

# Strategic Action Plan 2018-21

## VISION

All learners graduate college and career ready, embracing the joy of lifelong learning; all are prepared to be responsible global citizens and leaders.

## MISSION

Through strong relationships, design, and orchestrate relevant and rigorous experiences that inspire and empower all learners.

## VALUES

Learners First: What is best for each learner guides our decision-making every day.

Strong Relationships: Strong respectful relationships are paramount to continuous improvement. Both learners and adults show integrity, compassion, and respect.

Equity: All students receive academic, social and emotional support needed to be successful lifelong learners. Resources focused on removing barriers (JUSTICE).

Purposeful Learning Environments: Inspiring students and adults to achieve their highest potential.

## METRICS

<b><u>Relationships</u></b>	<b><u>Relevance</u></b>	<b><u>Rigor</u></b>
Chronic Absenteeism*	Career Tech Ed*	English Learner Progress*
Suspension Rate*	Soft Skills	Graduation Rate*
Parent Engagement*	Technology	ELA- SBAC*
Williams Act	Apprentice/Internship	Math- SBAC*
WE Surveys	Community Service	A-G Completion Rate*
Student Voice		PSAT/SAT
		Advanced Placement
		Seal of Multilingual Prof

**All Learners:** ALL learners LITERALLY means ALL learners ALL the time, NO EXCEPTIONS!

**College Ready:** ALL learners are UC A-G qualified.

**Career Ready:** ALL learners master the CA State Standards for Career Ready Practice.

- Apply appropriate technical skills and academic knowledge.
- Communicate clearly, effectively, and with reason.
- Develop an education and career Plan aligned with personal goals.
- Apply technology to enhance productivity.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Practice personal health and understand financial literacy.
- Act as a responsible citizen in the workplace and the community.
- Model integrity, ethical leadership, and effective management.
- Work productively in teams while integrating cultural and global competence.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Understand the environmental, social, and economic impacts of decisions.

**Lifelong Learner:** Lifelong learning is the "ongoing, voluntary, and self-motivated" pursuit of knowledge for either personal or professional reasons. Therefore, it not only enhances social inclusion, active citizenship, and personal development, but also self-sustainability, as well as competitiveness and employability.

**Responsible Global Citizen and Leader:** A global citizen is someone who is aware of and understands the wider world and their place in it. They take an active role in their community, and work with others to make our planet more equal, fair and sustainable.

**Rigor, Relevance, and Relationships:** The International Center for Leadership in Education (ICLE) founder, Dr. William R. Daggett, explains the framework in his following white paper. [http://www.leadered.com/pdf/Rigor\\_Relevance\\_Framework\\_2014.pdf](http://www.leadered.com/pdf/Rigor_Relevance_Framework_2014.pdf)

**Metrics:** Metrics are parameters or measures of quantitative assessment used for measurement, comparison or to track performance or production. The metrics that are indicated in the SAP are culminating measurements of performance. There are also metrics used throughout the year by teachers called "formative" that drive changes in instruction and interventions.

- DIBELS: TK-6, Identifies student Risk Level for meeting Reading Outcomes and for placement in intervention

- STRIDE: K-5 Curriculum and Assessment of students' progress towards grade level standards
- Footsteps2Brilliance: Early Literacy(preschool through 3rd grade) program that supports early literacy skills in reading and writing
- Zearn: K-5, Online math support for adopted math program, Eureka Math, provides ongoing formative assessment
- Benchmark Advance/Adelante: TK-5 Core ELA Curriculum with embedded formative, summative and diagnostic assessments
- Eureka Math: K-8, Core Math Program with embedded mid and end of Module Assessments and formative Exit Ticket Assessments
- StudySync: 6-8th Grade, Core ELA Curriculum with embedded formative, summative and diagnostic assessments

Chronic Absenteeism: A student is considered a chronic absentee if he or she is absent 10 percent of the days they were enrolled in a school. Chronic absence is different from truancy which counts only unexcused absences and indicates a violation of California's compulsory attendance laws.

**Suspension Rate:** The Suspension Rate Indicator measures the percentage of students who are suspended in or out of school in a given year.

Status is measured as the percentage of students who received an in or out of school suspension.

Change is measured as the difference in the result between the most recent year of data and the prior year of data.

Because the distributions of suspension results vary with the grade level of students, the State Board of Education approved the use of separate reference grids for the Suspension Rate Indicator for Unified School Districts, elementary schools, middle schools, and high schools.

**Parent Engagement:** Parent engagement refers to all activities that parents do to help their children succeed in school and life. It includes everything from making sure they are prepared to go to school every day to attending parent meetings and conferences, to volunteering their time and talents to the school and their child's classroom and to the importance and value of they place on education.

Parent engagement is vital to student success. Parents are a child's first teacher and parents are partners with teachers in the education of their children.

