialogue.* Retrieved from  <http://www.greatschoolspartnership.org/wp-content/uploads/2015/11/data_driven_dialogue.pdf>  Mid-continent Research for Education and Learning. (n.d.). *Noteworthy perspectives: High reliability organizations in education.* Retrieved from <http://files.eric.ed.gov/fulltext/ED544261.pdf>  National Center for Education Statistics. (2005). *Forum guide to building a culture of quality data: A school and district resource.* Retrieved from <http://nces.ed.gov/forum/pub_2005801.asp>  National Center for Educational Achievement (NCEA). (2011). *The 20 Non-Negotiable Characteristics of Higher Performing School Systems*. Retrieved from <https://www.act.org/research/policymakers/pdf/Non-Negotiable-Characteristics.pdf>  Many, T.W. (n.d.). *Best practices: Three rules to help manage assessment data.* Retrieved from  <http://www.allthingsplc.info/files/uploads/three_rules_help_manage_assessment_data.pdf> |
| High Quality  Professional  Development  Element:  **Student Data** |
|  | 4.2.What data sources were used to determine these goals and develop the PD plan?  4.2.i Who is involved in the analysis of the data?  4.2.ii How and when will the data be reported?  4.2.iii How are others informed about the evidence and through what process do they provide input? | 4.2a As appropriate to school and district needs, data analysis focuses on results from multiple sources of disaggregated data (formative and summative) from multiple sources (including student achievement, student demographics, parent involvement, behavioral indicators, curriculum and instruction, etc.) to develop a comprehensive, research-based PD plan.  4.2b Location of all sources of evidence is indicated on the Data Collection Matrix.  4.2c District has consistent progress benchmarks and goals that determine how and when the data will be collected and reported.  4.2d District has a system for communicating results and allowing feedback from stakeholders regarding data. | • Provide Data Collection Matrix and assist district in collection of multiple sources of data, including tools to conduct various surveys.  • Create and use a district-wide assessment calendar with time designation for analysis.  • Determine who will analyze data and assists in developing methods for disseminating and allowing input about data to all stakeholders. |
|  | 4.3. In what ways does the district assure that issues of equity are a part of the ongoing professional development and discussion of teaching and learning in order to ensure success for every student?  4.3i PD may include inquiry question to support initiative. (e.g., How does the analysis of significant/ unduplicated student subgroup data used to inform and monitor instruction?) | 4.3a PD outcomes include student data analysis with disaggregated results that represent significant/unduplicated student subgroups, parents, community and other non-academic entities. | •Support district with verifying use of wide scope of data for analysis. | Blankstein, A., & Noguera, P. (2015). *Excellence through equity: Five principles of courageous leadership to guide achievement for every student*. Newbury Park, CA: Corwin.  World Bank data on education inputs, participation, efficiency and outcomes. (n.d.). Retrieved from <http://data.worldbank.org/topic/education> |
|  | 4.4. What evidence is used to determine the PD needs of individual educators?  4.4i. What protocol determines equitable opportunity for PD?  4.4ii What methods for determining PD are currently in practice throughout the district?  4.4iii What activities are included in the current PD system?  4.4iv How is current PD monitored and evaluated? | 4.4a Multiple sources of evidence are used to determine individual teacher PD needs including walkthrough, student achievement reports, teacher survey, etc. A protocol system determines the structure for allocation of individual PD opportunities.  4.4b District has a system in place to evaluate and prioritize the most effective PD for their needs. PD includes a variety of activities including mentoring, instructional coaching, professional journals, etc. and a balanced, prioritized number in each PD area (i.e.teacher/classroom generated, curriculum and instruction, district goals). | •Provide support with designing and conducting differentiated PD planning for individual teachers based on teacher surveys, individual teacher student data, classroom observations, walkthroughs, cycle of inquiry results, etc.  •Develop a priority protocol system for determining individual PD system.  •Review current PD practices and conduct survey to select most effective PD.  • Assist in developing monitoring tools to evaluate use, follow through, and effectiveness of PD. | ASCD. (2014). Professional learning reimagined. *Educational Leadership (71)*8. Retrieved from  <http://www.ascd.org/publications/educational-leadership/may14/vol71/num08/toc.aspx>  Cervone, L., & Martinez-Miller, P. (2007). Classroom walkthroughs as a catalyst for school improvement. *Leadership Compass (4)*4*.* Retrieved from  <https://www.naesp.org/resources/2/Leadership_Compass/2007/LC2007v4n4a2.pdf> |
|  | 4.5. Once needs have been determined, what process and procedures are in place for acting on the data? | 4.5a A district process has been developed for review, analysis, and planning. School teams meet with a cross-functional district team to define requirements for disaggregation and determine interim measures. Experts from the district planning and evaluation division meet with the Superintendent and members of the school planning team to discuss the specific data and help school teams understand it within the context of their school. The district sets benchmarks to help principals set goals and meet expectations. | • Develop and implement a PD plan that includes timelines and identifies those responsible for action. |  |
| High Quality  Professional  Development  Element:  **Planning** | 4.6. What process exists for developing the district PD plan? | 4.6a District discusses:  • Full involvement of stakeholders  • Examination of data  • Student achievement  • Student behavior  • School staff professional (experience, knowledge, etc.)  • District staff professional  • Student (subgroup, ethnicity)  • Examination for alignment to district mission, goals, etc.  • Identification of needs, based on data  • Alignment to state standards  • Identification of PD models used  • Consideration of bargaining units  • Timelines and benchmarks for implementation  • Method of evaluation  • Method of monitoring and adjustment of plan  • Identification of coaching and mentoring that was discussed in developing the plan | • Ensure full involvement of stakeholders, data examination, alignment of missing goals, alignment to state standards, and development of evaluation procedures. |  |
|  | 4.7 How does the district PD plan address the identified needs for student achievement? | 4.7a District can identify the student needs for increased academic achievement and show how those needs have been met. | • Review plan and provides suggestions and resources where necessary to assist with ties to student achievement. |  |
| High Quality  Professional  Development  Element:  **Time** | 4.8 How does the district dedicate time for continuous improvement of staff? | 4.8a Time for district-wide and school-wide PD is structured purposefully to support ongoing professional learning cycles (learning, practice, implementation, observation and reflection) targeted to the action plan of the district and school to improve student achievement. | • Share research on use and quality of time allotment for PD. | Resources and templates from CDE to guide planning steps for CA Common Core including emphasis of new standards and implications for instructional time. (n.d.). <http://www.cde.ca.gov/re/cc/>  *All things PLC, all in one place.*  <http://www.allthingsplc.info/> |
|  | 4.9 What structures are in place to increase collaboration and provide for job-embedded learning? | 4.9a Staffing assignments are arranged so that staff has expanded learning opportunities during release time to conduct joint work and professional collaboration. | • Provide suggestions and research of embedded learning. | Fullan, M. (2010). The big ideas behind whole system reform. *Education Canada 50*(3). Retrieved from <http://www.cea-ace.ca/education-canada/article/big-ideas-behind-whole-system-reform> |
| High Quality  Professional  Development  Element:  **Leadership** | 4.10. How is leadership development, support, and ongoing training provided for all staff levels, including district administrators? | 4.10a PD training includes, but is not limited to:  • Leadership training  • Alignment of curriculum and instruction to state standards  • Observation of High Quality Teaching and Learning  • Providing Effective Feedback  • Efficient data systems to monitor student achievement  • Alignment of human and fiscal resources;  • Effective parent, family and community involvement programs  • Targeted PD for teachers and administrators |  | Achieve the Core: CCSS for ELA/Literacy Resources. <http://www.achievethecore.org/ela-literacy-common-core/instructional-practice/>  Achieve. (2013). *Implementing the common core state standards: The role of the elementary school leader action brief.* Retrieved from <http://www.achieve.org/files/RevisedElementaryActionBrief_Final_Feb.pdf>  Achieve. (2013). *Implementing the common core state standards: The role of the secondary school leader action brief.* Retrieved from  <http://www.achieve.org/files/RevisedSecondaryActionBrief_Final_Feb.pdf>  Fullan, M., & Quinn, J. (2016). *Coherence: The right drivers in action for schools, districts, and systems.* Newbury Park, CA: Corwin.  City, E. A., Elmore, R.F., Fiarman, S.E., & Teitel, L. (2009). *Instructional rounds in education: A network approach to improving teaching and learning.* Cambridge, MA: Harvard Education Press.  Curtis, R.E., & City, E.A. (2009). *Strategy in action: How school systems can support powerful learning and teaching.* Cambridge, MA: Harvard Education Press.  Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* New York, NY: Routlege.  Hattie, J. (2012).*Visible learning for teachers: Maximizing impact on learning.* New York, NY: Routlege |
