



OAK GROVE SCHOOL DISTRICT

FIVE-YEAR PLAN 2010-2015



Our mission...to ensure that every child's potential is achieved.

Approved by the Board of Trustees: September 9, 2010

**OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES**

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TABLE OF CONTENTS

INTRODUCTION 4

SAFETY

- Safe School Plan..... 6
- Emergency Preparedness Plan..... 7

SHORT-TERM PRIORITIES

- Accountability..... 9
- Equity/Closing the Achievement Gap..... 11
- NCLB Algebra Requirement..... 12
- Employee Relations..... 13
- Teacher/Administrative Recruitment, Development..... 14
- Fiscal Issues..... 16
- Modernization Implementation..... 17
- Professional Development..... 18
- School Choice..... 19
- Student Information System..... 20
- Board Transition..... 20
- Child Care..... 21
- Special Education..... 22
- Environmental Consciousness..... 23

ONGOING PRIORITIES

- Promotion/Retention/Safety Nets..... 24
- Gifted and Talented Education (GATE)..... 25
- Small Schools..... 25
- Continue Implementation of Communication Plan..... 26
- Transportation..... 27
- After School Programs – Proposition 49..... 28

INTERMEDIATE PRIORITIES

- Technology..... 29
- Local/State/Federal Emerging Initiatives..... 30
- Recommitment to District Core Values..... 30

LONG-TERM PRIORITIES

- Accountability..... 32
- Fiscal Issues..... 32
- Administrative Changes..... 32
- Parental Choice/Small Schools..... 32
- School Boundaries/Transportation..... 33

SUMMARY 33

CORE VALUES..... 34



OAK GROVE SCHOOL DISTRICT FIVE-YEAR PLAN 2010-2015

INTRODUCTION

The Board of Trustees annually identifies issues, challenges, and priorities for the Oak Grove School District. These focus areas are expected to require considerable District resources. The priorities emanate from a variety of sources which include the following:

- *student performance results*
- *recent State and Federal legislation*
- *communication audits, staff Listening Committees, and parent surveys soliciting input from stakeholders within the District*
- *the District Vision Advisory Committee (consisting of employee and parent representation)*
- *the Hispanic Advisory Board for Learning and Assessment (HABLA) (consisting of parent representation from each school)*
- *the African American Koffee Klatch (consisting of parent representation from each school)*
- *the Board study session annually in May, with community in attendance*
- *the District Advisory Committee (consisting of parent representation from each school)*
- *the Key Communicators (consisting of both parent and broader community leaders)*
- *the Leadership Team*
- *the collective bargaining process*
- *the Student Advisory Council*

The identified priorities are categorized as follows:

- *Short-term priorities for issues expected to be addressed within the 2010-2011 school year*
- *Intermediate priorities for issues expected to be addressed over the next one to three years (2010-2013)*
- *Long-term priorities for issues anticipated over the next five years (2010-2015)*

The format of this report follows the order of the identified timelines and the priority areas identified. The Board of Trustees reviews priority areas on an annual basis and adopts the plan in a regular meeting of the Board of Trustees in September of each year. Action plans are developed to address identified priorities.

Because the District focus and overall priority is *Student Success*, the basis for the Five-Year Plan is the improvement in student performance. *Measurable Student Success* is the critical priority upon which schools are held accountable. Consequently, all other priority areas must be examined in light of how student success will be enhanced. Student performance results are considered in developing the annually revised Five-Year Plan.

Superseding all priorities and activities, however, is the overarching concern for the **safety** of all students and personnel. Student success can be the focus only if safety issues are continually examined and addressed.

The revised Five-Year Plan reflects the adopted priority areas for 2010-2015. In identifying the Five-Year Priorities, it is acknowledged that there is always “*the unknown*” (e.g. State or Federal legislation, unexpected emergencies). Priorities will be reviewed annually to take into account unforeseen issues that may become immediate priorities. The Superintendent’s Cabinet will review activities designed to meet priority objectives on a regular basis throughout the year and modify as appropriate. The Superintendent will present an annual report to the Board of Trustees on the progress of priority objectives.

The Five-Year Plan document can be accessed through the Oak Grove School District website: www.ogsd.k12.ca.us.

FORMAT

The format for the Five-Year Plan is as follows:

1. Priority (This is the overarching focus area to be addressed.)
2. Descriptive Statement briefly outlining what the priority entails
3. Corollary priorities (These are more specific subcategories related to the main priority issue.)
4. Objectives stating the desired outcome at the end of the period described
5. Activities intended to meet priority objectives
6. Vision intersect on how the priority and ensuing objectives and activities relate to the District Vision

Throughout the document you will see terms reflecting the status of the activities as follows:

- *Pending*: A plan of action is currently being developed.
- *In Process*: A plan of action is currently being implemented.
- *Ongoing*: A plan of action is now institutionalized and being implemented on an annual basis.

SAFETY

Descriptive Statement: The safety of children and personnel is the paramount priority of the Oak Grove School District. As such, activities related to addressing safety issues are listed first and before other identified areas.

Objective: To provide a safe learning environment for students and personnel and to better ensure the safety and security of students and staff, the District will develop and annually update and test systems, plans and procedures which are designed to ensure that the District (and its schools) are prepared to address, in a timely and effective manner, emergency situations and natural disasters, as well as recognizing the important connection between student performance and a safe, harassment-free, secure learning environment. The goal is to continue the development of a standardized system throughout the Oak Grove School District, while addressing specific needs of individual school sites based on facilities.