**Williams Act:** Latest information on the landmark Superior Court case to provide all students equal access to instructional materials, safe schools, and quality teachers. On December 10, 2004, the San Francisco County Superior Court approved the notice of settlement in *Eliezer*

*Williams, et al. v. State of California , et al.* The court ordered that the following information be made available to the public. Posted below information regarding the provisions of the Valenzuela/Williams Acts settlement and the process for filing objections to the settlement.

### **Uniform Complaint Procedures Form**

**WE Surveys:** Feedback from students and staff about their experiences in school can initiate innovative, meaningful school change. *When school is an exciting place to be, students are engaged and staff feel empowered to help students reach their goals.* When school leaders measure what they value about learner engagement and the teaching and learning environment, "data" can mean more than results on a test.

**Student Voice:** In education, student voice refers to the values, opinions, beliefs, perspectives, and cultural backgrounds of individual students and groups of students in a school, and to instructional approaches and techniques that are based on student choices, interests, passions, and ambitions.

**Career Tech Ed:** A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers

**Soft Skills:** Soft skills are the personal attributes you need to succeed in the workplace. These are often related to how you work with others – in other words, these are people skills. Soft skills are different from hard skills, which are directly relevant to the job you are applying for

**Technology:** Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources

### **Apprentice/Internship:**

An apprenticeship is a system of training a new generation of practitioners of a trade or profession with on-the-job training and often some accompanying study (classroom work and reading).

An internship is a wonderful and effective way to connect your academic experience with the professional work arena. It allows you to gain valuable exposure to the workplace, provides the opportunity for skill development, and gives you a competitive edge in the job search

**Community Service:** Community service is a non-paying job performed by one person or a group of people for the benefit of the community or its institutions. Community service is distinct from volunteering, since it is not always performed on a voluntary basis.

**English Learner Progress:** The English learner Progress Indicator (ELPI) measures the percent of English learner (EL) students who are making progress toward language proficiency from one year to the next on the ELPAC <https://www.cde.ca.gov/ta/tg/ep/> and the number of ELs who were reclassified from EL to fluent English proficient in the prior year.

**Graduation Rate:** This indicator is based on the four-year cohort graduation rates and applies to LEAs and schools that have 30 or more students in the four-year cohort.

A graduation cohort is a group of high school students who could potentially graduate with a regular high school diploma within four years of entering grade nine. Note: Students who earn a Special Education Certificate of Completion or a California High School Equivalency Certificate are not counted as receiving a regular high school diploma.

<https://www.cde.ca.gov/ta/ac/cm/gradratecal.asp>

**ELA- SBAC:**

<https://www.cde.ca.gov/ta/tg/sa/>

**Math- SBAC:**

<https://www.cde.ca.gov/ta/tg/sa/>

**A-G Completion Rate:**

Courses from California high schools and online schools used to satisfy the "a-g" subject requirements must be approved by UC and appear on the institution's "a-g" course list. These courses are to be academically challenging, involving substantial reading, writing, problems and laboratory work (as appropriate), and show serious attention to analytical thinking, factual content and developing students' oral and listening skills

[https://www.ucop.edu/agguide/a-g-requirements/files/UC\\_CSU%20ComparisonMatrix.pdf](https://www.ucop.edu/agguide/a-g-requirements/files/UC_CSU%20ComparisonMatrix.pdf)

**PSAT/SAT:**

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a standardized test administered by the [College Board](#) and cosponsored by the [National Merit Scholarship Corporation \(NMSC\)](#) in the United States. The scores from the PSAT/NMSQT are used to determine eligibility and qualification for the [National Merit Scholarship Program](#).

The SAT is typically taken by high school juniors and seniors. The College Board states that the SAT measures literacy, numeracy and writing skills that are needed for academic success in college. They state that the SAT assesses how well the test takers analyze and solve problems—skills they learned in school that they will need in college. However, the test is administered under a tight time limit (speeded) to help produce a range of scores.

The College Board also states that use of the SAT in combination with high school grade point average (GPA) provides a better indicator of success in college than high school grades alone, as

measured by college freshman GPA. Various studies conducted over the lifetime of the SAT show a statistically significant increase in correlation of high school grades and college freshman grades when the SAT is factored in

**Advanced Placement:**

Advanced Placement (AP) is a program created by the [College Board](#) which offers college-level curricula and examinations to high school students. American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations. The AP curriculum for each of the various subjects is created for the College Board by a panel of experts and college-level educators in that field of study. For a high school course to have the designation, the course must be audited by the College Board to ascertain that it satisfies the AP curriculum. If the course is approved, the school may use the AP designation and the course will be publicly listed on the AP Course Ledger

**Seal of Multilingual Proficiency:**

The Seal of Multilingual Proficiency honors students who demonstrate proficiency in English and at least one additional language