| High Quality  Professional  Development  Element:  **Content &**  **Pedagogy** | 4.11 How does the district monitor and support the implementation of district initiatives, content knowledge, instructional skill and sensitivity to students' learning backgrounds and needs? | 4.11a Observation and feedback by administration and coaches includes the areas of content knowledge, skill and sensitivity.  4.11b PLC meeting notes include evidence of collaborative conversations around teaching practice. |  | Achieve the Core ELA CCSS Resources:  <http://www.achievethecore.org/ela-literacy-common-core/instructional-practice/> |
|  | 4.12. How are content coaches and/or teacher collaboration groups in place to support teachers’ reflection on classroom practice? | 4.12a District provides on-going and targeted support to improve student learning through coaching that is differentiated by content, grade/course level, and individual teacher need.  4.12bTeacher observation and analysis of accomplished colleagues and demonstration lessons in one another’s classroom are made possible by supporting time and staffing for these occasions. |  | Fullan, M., & Knight, J. (2011, October). Coaches as system leaders. *Educational Leadership 69*(2)*.*  <http://www.ascd.org/publications/educational-leadership/oct11/vol69/num02/Coaches-as-System-Leaders.aspx> |
| High Quality  Professional  Development  Element:  **Collaboration**  **40,** | 4.13. What opportunities exist for on-going collaboration over student performance data by instructional staff and administrators? | 4.13a Articulated in the Rationale and Goals statement of the Professional Development Plan, the district makes every effort “to provide an effective learning environment for professional development that is conducive to adult learning.”  4.13b Requirements for PD activities specified in the Professional Development Plan include:  1) compliance with current contractual constraints;  2) use of effective adult learning strategies, including participation and collaborative activities;  3) clearly stated objectives;  4) prescribed follow-up activities to extended learning;  5) strategies for monitoring and coaching to support new learning.  4.13c All teachers and administrators complete a staff development survey each year that helps in the planning of school site and district level PD activities.  4.13d Staff surveys include existing commitments to PD resulting from LCAP objectives.  4.13e The district PD Plan and procedures articulate criteria used in the selection of PD providers. Criteria includes:  1) clear objectives for PD activity;  2) understanding and use of adult learning strategies including participation and collaborative activities;  3) prescribed follow-up activities to extended learning;  4) monitoring and coaching strategies to support new learning. | • Review calendars for regularly schedules collaboration meetings for grade-level / department teams at each site.  • Provide training for administrators in Data Team strategies and how to incorporate them in district and site routines.  • Assist district in developing structured protocols to facilitate collaborative data discussions at site and district level. Ensure emphasis is placed on data related to student success, and attainment of specified targets in the LCAP.  • Provide suggestions to gain support from the bargaining unit for designated collaborative time for teachers, and is successful in including participation in these collaborative sessions as contractual.    • Review goals for school sites related to data analysis and application to student achievement.  • Review professional development calendar and priorities to ensure that professional development on using district data systems is in place on an ongoing basis, with careful attention to peak times that data analysis will occur based on student and family reporting timelines.  • Prioritize professional development for all staff, aligned to district LCAP goals. Provide guidance on technology systems available as needed. | District Master Calendar (evidence)  Data Team Training  Data Team Protocols for data discussions with feedback loop to site administrator  Sample Bargaining Agreement Language  Coaching |
|  | 4.14. How does the PD for district and site administrators align with the PD of instructional staff?  4.14i What collaboration exists between teachers, counselors and site administrators around school/district mission, goals, and focus of instruction, including those priorities established in the LCAP? | 4.14a Teacher grade-level and content teams at each site have scheduled collaborative weekly meetings to discuss student performance data and instructional practice.  4.14b Principals, content coaches and specialists participate on grade-level and content teams, and are responsible for monitoring content of team agendas.  4.14c Staff surveys include existing commitments to PD, resulting from LCAP objectives.  4.14d The district PD Plan and procedures articulate criteria used in the selection of PD providers. Criteria includes  1) clear objectives for PD activity;  2) understanding and use of adult learning strategies including participation and collaborative activities;  3) prescribed follow-up activities to extended learning; and  4) monitoring and coaching strategies to support new learning. | • Share research for guidance on aligning practices and establishing expectations for administration.  • Collaboratively develop expectations for site administrators to attend PD events with their teaching staffs, and be knowledgeable about the content and pedagogy promoted across the district.  • Ensure plan development procedures include a district team, with representation and participation from various stakeholder groups, including parents, teachers, administrators, students, and the community.    • Review school site council minutes, staff meeting agendas, and grade-level/department meeting reports reveal collaborative discussions aligned with the priorities for students achievement and research-based instructional practices | Job descriptions include PD expectations.  Leadership team membership lists, agendas, and minutes.  Clear, actionable and measurable goals  Goal setting templates  LCAP development strategies  Counselor Resources:  Achieve. (2013). *Implementing the common core state standards: The role of the school counselor action brief.* Retrieved from  <http://www.achieve.org/files/RevisedCounselorActionBrief_Final_Feb.pdf>  Stone-Johnson, C. (2015). Counselors as policy actors:  Challenges to systemic involvement  in college and career readiness policy in secondary schools. *American Secondary Education,* *43*(2), 27-43.  CollegeBoard. (2011). *2011 National survey of school counselors: Counseling at a crossroads.* Retrieved from  <http://media.collegeboard.com/digitalServices/pdf/nosca/11b_4230_NarReport_BOOKLET_WEB_111104.pdf>  SB 451 - Pupil instruction and services: educational counseling |
|  | 4.15 How does the instructional staff both at the site and district levels collaborate around refining units and lessons, assessment practices, teaching strategies, and self-assessment aligned with researched-based practices which focus on high priority students? | 4.15a The district provides each school with content coaches (ELA and mathematics) to serve as teacher mentors and provide coaching and lesson support in adopted curriculum. In addition, an Intervention Specialist, who works primarily with intensive intervention students, is available for consultation and limited coaching opportunities.  4.15b The PD Staff Survey administered each April includes PD commitments from the LCAP.  4.15c Site administrators monitor action plans to ensure execution of planned PD.  4.15d Articulated in the Rationale and Goals statement of the Professional Development Plan, the district makes every effort “to provide an effective learning environment for professional development that is conducive to adult learning.”  4.15e Requirements for PD activities specified in the Professional Development Plan include:  1) compliance with current contractual constraints;  2) use of effective adult learning strategies, including participation and collaborative activities;  3) clearly stated objectives;  4) prescribed follow-up activities to ex-ended learning;  5) strategies for monitoring and coaching to support new learning.  4.15f All teachers and administrators complete a staff development survey in April each year that helps in the planning of school site and district-level PD activities. | • Assist the District in establishing a culture that builds upon its strengths and seeks to improve instructional practice through the efforts of collaborative teams.    • Provide training for content and grade-level teams in the use of peer observation protocols related to content-specific pedagogy, standards-based instruction, and research-based effective practices.  • Provide training for site and district administrators in the use of walk-through evaluation protocols in order to provide targeted feedback to teachers on effective instructional practices that will increase student performance.  • Establishes an observation schedule that includes classroom visitations with paired teams of district and site administrators.  • Establish specific dates for annual opportunities for collaborative teams to review LCAP objectives and adjust goal targets to address student achievement. | • Observation protocols for peer and administrative walk-through observations  • Richard Elmore |
|  | 4.16 What evidence exists that the development of a professional learning community is a priority for this district?  4.16i What opportunities exist for school staffs to receive training in building effective teams? | 4.16a Teacher grade-level and content teams at each site have scheduled collaborative weekly meetings to discuss student performance data and instructional practice. Teams include teachers of high-priority students.  4.16b Principals, content coaches and specialists participate in grade-level and content teams, and are responsible for monitoring content of team agendas. | • Align of mission, vision, and belief statements that become a public proclamation of systemic intent to establish, strategically develop, and utilize collaborative learning communities throughout the district.    • Provide effective team training for department and grade-level learning teams which include norm setting, addressing biases, collaboration, problem-solving, decision making, and conflict management. | Agenda Templates  PLC Resources:  <http://www.allthingsplc.info/> |
|  | 4.17 What opportunities exist for new staff members to participate in collaborative work at site and district levels and what role do highly qualified veteran staff play in the support of new teachers? | 4.17a The district provides each school with content coaches (ELA and mathematics) to serve as teacher mentors and provide coaching and lesson support in adopted curriculum. In addition, an Intervention Specialist, who works primarily with intensive intervention students, is available for consultation and limited coaching opportunities.  4.17b The PD Staff Survey administered each April includes PD commitments from the LCAP.  4.17c Site administrators monitor action plans to ensure execution of planned PD.  4.17d Articulated in the Rationale and Goals statement of the Professional Development Plan, the district makes every effort “to provide an effective learning environment for professional development that is conducive to adult learning.”  4.17e Requirements for PD activities specified in the Professional Development Plan include:  1) compliance with current contractual constraints;  2) use of effective adult learning strategies, including participation and collaborative activities;  3) clearly stated objectives;  4) prescribed follow-up activities to extended learning; and  5) strategies for monitoring and coaching to support new learning. | • Review district and site membership (i.e., SSC, Leadership Team, D/ELAC, DSLT, etc.) to ensure stakeholder participation and new staff representation is apparent.  • Ensure membership is included in minutes and agendas for all public meetings.  • Promote leadership development by encouraging effective classroom practitioners to become mentors and support providers for teachers new to the district and the profession.  • Ensure job descriptions for teachers on special assignment and department chairs support coaching initiatives. | Induction Standards and Protocols  Induction program descriptions and coursework schedules |
|  | 4.18 What opportunities exist for both individual and collaborative PD and how are PD activities debriefed among staff members so that new knowledge and strategies can be effectively integrated into daily practice? | 4.18a Staff surveys include existing commitments to PD resulting from site and LCAP objectives.  4.18b The district Professional Development Plan and procedures articulate criteria used in the selection of PD providers. Criteria includes:  1) clear objectives for PD activity;  2) understanding and use of adult learning strategies including participation and collaborative activities;  3) prescribed follow-up activities to extended learning; and  4) monitoring and coaching strategies to support new learning. | • Review PD plan for a variety of targeted PD opportunities, both individual and collaborative, that are in alignment with SPSA & LCAP objectives.  • HQT requirements are met through individualized professional development plans which include content-based coursework and test preparation.  • Review site and district policies, practices and procedures related to applying learned content form PD. District establishes procedures and practices related to site discussions of PD content, which become topics for peer and administrative monitoring visits and observations. | Teacher requirements  Administrator Training |
| High Quality  Professional  Development  Element:  **Adult Learning** | 4.19 What considerations are made to provide a respectful learning environment for PD activities both at the site and district levels? | 4.19a Articulated in the Rationale and Goals statement of the Professional Development Plan, the district makes every effort “to provide an effective learning environment for professional development that is conducive to adult learning.”    Requirements for PD activities specified in the Professional Development Plan include:  1) compliance with current contractual constraints  2) use of effective adult learning strategies, including participation and collaborative activities  3) clearly stated objectives  4) prescribed follow-up activities to extended learning  5) strategies for monitoring and coaching to support new learning | • Assist the district in developing guidelines and procedures that set expectations for PD. | Sample PD Plans |
|  | 4.20 Who participates in the selection of PD activities, and how is that process communicated to staff members?    4.20i What criteria is in place for the selection of PD providers/presenters? | 4.20a All staff complete a survey to assist in the planning and development of school site and district level PD activities.  4.20b Staff surveys include existing commitments resulting from LCAP and other objectives.  4.20c The district PD Plan and procedures articulate criteria used in the selection of PD providers. Criteria includes  1) clear objectives for PD activity  2) understanding and use of adult learning strategies including participation and collaborative activities  3) prescribed follow-up activities to extended learning  4) monitoring and coaching strategies to support new learning | • Review current district PD procedures and assists in the development of PD survey templates for certificated and classified personnel.  • Ensure PD templates include reflections on student performance data.  • Ensure PD Plan templates include commitments from LCAP.    • Examine the PD Plan and procedures for references to PD providers and expectations for their work.  • Assist in the development of an articulated PD plan and its procedures. | Sample PD plan documents |
|  | 4.21. What structures and protocols exist that support follow-up activities to PD events to ensure collegial conversations and implementation of new strategies? | 4.21a Teacher grade-level and content teams at each site have scheduled collaborative weekly meetings to discuss student performance data and instructional practice.  4.21b Teams include teachers of high-priority students.  4.21c Principals, content coaches and specialists participate in grade-level and content teams, and are responsible to monitor content of team agendas. | • Monitor collaborative team agendas and minutes for inclusion of student data discussions and connections to PD follow-up.  • Review evidence of participation with and observation of collaborative teams by site and district administrators, coaches and specialists.  • Provide coaching for administrators and specialists to increase effectiveness of monitoring activities. | Sample team agendas and monitoring forms  Sample observation calendars and successful monitoring strategies |
|  | 4.22 What coaching and mentoring opportunities exist that can support PD events and the acquisition of new skills for administrators, coaches, teacher leaders, and teachers? | 4.22a The district provides each school with content coaches (ELA and mathematics) to serve as teacher mentors and provide coaching and lesson support in adopted curriculum. In addition, an Intervention Specialist, who works primarily with intensive intervention students, is available for consultation and limited coaching opportunities. | • Review the roles and responsibilities of auxiliary staff through interviews, observation and staff surveys.  • Review adjustments made in staff allocations and responsibilities to provide instructional coaching in the support of implementing new PD strategies. | Master schedules  Job descriptions  PD plan |
|  | 4.23 How does the district ensure that there is alignment between PD activities and the goals for student achievement articulated in LCAP? | 4.23a The PD Staff Survey administered each April includes PD commitments from the LCAP.  4.23b Site administrators monitor action plans to ensure execution of planned PD. | • Review PD Plan for commitments from LCAP and SPSAs.  • Ensure monitoring responsibilities are clearly articulated in the LCAP and SPSAs. | Sample LCAP and PD plan documents that include monitoring and implementation responsibilities |
| High Quality  Professional  Development  Element:  **Support** | 4.24 How does the district engage in broad-based support for PD planning and implementation? | 4.24a PD plans include an initiation phase prior to implementation that engages site and district staff in a review of data, research, and available resources.  4.24b District leadership regularly meets with site leaders to ensure interdependence of activities at each level of the district. | • Assist in the implementation of a comprehensive PD plan. | District PD Plan |
|  | 4.25 What system is in place for providing differentiated support to site and district staff? | 4.25a There is an established orientation and induction for all new employees that communicates the district mission, goals, and priorities of the LCAP.  4.25b There is an established set of expectations for site and district staff that communicates district parameters for performance, roles, responsibilities, support available, and accountability measures.  4.25c There is an established system to assess the needs of novice and experience site and district staff to implement the LCAP and to provide differentiated PD and follow up.  4.25d A yearly calendar identifies the times and places for dialogues and discussions about status of the PD to support implementation of the LCAP.  4.25e Site and district staffs share responsibility for conducting interactive sessions where current policies, priorities, and approaches are reviewed for effectiveness and adaptation | •Assist in the implementation of a comprehensive PD plan.  •Analyze district calendar, leadership team and DSLT agendas for discussions of PD and consequential emerging work and implementation of instructional strategies.  •Develop effective strategies for communication of district and site priorities. | District PD Plan  District Calendars |
|  | 4.26 How are content coaches and/or teacher collaboration groups utilized to support teachers’ reflection on classroom practice? | 4.26a District provides on-going and targeted support to improve student learning through coaching that is differentiated by content, grade/course level, and individual teacher need. |  | Achieve the Core ELA/Literacy CCSS Resources:  <http://www.achievethecore.org/ela-literacy-common-core/instructional-practice/> |
| High Quality  Professional  Development  Element:  **Accountability** | 4.27 What is the district’s expectation of staff implementing PD?    4.27i How are the expectations communicated? | 4.27a The district has written PD implementation expectations  4.227b The district has communicated expectations to stakeholders. | • Review district expectations of PD implementation.  • Review communication provided to all staff on the expectations of staff development. | Fullan, M., & Knight, J. (2011, October). Coaches as system leaders. *Educational Leadership 69*(2)*.*  <http://www.ascd.org/publications/educational-leadership/oct11/vol69/num02/Coaches-as-System-Leaders.aspx> |
|  | 4.28 How are resources allocated for PD?  4.28i What data sources are used to make decisions about the allocation of PD resources?  4.28ii How often does the district evaluate the relevance and use of PD resources? (i.e. time, money, expertise) | 4.28a District budget shows allocation of resources towards PD aligned to district goals.  4.28b Feedback and evaluation results from PD activities, plans and events. | • Analyze district resources for PD allocation.  • Review goals for school sites related to data analysis and application to student achievement.  • Review professional development calendar and priorities to ensure that professional development on using district data systems is in place on an ongoing basis, with careful attention to peak times that data analysis will occur based on student and family reporting timelines.  • Prioritize professional development for all staff, aligned to district LCAP goals. The COE provides guidance on technology systems available as needed. |  |
|  | 4.29 How does the district monitor implementation of content learned in PD? | 4.29a The district has established protocols for site leaders to monitor PD at sites.  4.29b The district has data from site visitations that monitor implementation. | • Develop protocols for site leaders to monitor professional development at sites.  • Collect PD implementation data by facilitating and or attending classroom visits. |  |
|  | 4.30 How does the district guide PD plans to ensure alignment to goals/ priorities and monitor PD opportunities to staff assignments? | 4.30a District has a tracking system in place showing lists of PD offerings and staff in need of specific trainings.  4.30b District has current data showing teachers and their assignments, including targeted information regarding EL, SWD, strategic and intervention students, including evidence of proper training. | • Develop tracking system showing which PD staff has attended and what PD staff requires for teaching assignment.  • Analyze master schedules to ensure teachers are properly placed to meet the needs of EL, SWD, strategic and intensive students. |  |
|  | 4.31 Are central office administrators, site principals, and teachers provided opportunities for continuous learning to improve their knowledge and practice of teaching and learning? | 4.31a Opportunities for professional development are provided for all levels of the organization. | • Review work plans of staff at all levels of organization to ensure PD is aligned to district goals. |  |
|  | 4.32 How do teachers, (individually or collectively) assess the effectiveness of their own instructional practice? | 4.32a Sites have a collection of collaborative team/dept. meeting notes from site Professional Learning Community (PLC) meetings with evidence on the effectiveness of teacher practice on student learning.  4.32b District has a PD process for teachers who are not getting positive student results. | • Review site PLC notes for collegial conversations on teacher practice.  • Review district policies/practices for teachers not getting positive results. |  |
|  | 4.33 How does the district measure the impact of the PD on student achievement?  4.33i What evidence shows that the PD had impact on instructional practices?  4.33ii How does the district evaluate PD to inform, refine, and revise future PD opportunities?  4.33iii How does the district use the data to refine and revise their work? | 4.33a District has sources of student data that show progress towards goals and give feedback on classroom practice.  4.33b District has an ongoing evaluation process for assessing goals and impact of PD. | • Review goals for school sites related to data analysis and application to student achievement.  • Review professional development calendar and priorities to ensure that professional development on using district data systems is in place on an ongoing basis, with careful attention to peak times that data analysis will occur based on student and family reporting timelines.  • Assist in prioritizing professional development for all staff, aligned to district LCAP goals.  • Provide guidance on technology systems available as needed.  • Analyze student data implementation data to determine feedback/next steps to teachers on classroom practice.  • Review district process of evaluation for improving district PD outcomes. |  |
| **5. Infrastructure Alignment (data, fiscal, human resources, evaluation)** | 5.1 How does the district provide and support the use of information systems and technology? | 5.1a District uses and maintains a data management system that provides accurate and timely information.  5.1b Provides flexible systems to easily enter and retrieve a wide range of student demographic and achievement information in easy-to-read reports.  5.1c SBE- or local board-adopted curriculum-embedded assessments are supported by technology for timely retrieval and discussion of formative assessment results.  5.1d Provides diagnostic test results for student interventions in time to inform the master schedule.  5.1e Provides high schools and middle schools with achievement and placement exam results in time to build the master schedule.  5.1f Makes diagnostic assessments readily available for placement in and exit from intervention classes.  District has established and followed procedures to ensure that student achievement data follows students throughout time in the district.  5.1g District ensures collaboration and communication between its information technology and curriculum and instruction staff. | Review the types of data collected for decision-making. Usually, data is needed in the following categories:   * Demographic – background information on students, staff and schools, attendance, enrollment, student identification information. * Achievement – data includes student results related to CAASPP summative data, district-developed formative and benchmark assessment data, curriculum-embedded and teacher-developed assessment data. * Curricular and Instructional – data related to student progress in core and intervention programs, often linked to achievement results but may have more specificity related to placement and exit criteria for specific courses and multi-tiered interventions, reflecting strategic and intensive levels of student need. * Perception – data related to individual views and beliefs through questionnaires, interviews, observations, ongoing analysis of parent satisfaction and goal-setting, and annual or bi-annual surveys such as the Healthy Kids or district designed survey. * Once the Team ascertains what information systems and technology support are in place, a determination can be made as to what systems are being implemented successfully and what areas of improvement may need to be considered. | CalPads  <http://www.cde.ca.gov/ds/sp/cl/>  Education Commission of the States. (2002). *No child left behind issue brief: Data-driven decisionmaking*. Retrieved from <http://eric.ed.gov/?id=ED468334>  Fullan, M. (2013). Stratosphere: Integrating technology, pedagogy, and change knowledge. Don Mills, Ont.: Pearson.  Richardson, W. (2012). Why School: How Education Must Change when Learning and Information are Everywhere. Ted Conferences.  Richardson, W. (2013). “Students first, not stuff.” Educational Leadership. V.70, No. 6, pp.10-14  National Center for Education Statistics. (2005). *Forum guide to building a culture of quality data: A school and district resource.* Retrieved from <http://nces.ed.gov/forum/pub_2005801.asp>  Student Achievement Monitoring, CDE website <http://www.cde.ca.gov/ta/lp/v/hsepc5.asp>  DataQuest  <http://data1.cde.ca.gov/dataquest/>  Ed-data website. Demographic data as well as a brand new comparisons tool:  [www.ed-data.org](http://www.ed-data.org) |
|  | 5.2 To what extent have options for providing one-to-one devices (Bring Your Own Device; one-to-one; lease option, etc.) been considered and explored? | 5.2a District technology plan delineates a plan for one-to-one device implementation. The plan includes attention to resources needed to implement this plan. | • Team assist district to investigate approaches for providing one to one technology devices with Mobile Technology/Bring Your Own Technology (BYOT)/Bring Your Own Device (BYOD) | Blended Learning Toolkit:  <https://blended.online.ucf.edu/about/what-is-blended-learning/>  Edutopia. (n.d.). *Mobile devices for learning: What you need to know*.  <http://www.edutopia.org/mobile-devices-learning-resource-guide>  Byrk, A.S., Gomez, L.M., Grunow, A., & LeMahieu, P.G. (2015). *Learning to improve.* Cambridge, MA: Harvard Education Press.  Hargreaves, A., Boyle, A,M., & Harris, A. *Uplifting leadership: How organizations, teams and communities raise performance. San Francisco, CA: Jossey-Bass.*    Edutopia. (2014). *Mobile learning: Resource roundup.* Retrieved from <http://www.edutopia.org/article/mobile-learning-resources>  Forsyth County Schools. (n.d.). *BYOT (bring your own technology) resources.* Retrieved from <http://www.forsyth.k12.ga.us/site/Default.aspx?PageID=825>  Jones, E. (2007). Strategies to put instruction ahead of technology. *Principal Leadership, 7*(6). Retrieved from  <http://www.nassp.org/portals/0/content/55197.pdf>  (An NASSP case study article on Henrico County Public Schools, a pioneer in educational technology in Virginia, that launched a one-to-one computing initiative in 2007.)  Sauers, Nick. (2011, January 19). *Choosing the right “device.”* [Web log post]. Retrieved from [https://web.archive.org/web/20110126211851/http://1to1schools.net/2011/01/choosing-the-right-device/](https://web.archive.org/web/20110126211851/http:/1to1schools.net/2011/01/choosing-the-right-device/)  Sauers, Nick. (2012, March 12). *Common Pitfalls Of 1:1.* [Web log post]. Retrieved from [https://web.archive.org/web/20120415150638/http://1to1schools.net/2012/03/common-pitfalls-of-11/](https://web.archive.org/web/20120415150638/http:/1to1schools.net/2012/03/common-pitfalls-of-11/)  Zhu, E., Kaplan, M., Dershimer, R.C., & Bergom, I. (2011).  Use of laptops in the classroom: Research and best practices. *CRLT Occasional Papers* (No 11)*.* <http://www.crlt.umich.edu/sites/default/files/resource_files/CRLT_no30.pdf>  (Research study conducted at the University of Michigan investigating the effect of laptop use on students' perceived attentiveness, learning and engagement. Includes suggested strategies for effectively using laptops in the classroom.)  Center for Digital Education. (2005). *K-12: One-to-one computing handbook*. Retrieved from  <http://northsideprep.org/ourpages/auto/2014/6/11/39840993/1to1overview.pdf> |
|  | 5.3 How does the district use procedures and processes to effectively analyze and apply data to improve student learning and achievement? | 5.3a District administrators develop and implement a plan to ensure that all teachers, counselors, and administrators receive professional development and ongoing support on the adopted data management system and the analysis of student achievement data from state and district assessments.  5.3b District and site administrators monitor the effectiveness of the local measures of student performance to ensure that staff understand and use local assessments and data for all purposes identified in the LEA Plan:  • Determine the success of students in meeting the state academic standards.  • Assist in diagnostic teaching, and learning in the classroom.  • Determine what revisions programs need so that students meet the state academic standards.  • Identify students who may be at risk for reading failure or who are having difficulty reading.  • District administrators provide support and structures to principals and teachers to work collaboratively in data use so that all schools have effective professional learning communities that analyze student performance data and plan future lessons to help students meet proficiency levels on state academic standards.  • District technology and curriculum and instruction staff provide ongoing professional development and support to schools and staff in the use of technology systems for use in analyzing and discussing student achievement and other relevant data. | • Review goals for school sites related to data analysis and application to student achievement.  • Review professional development calendar and priorities to ensure that professional development on using district data systems is in place on an ongoing basis, with careful attention to peak times that data analysis will occur based on student and parent reporting timelines.  • Prioritize professional development for all staff, aligned to district goals.  • Seek guidance on technology systems available. | CA Technology Assistance Project (CTAP)  <http://www.myctap.org/about-ctap-5/>    CAASPP Institutes  The Smarter Balanced Assessment Consortium provides resources and guidance on the development of the new assessment system for California:  <http://www.smarterbalanced.org/smarter-balanced-assessments/>    EduGAINS (producer). (n.d.). *Segment 4: Gathering evidence that demonstrates learning*. [Video file]. Retrieved from  <http://www.edugains.ca/newsite/aer/aervideo/planningassessmentwithinstruction.html>  EduGAINS (producer). (n.d.). *Segment 5: How do we design assessment with instruction?* [Video file]. Retrieved from  <http://www.edugains.ca/newsite/aer/aervideo/planningassessmentwithinstruction.html>    EduGAINS (producer). (n.d.). *Segment 8: Students as partners in the learning.* [Video file]. Retrieved from  [http://www.edugains.ca/newsite/aer/aervideo/planningassessmentwithinstruction.html](http:///h)  Fisher and Frey. (2007). *Checking for understanding: Formative assessment techniques for your classroom*, (1st ed.). Alexandria, VA: ASCD.  Wiliam, D. (2011). *Embedded formative assessment.* Bloomington, IN: Solution Tree Press.    [Almeida](https://www.google.com/search?tbo=p&tbm=bks&q=inauthor:%22Lisa+Almeida%22), L., [Benson](https://www.google.com/search?tbo=p&tbm=bks&q=inauthor:%22Laura+Benson%22), L., [Christensen](https://www.google.com/search?tbo=p&tbm=bks&q=inauthor:%22Jan+Christinson%22), J., [Howard](https://www.google.com/search?tbo=p&tbm=bks&q=inauthor:%22Lynn+Howard%22), L., & [Doubek](https://www.google.com/search?tbo=p&tbm=bks&q=inauthor:%22Brandon+Doubek%22), B. (2011).  *Standards and assessment: The core of quality instruction.* Lead + Learn Press.    Wiliam, D. [dylanwiliam]. (2012, December 14). *Unpacking formative assessment.* [Video file]. Retrieved from <http://www.youtube.com/watch?v=kPf0nQFfv50>  Bernhardt, V. (2003, February). No schools left behind*.* *Educational Leadership 60*(5). Retrieved from <http://www.ascd.org/publications/educational-leadership/feb03/vol60/num05/No-Schools-Left-Behind.aspx>  U.S. Department of Education, National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences. (2009, September). *Using student achievement data to support instructional decision making.* Retrieved from  <http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf>  The *ELA/ELD Framework* Assessment Cycles by Purpose: Summative  Heritage, M. (2010). *Formative assessment: Making it happen in the classroom.* Thousand Oaks, CA: Corwin Press.  ELA and Mathematics Claim Descriptions: <http://www.cde.ca.gov/ta/tg/sa/index.asp>  Summative Assessment Blueprints:  [www.smarterbalanced.org/smarter-balanced-assessments/](http://www.smarterbalanced.org/smarter-balanced-assessments/)  Riverside County Office of Education Web site:  <http://www.rcoe.us/educational-services/instructional-services/california-standards/assessment/>  Mathematics and ELA/literacy ALDs and College Content-Readiness Policies : <http://www.smarterbalanced.org/achievement-levels/>  SBAC:  [http://www.smarterbalanced.org/smarter-balanced-assessments/#item](http://www.smarterbalanced.org/smarter-balanced-assessments/)  <http://www.smarterbalanced.org/achievement-levels/>  <http://www.rcoe.us/educational-services/instructional-services/california-standards/assessment/>  <http://www.cde.ca.gov/ta/tg/ca/caasppssreports.asp>  <http://www.cde.ca.gov/ci/cr/cf/index.asp>  Formative  <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2015/05/Formative-Assessment-Process.pdf>  Video:  Clarifying Intended Learning  <https://www.smarterbalancedlibrary.org/content/clarifying-intended-learning-formative-assessment-processgrades-6-8>  Interpreting Evidence Resource  <https://www.smarterbalancedlibrary.org/content/acting-evidence-formative-assessment-process-grades-3%E2%80%935>  Problem/Question Ratio Resource  <https://www.smarterbalancedlibrary.org/content/milk-intensity-problema-qu>  <http://www.cde.ca.gov/ci/ma/cf/draft2mathfwchapters.asp>.  Interim  <http://www.cde.ca.gov/ta/tg/ca/icahandscoring.asp>.  <https://www.smarterbalancedlibrary.org/content/understanding-smarter-balanced-interim-assessments> |
|  | 5.4 Is there a continuous improvement process to monitor how well the budget is addressing the LCAP goals and/or district/State priorities? | 5.4a District has a dynamic review process that helps determine how money was actually spent, impact of expenditures on student achievement according to the goals, and how future budget planning will better reflect student needs.  5.4b District annually conducts a review of student data (CAASPP, CELDT, and unique district assessments) to maintain alignment of LCAP goals to student achievement.  5.4c District meets biannually with fiscal and program leaders to analyze the impact of budgeted items on student achievement. Results of meetings are communicated to governing board. | • Review current year and prior year fund budget to identify: carryover, expenditure patterns, and, connection between expenditures and student achievement.  • Analyze student data and determine clear alignment of LCAP goals to the student data.  • Calendar biannual meetings.  • Facilitate biannual meetings with program and fiscal administrators to analyze impact of budgeted items on student achievement. | Plecki, M.L., Alejano, C.R., Knapp, M.S., Lochmiller, C.R. (2006). *Allocating resources and creating incentives to improve teaching and learning.* Retrieved from University of Washington Center for the Study of Teaching and Policy website:  <http://depts.washington.edu/ctpmail/PDFs/Resources-Oct30.pdf>    A CACC resource on district resource allocation, this summary outlines recent literature about resource allocation strategies districts can use to make the most of existing funds.  LCFF. West Ed. Resource <http://lcff.wested.org/>  School Services of California <http://www.sscal.com/>  CCSESA [www.ccsesa.org](http://www.ccsesa.org) |
|  | 5.5 What is the process for adjusting the LCAP budget? | 5.5a District fiscal and program administrators have a clearly defined process for adjusting the LCAP budget. | • Establish a protocol for adjusting LCAP budget with district program and fiscal administrators and site administrators.    • Identify with district program and fiscal administrators whether LCAP budget needs adjustment on a quarterly basis. | CDE: LCFF FAQ - May a school district or county office of education make changes to its Local Control and Accountability Plan and Annual Update (LCAP) subsequent to the local governing board adopting it? <http://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp#LCAP> |
|  | 5.6 How does the district train and advise site administrators on LCAP budget management? | 5.6a District office administrators train site administrators on how to monitor their expenditures, use the district budget management system, and verify that expenditures are aligned to desired student outcomes.  5.6b District office identifies site administrators having difficulties with implementation of the training and additional support/training is provided. | • Create a training for district and site administrators on how to monitor their budgets and how to verify that expenditures are resulting in improved student achievement. | BASC  California School Boards Association (2007). *School board leadership:* *The role and function of California’s school boards.* Retrieved from  <http://www.csba.org/~/media/51E3FBB839504700825CB16B7265F3C4.ashx>  CDE - FAQ’s LCFF and LCAP  <http://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp>  FCMAT  <http://fcmat.org/local-control-funding-formula-resources/>  West Ed |
|  | 5.7 What is the purpose, the frequency and the process to share district LCAP budget updates with governing board members, district office administrators, site administrators parent groups, employee association, and the community? | 5.7a District consults on adopted budget and first and second Interim Reports with governing board members, and district community so they can give input and monitor the impact of programs on student achievement. | • Set up a district budget update consultation process to key stakeholders. | Sacramento County Office of Education. (n.d.). *Local control and accountability plan (LCAP) resources.* Retrieved from <http://www.scusd.edu/local-control-and-accountability-plan-lcap-resources> |
|  | 5.8 What are the purpose, frequency and process to share and consult on school site budget updates with site administrators and the school community? | 5.8a District shares school budget updates on a monthly basis with site and the school communities so they can consult on and consider allocation changes and monitor the impact of programs on student achievement.  5.8b District has a process in place to assist school leadership with budget review and monitoring. | • Set up a school budget update consultation process. | LCAP Watch. (n.d.). Communication tools. *Sample budget transparency materials.*  <http://lcapwatch.org/resources/> |
|  | 5.9 What is the process to ensure effective ordering and inventory of standards aligned instructional materials for reading/language arts, ELD and mathematics? | 5.9a District and school sites have a clearly articulated process to inventory instructional materials, and to identify student enrollment numbers by grade level and content area. Cross articulation with enrollment projections is part of the process.  5.9b District and school sites have detailed calendars to order instructional materials. | • Develop a process for the inventory of instructional materials. Enrollment projections by grade level and content area will be provided using process detailed in Question 2, page F-4. | CDE. (n.d.). Instructional Materials FAQ. *7.* [*Must LEAs use only state-adopted instructional materials?*](http://www.cde.ca.gov/ci/cr/cf/imfrpfaq1.asp#must-leas-use-only-state-adopted-instructional-materials)  <http://www.cde.ca.gov/ci/cr/cf/imfrpfaq1.asp>  School Information System (SIS) query for accurate numbers/ classroom assignments |
|  | 5.10 What is the process and timeline for hiring new certificated and classified employees? | 5.10a District has a clearly articulated and communicated hiring process that maximizes the district and school sites ability to hire top quality candidates in a responsive and timely manner. | • Consider how to make the hiring process more effective including hiring new or replacement personnel.  • Identify how the district and school sites can better support increased hiring effectiveness. | PASCO resources |
|  | 5.11Does the LEA use state-sponsored teacher development programs to recruit teachers and identify potential teachers (e.g., Paraprofessional Teacher Training and Intern programs)? | 5.11a The district operates, participates in, or acknowledges intention to participate in a partnership with CTC approved Paraprofessional and Intern Teacher Credentialing Programs, allowing participants to attend classes while working full time as teachers, culminating in a Preliminary Credential. |  | Grossman, T. (2008). *Building a high-quality education workforce: A governor’s guide to human capital development*. Retrieved from  <http://www.nga.org/cms/home/nga-center-for-best-practices/center-publications/page-edu-publications/col2-content/main-content-list/building-a-high-quality-educatio.html>    The National Governors Association Center for Best Practices develops innovative solutions to today’s pressing public policy challenges and is the only research and development firm that directly serves the nation’s governors. |
|  | 5.12 How are high need areas identified (e.g., special education, mathematics, science teachers or multiple subject teachers reassigned to teach in a departmentalized setting)?  5.12i Are the HRD processes and procedures conducive to having an early hiring timeline resulting in the benefit of recruiting from a wide and deep pool of highly qualified and experienced teacher candidates?    5.12ii Does the LEA utilize incentive programs to recruit highly qualified and experienced teachers?  5.12iii Does the LEA market itself as an attractive place to work? | 5.12a There is a detailed recruitment plan for certificated positions which include a training component for the district recruitment team with emphasis on identified high needs areas. |  | NEA Teacher Quality and Research Departments Resources: <http://www.nea.org/tools/17054.htm> Darling-Hammond, L. (n.d.). *Recruiting and retaining teachers: What matters most and what can government do?* [Web log post]. Retrieved from  <http://www.forumforeducation.org/news/recruiting-and-retaining-teachers-what-matters-most-and-what-can-government-do>  Goe, L. (2010, April). *Recruiting and retaining highly effective teachers: What works and how do you know?* Paper session presented at the Western Regional SIG Conference, Los Angeles, CA. Retrieved from <http://www.gtlcenter.org/sites/default/files/docs/Presentation_TeacherRecruitmentAndRetention_toWesternRegionalSIGConference_April_6_2011.pdf> |
|  | 5.13 Does the recruitment plan identify placement centers, colleges and publications where there are significant numbers of candidates to meet the district’s needs?  5.13i Does the recruitment plan provide a cost estimate that is included in the division budget for the recruitment program for both certificated and classified positions?  5.13ii Does the HRD provide a summary or evaluation of the efforts and results of the year’s recruitment efforts? | 5.13a The HRD provides yearly information on recruitment efforts that is used for comparison data to maximize effort and streamline processes to improve district efforts. |  | National Education Association. (n.d.). *Research spotlight on recruitment and retention: NEA reviews of the research on best practices in education*. [Web log post]. Retrieved from <http://www.nea.org/tools/16977.htm> |
|  | 5.14 Do district administrators and the teachers’ association work together to retain highly qualified teachers to teach in hard-to-staff schools by offering:  • financial incentives,  • increased opportunities for collaboration  • smaller class size,  • plentiful and innovative materials, curriculum, and resources,  • enhanced professional development, and  • meaningful recognition incentives that would retain highly successful teachers  5.14i Do district administrators utilize exit interviews and/or surveys to determine reasons why teachers leave the district or schools within the district? | 5.14a There is a detailed retention plan for certificated positions to increase staff experience levels at hard-to-staff schools. |  | Early recruitment Fairs - hiring on spot |
|  | 5.15 Do district administrators monitor progress and hold teachers accountable for becoming highly qualified as quickly as possible? | 5.15a The district monitors the progress of teachers who have yet to achieve HQT status. |  | CTC website:  <http://www.ctc.ca.gov/> |
|  | 5.16Does the district have a clear policy and procedure to evaluate teachers that link effective delivery of curriculum, instruction and assessment and student success (e.g., timelines, procedures and forms)?  5.16i Is the LEA’s supervision and evaluation of certificated staff evaluation based on the CSTP?  5.16ii Does the LEA’s supervision and evaluation of certificated staff link the CSTP to the implementation of standards-based curriculum, instruction and assessment?  5.16iii Does the supervision and evaluation process prompt reflection about student learning and teaching practice; formulate professional goals to improve teaching practice; and guide, monitor and assess the instructional effectiveness in meeting student needs?  5.16iv Do district administrators and school principals monitor the classroom implementation of professional development?  5.16v Do district administrators support site administrators in their efforts to conduct informal observations regularly and give meaningful feedback to teachers?  5.16vi Do district administrators assist principals in effectively communicating clearly articulated expectations for implementation of the district’s standards-based curriculum, instruction and assessment when developing teacher evaluation goals? | 5.16a The HRD provides site administrators training on teacher supervision leading to a successful evaluation process that is based on the California Standards for the Teaching Profession (CSTP) and linked to the implementation of a standards-based curriculum, instruction and assessment system. |  | Commission on Teacher Credentialing. *Continuum of teaching practice.* (2012, June). Retrieved from  <http://www.btsa.ca.gov/resources-files/Final-Continuum-of-Teaching-Practice.pdf>  California County Superintendents Educational Services Association. (2010). *Strategies for aligning board policy-making with education reform and program improvement*: *A reference guide to student achievement.* [*http://ccsesa.org/wp-content/uploads/2015/07/School\_Board\_Leadership.pdf*](http://ccsesa.org/wp-content/uploads/2015/07/School_Board_Leadership.pdf) |
|  | 5.17 How does the district provide the necessary technology to assist with administrative functions that help teachers focus on student learning? | 5.17a District technology system administrators provide all teachers with software, training, and technical support to document student grades, attendance, discipline (suspension and expulsion), and family communication. | • Review current technology supported administrative functions in place, and prioritize additional needs that facilitate a focus on student learning results.  • Schedule ongoing professional development so that all teachers and staff are knowledgeable about and use the district data systems.  • Allocate funds to purchase and/or upgrade technology systems needed for administrative functions on a regular basis through short- and long-term planning and purchasing strategies | CTAP website:  <http://www.myctap.org/> |
|  | 5.18 How does the district ensure that assessment data and student information are available in readily accessible forms? | 5.18a Principals ensure that data reports are accurate, aggregated and disaggregated, and consistent with district policies.  • Student grades are analyzed for correlation with student achievement data.  • Student attendance data are analyzed for individual and group attendance trends.  • The district provides accurate and timely behavior and student discipline data.  • District technology system administration:  • Ensures that the technology supports the analysis of the data at the student, class, grade, school, and district level.  • Ensures that specific groups of students and their data on these assessments may be tracked over time.  • Ensures that all district student information data are linked with student achievement data.  • Regularly updates student rosters with demographic information.  5.18b Uses the student information system to identify attendance area trends and feeder school patterns of attendance and discipline in relation to student achievement. |  | CTAP website:  <http://www.myctap.org/>  Attendance Works - http://www.attendanceworks.org/ |
|  | 5.19 How do the district staff and school sites analyze data from multiple sources, including State/Federal, and student group data, to ensure that all applicable results can be used to improve student learning and achievement? | 5.19a District leadership implements the local measures of student performance in the LCAP and LEAP using a district-wide information infrastructure and technology to administer, score, and report student achievement data.  5.19b The district provides sites with a master schedule for administering and analyzing data from multiple formative and interim assessments.  5.19c Minutes from grade-level or subject-area meetings reflect analysis of common formative and or interim assessments and strategies to improve instruction. | • Complete State and Federal Projections.  • Aligning data needs to LCAP priorities identified.  • Seek advice on technology resources and expertise as needed.  • Schedule time at the beginning of each school year, so site administrators and teachers plot the proficiency levels of individual students and specific groups of students, analyze the improvement or lack of improvement of the student and subgroup achievement, and identify key areas of focus for the next year. | California Comprehensive Center. (2007). *The district’s* *role in using data effectively.* Sacramento, CA: Author. |
| **6. Clear & Collaborative Relationships** | 6.1. What steps have been taken to build and maintain good relationships with stakeholder groups? | 6.1a Develop good relationships and a sense of community among staff in the district office;  6.1b Establish collaborative and congenial working relations with school administrators and teachers;  6.1c Build close ties with student groups and community partners; and  6.1d Nurture job-alike relationships through support for professional learning communities (PLCs). | • Review the list of stakeholders involved in the LCAP planning process to determine if there is representation from all appropriate sub-groups.  • Develop a year-long calendar of events for communicating with stakeholders. Information should be:   * two-way communication * timely and accurate * translated/interpreted into all appropriate languages * consistent messaging throughout the district   • Establish regular, formal and informal systems to district office staff to communicate with school leadership to discuss the implementation of district goals, school needs and methods to support the site.  • Create timelines for student involvement activities.  • Implement processes to recognize school staff for meeting goals and increasing student performance/engagement or improving school climate.  • Develop protocols for use during job-alike PLC meetings. Provide templates and discussion prompts for staff to modify for use. | Leithwood, K. (2010). Characteristics of school districts that are exceptionally effective in closing the achievement gap. *Leadership and Policy in Schools, 9*, 245–291. Retrieved from  <http://ecadmin.wdfiles.com/local--files/at-risk-children-families/Characteristics%20of%20Schools%20-%20Closing%20Gap.pdf>  CCSESA. (n.d.). *Building blocks of integrated academic district support.* Retrieved from  <http://region3support.org/files/resources/Building%20Blocks%20of%20Academic%20Support%20Final%20SCOE.pdf>  Lezotte, L.W., & Snyder, K.M. (2011). *What effective schools do: Re-envisioning the correlates.* Bloomington, IN: Solution Tree Press.  *Quality Schooling Framework*  <http://www.cde.ca.gov/qs/>  Office of Head Start, The National Center on Parent, Family, and Community Engagement. (n.d.). *Understanding family engagement outcomes: Research to practice series, Families as lifelong educators.* (2014). Retrieved from  <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/rtp-series-families-as-lifelong-educators.pdf>  Harris, J., Davidson, L., Hayes, B., Humphreys, K., LaMarca, P., Berliner, B., … Van Houten, L. (2014, July). *Speak out, Listen up! Tools for using student perspectives and local data for school improvement.* Retrieved from  <http://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2014035.pdf> |
|  | 6.2. What family engagement practices are in place and how does the district ensure they are implemented in all schools? | 6.2a Districts and parents have a shared understanding about parent rights and responsibilities as documented in a parent involvement policy.  6.2b Policies promote a shared responsibility among parents, school staff and students for the intellectual, physical, emotional and social development of students.  6.2c Parent involvement strategies are designed to support the district’s vision for student learning.  6.2d Districts encourage a large variety of strategies to engage families in their children’s schooling in order to create a strong to promote student success.  6.2e District supports families with strategies for learning at home realizing that this a significant factor in student achievement.  6.2e Ensure all principals and teachers understand and implement effective family involvement practices at their schools. | • Share sample parent involvement policies for district consideration. Suggest modifications that are aligned with the district’s goals.  • Suggest methods to communicate regularly with parents regarding school and district information and events. Provide consistent messages orally, in writing (e.g., notes home and email), and online. Translate into home languages as needed.  • Review the schedule for parent meetings and trainings to see if the times and locations are convenient for the parents in the community (e.g., during the day or in the evening). Determine if childcare and/or transportation is warranted.  • Provide resources, sample templates, and information to school staff about effective parent involvement practices. Assist with planning for implementation of selected strategies.  • Review parent notification and /newsletters to verify that they are easy to understand and reflect the district’s goals.  • Create agendas and outline training content for school staff (e.g., principals and teachers) that provides them with background information and ideas for implementing effective family involvement practices.  • Use a survey to determine the strengths and areas that need improvement in family–school relationships. | California County Superintendents Educational Services Associate. (2009). *Building Blocks of Integrated Academic District Support.* Retrieved from <http://region3support.org/files/resources/Building%20Blocks%20of%20Academic%20Support%20Final%20SCOE.pdf>  CSBA Sample Parent Involvement  CSBA District and School Policy and Adoption Process  Lezotte, L.W., & Snyder, K.M. (2011). *What effective schools do: Re-envisioning the correlates.* Bloomington, IN: Solution Tree Press.  California Department of Education. *Family engagement framework: A tool for California school districts.* (2014). Retrieved from [*http://www.wested.org/wp-content/files\_mf/1414600912familyengagementframework2.pdf*](http://www.wested.org/wp-content/files_mf/1414600912familyengagementframework2.pdf)  WestEd. (n.d.). *California School Parent Survey.* [Web log post]. Retrieved from [*http://csps.wested.org/*](http://csps.wested.org/)*)*  SEDL, & U.S. Department of Education. (2013). *Partners in education: A dual capacity-building framework for family–school partnerships.* Retrieved from [*http://www2.ed.gov/documents/family-community/partners-education.pdf*](http://www2.ed.gov/documents/family-community/partners-education.pdf)  [Henderson](http://www.amazon.com/Anne-T.-Henderson/e/B001JS32BG/ref=dp_byline_cont_book_1), A.T. (2007). *Beyond the bake sale: The essential guide to family/school partnerships*. Retrieved from <http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/building-the-future-of-family-involvement/beyond-the-bake-sale-how-school-districts-can-promote-family-involvement>  Center for Public Education. (n.d.). *Back to school: How parent involvement affects student achievement.* Retrieved from[*http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html*](http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html)  Cotton, K., & Wikelund, K.R. (1989, May). *Parent Involvement in Education.* Retrieved from [*http://educationnorthwest.org/sites/default/files/parent-involvement-in-education.pdf*](http://educationnorthwest.org/sites/default/files/parent-involvement-in-education.pdf)  NEA (n.d.). *Parent articles & resources.* Retrieved from[*http://www.nea.org/home/ParentArticlesResources.html*](http://www.nea.org/home/ParentArticlesResources.html)  Schueler, B. A.(2013, February 7). A *new tool for understanding family—school relationships: The Harvard graduate school of education pre-K-12 parent survey.* Retrieved from  [*http://www.hfrp.org/family-involvement/publications-resources/a-new-tool-for-understanding-family-school-relationships-the-harvard-graduate-school-of-education-prek-12-parent-survey*](http://www.hfrp.org/family-involvement/publications-resources/a-new-tool-for-understanding-family-school-relationships-the-harvard-graduate-school-of-education-prek-12-parent-survey)  CDE parent family involvement resources page:  <http://www.cde.ca.gov/ls/pf/pf/resources.asp> |
|  | 6.3. What systems are in place to provide clear, timely and two-way communications with parents, families and community members on a variety of topics?  6.3i How do district and school staffs provide multiple opportunities for parents and family members to receive student and school information and resources on an ongoing basis? | 6.3a The district values parent and student participation and has policies and practices in place with the goal of maximizing meaningful participation in order to enhance student learning achievement.  6.3b When appropriate, information is translated (written and oral) for parents in a language they understand.  6.3c The district and schools inform parents about the state content standards, the curriculum, their child’s progress on state and local assessments, school and district activities and educational issues.  6.3d All schools welcome parents to provide input on and be involved in matters that affect their children’s education. | • Review parent involvement policies and information provided to parents to determine if it is easy to understand and if it addresses all of the indicated areas (see column to the left).   * Provide resources and templates for district use, as appropriate. * Verify that translation is provided when (minimally) 20% or more of the parents speak a single language other than English.   • Assist with outlining training content and finding support to provide training about the California standards, curriculum, and assessments, and information about how parents can support their children’s learning at home.  • Draft messages to use with students that provide information about opportunities for involvement and the key ideas to be conveyed to stakeholders. | CCSESA. (n.d.). *Building blocks of integrated academic district support.* Retrieved from  <http://region3support.org/files/resources/Building%20Blocks%20of%20Academic%20Support%20Final%20SCOE.pdf>    California Department of Education,  Clearinghouse for Multilingual Documents  <http://www.cde.ca.gov/ls/pf/cm/>  San Diego State University,  Center for family, school, community engagement.  <http://parent.sdsu.edu>  California PTA. (n.d.). *PTA national standards for family-school partnerships.* [Web log post].  <http://capta.org/resource/family-school-partnerships/>  Parental Information and  Resource Centers (PIRC):  CA PIRC 1:  [www.bilingualeducation.org](http://www.bilingualeducation.org)  CDE-CTE resources for business and community engagement  <http://www.cde.ca.gov/be/pn/im/documents/info-cib-spald-dec06item01a2f.doc>  LCAP Watch Communication Tools: <http://lcapwatch.org/resources/> |
|  | 6.4. How do district and school staff provide multiple opportunities for parents and family members to be part of decision-making on an ongoing basis? | 6.4a The district involves parents in the joint development of the LCAP as well as other plans and the processes of school review and improvement goals.  6.4b The district coordinates technical assistance to schools in planning and implementing effective family involvement activities to improve student achievement.  6.4c The district builds capacity for strong parent involvement in the district and schools.  6.4d The district coordinates and integrates parent involvement strategies. | • Review stakeholder involvement for LCAP development to determine if all appropriate representatives were included in the process.  • Review a list of district and school committee members to determine the level of parent involvement. Indicate any areas where parent involvement is lacking.  • Develop a process and timeline for the district staff to work with school site leaders to ensure the SPSAs are aligned to the LCAP and the state’s eight priorities.  • Provide resources regarding effective parent involvement practices and requirements.   * Share information with principal’s regarding strategies to establish and maintain family partnerships with the school.   • Develop a year-long schedule for the district/sites to provide parent training and implement family involvement activities.   * Articulate a system to provide oversight, support, and coordination of parent involvement activities among district schools * Develop a training schedule and content outline for parents to learn how to participate in decision making processes. | [Henderson](http://www.amazon.com/Anne-T.-Henderson/e/B001JS32BG/ref=dp_byline_cont_book_1), A.T. (2007). *Beyond the bake sale: The essential guide to family/school partnerships*. Retrieved from <http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/building-the-future-of-family-involvement/beyond-the-bake-sale-how-school-districts-can-promote-family-involvement>  CCSESA. (n.d.). *Building blocks of integrated academic district support.* Retrieved from  <http://region3support.org/files/resources/Building%20Blocks%20of%20Academic%20Support%20Final%20SCOE.pdf>  SEDL, & U.S. Department of Education. (2013). *Partners in education: A dual capacity-building framework for family–school partnerships.* Retrieved from [*http://www2.ed.gov/documents/family-community/partners-education.pdf*](http://www2.ed.gov/documents/family-community/partners-education.pdf)    California PTA. (n.d.). *School smarts parent academy*. [Web log post]. <http://capta.org/programs-events/school-smarts/whyschoolsmartsmatters/>  California PTA. (n.d.). *Six ways parents can get engaged and make a difference.*. [Web log post]. <http://capta.org/resource/six-ways-parents-can-get-engaged-and-make-a-difference/>  Epstein, J. (n.d.). *Epstein’s framework of six types of involvement. Retrieved from* <http://www.unicef.org/lac/Joyce_L._Epstein_s_Framework_of_Six_Types_of_Involvement(2).pdf> |
|  | 6.5 How do district and school staff provide multiple opportunities for parents and family members to access school staff and programs on an ongoing basis? | 6.5a Information about school programs is shared with parents on a regular basis.  6.5b Parents understand how to contact teachers and school staff and are encouraged to do so, for both formal and informal meetings and/or conversations.  6.5c The district identifies and integrates resources and services from the community to strengthen school programs, student and family engagement, and promote academic as well as social and emotional learning. | • Review the information shared with parents and suggest additions, if appropriate.  • Interview teachers and parents, and review parent communications (e.g., letters, notices, on-line information) to determine how parents are encouraged to contact school and district staff.  • Provide a list of community resources that may be available to provide support to the district’s students and families. | CCSESA. (n.d.). *Building blocks of integrated academic district support.* Retrieved from  <http://region3support.org/files/resources/Building%20Blocks%20of%20Academic%20Support%20Final%20SCOE.pdf>  SEDL, & U.S. Department of Education. (2013). *Partners in education: A dual capacity-building framework for family–school partnerships.* Retrieved from [*http://www2.ed.gov/documents/family-community/partners-education.pdf*](http://www2.ed.gov/documents/family-community/partners-education.pdf) |
|  | 6.6 What is the planning process and timeline for revising report cards linked to deeper understanding of CA State Standards? | 6.6a Parents are given opportunities to give feedback on what would be most helpful to them in reporting student progress. | • Develop plans for supporting district-wide collaboration across schools and grade levels to define and revise standards-based report cards and other parent communication language.    • Develop report cards that show students’ progression toward mastery of the CCSS.  • Develop grading practices that show students’ progression toward mastery of the CCSS. | Hanover Research. (2011). *Effective grading practices in the middle school and high school environments.* <http://www.apsva.us/cms/lib2/VA01000586/Centricity/Domain/63/Hanover_Research_--_Effective_Grading_Practices_in_the_Middle_School_and_High_School_Environments.pdf>    Reeves, D. (2011). *Elements of grading: A guide to effective practice.* Bloomington, IN: Solution Tree Press.  Teaching Channel. (Producer). *Grading with the common core.*[Video post]. <https://www.teachingchannel.org/videos/grading-with-the-common-core> |

**Appendix A.**

Matrix indicating the categories in which LCAP State Priorities are primarily addressed within the COE Support Planning document.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Conditions for Learning** | | | | **Pupil Outcomes** | | **Engagement** | | |
|  | State Priority 1  Basic Services | State Priority 2  Implementation of State Standards | State Priority 7  Course Access | State Priorities 9 & 10  Expelled Pupils &  Foster Youth  (COEs only) | State Priority 4  Pupil Achievement | State Priority 8  Other Pupil Outcomes | State Priority 3  Parent Involvement | State Priority 5  Pupil Engagement | State Priority 6  School Climate |
| 1. [Shared Beliefs, Vision, Mission, Culture](#id.yj30ntizof5s) | X |  | X |  |  |  | X |  | X |
| 2. [Teaching, Learning & Assessment](#id.tin3thxysxuv) | X | X | X |  | X | X |  |  |  |
| 3. [Leadership & Governance](#id.sk80x7ghoy1e) | X | X |  |  | X | X | X |  |  |
| 4. [Professional Development](#id.ov58gep645kj) |  | X |  |  | X | X | X | X |  |
| 5. [Infrastructure Alignment (data, fiscal, human resources, evaluation)](#id.yoquckcub0z9) | X |  | X |  | X | X |  | X | X |
| 6. [Clear & Collaborative Relationships](#id.ue4suyskpruw) |  | X |  |  | X |  | X |  | X |

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