A. SAFE SCHOOL PLAN

Descriptive Statement: Each school site will develop, maintain, and annually update a comprehensive Safe School Plan for the school site. The Safe School Plans will be integrated closely with the Emergency Preparedness Plans, and will include specific provisions for addressing related social and psychological impacts of emergency or crisis situations, as outlined in the enabling legislation (SB 187 Comprehensive School Safety Plan).

Objective: The District will continue to monitor the annual update of the Safe School Plans, a process in which students, staff, and the School Site Council are involved. **Responsibility:** Principals, Student Services, Maintenance and Operations Department.

Activities:

The following activities are *ongoing*, meaning that they have been *institutionalized* and are regularly implemented on an annual basis:

- Safe School Plans will be implemented at all School Sites.
- Safe School Plans will be reviewed at least annually by the School Site Council.
- The existence and components of Safe School Plans will be communicated to students, staff and community through direct communication at meetings, in school and District newsletters, and on the District web site.
- Training will be provided to students, staff and community as appropriate in support of the programs outlined in the Plan.
- Antibullying and harassment are key components of Safe School Plans to include sexual, gender orientation or perceived gender orientation, racial harassment and cyberbullying. Site training will be provided for new students and staff. Update the plan of action as needed to address communicable diseases in alignment with County procedures. Communicate procedures with parents.
- In cooperation with City of San Jose staff, continue to monitor traffic and pedestrian patterns at all schools. Communicate with community steps being taken to ensure pedestrian safety.
- Communicate Safe School (and Emergency Plan) to all staff and each school community.
- Inform parents of web sites that can influence student behavior.

Safety continued:

- Continue efforts to curtail gang involvement in community through such efforts as the “No Name Committee,” the Mayor’s Gang Task Force, and the School/City-Mayor/Superintendent Committees.
- Continue curriculum training for new staff in anti-bullying/harassment curriculum. (Second Steps, PBIS.)
- Continue to implement Wellness Policy adopted by the Board of Trustees on March 23, 2006.
- Continue to review current process for addressing graffiti in schools to include alignment between prevention approaches, in coordination with City police, and follow up removal practices with Maintenance and Operation staff. Additionally, focus on “clean campus” initiatives to involve students assuming some responsibility for the campus appearance.
- Continue Safe School Specialist positions at the intermediate level with support from the City of San Jose.

The following activities are *pending*, meaning that a plan is being developed for the 2010-2011 school year.

- Inform community of Safe Routes to Schools Grant with City of San Jose, if obtained.
- Research new curriculum to support PBIS in place of Second Steps.

The following activity is *in process* meaning a plan of action is currently being implemented.

- Increase implementation of Positive Behavioral Interventions and Supports (PBIS) at selected sites and move toward Districtwide implementation.

B. EMERGENCY PREPAREDNESS PLAN

Descriptive Statement: The District shall take every reasonable precaution regarding preparedness for the safety of students, staff and visitors in the event of an emergency or natural disaster. Toward that end, comprehensive and consistent emergency preparedness plans have been developed and will be maintained for all schools and work sites in the District.

Objective: Development and implementation of Emergency Preparedness Plans for each school and District site. **Responsibility:** Principals, Department Managers, Maintenance and Operations Department.

Activities:

The following activity is *pending*, meaning that a plan is being developed for the 2010-2011 school year.

- Research possible grants/partnerships to support District safety programs.

The following activities are *ongoing*, meaning that they have been *completed or institutionalized* and are regularly implemented on an annual basis.

- All schools and departments will have an Emergency Preparedness Plan.

Emergency Preparedness continued:

- Software-based Emergency Plan templates will be implemented at all sites.
- Emergency Preparedness Plans will be reviewed at least annually.
- Emergency Preparedness Plan components will be integrated with the Safe School Plans (SB 187) as appropriate.
- Continue to train site and District Incident Management Teams and school and department staffs, with additional District support, as appropriate.
- The established minimum standards for site emergency equipment and supplies will be implemented, and will be reviewed and updated annually or as necessary.
- Efforts will be made to coordinate emergency planning activities with the City of San Jose and Santa Clara County Office of Emergency Services, and to work together as appropriate in the areas of planning, training, drills and other emergency preparedness activities.
- Continue to test the emergency preparedness plans through site and/or District drills or simulations including Lock Down intruder practices.
- Conduct regular safety simulations to test effectiveness of response, including District Office.
- Conduct annual Districtwide emergency simulation in conjunction with State drill in 2010-2011.
- Continue to offer first aid and CPR training for all employees, with a special emphasis on P.E. staff, noon duty personnel, and special education staff.
- Continue to focus on utilizing standardized emergency cards for backpacks as visible identification. Interactive planning software will be available directly to principals.
- Expand use of “web-based emergency data system” to allow instant access by site administrators
- Communicate to parents procedures followed during emergencies regarding how students are to be picked up from school. Include procedures to be followed should a child not be picked up from school at the end of the office day.
- Update Lock Down Training for classified staff.
- Communicate and verify emergency contact information.
- Communicate to parents current District articulation with County Health regarding large-scale societal concerns, such as H1N1, etc.
- Continue web-based communication system to alert parents quickly and reliably with emergency communication, provide attendance notification, and community outreach (i.e. ConnectED).
- Include emergency contact information on District web site.

SHORT-TERM PRIORITIES (through 2010-2011)

1. ACCOUNTABILITY

Descriptive Statement: The District's internal accountability structure is aligned with federal law; i.e. No Child Left Behind (NCLB) and the federal accountability measure, Adequate Yearly Progress (AYP), as well as with the California law and subsequent measure, Academic Performance Index (API). Both AYP and API systems use the STAR testing program which includes a combination of assessments on State content standards and a norm-referenced test. The California standards, among the highest in the United States, are at a level that will allow graduates from high school to qualify for entrance into the State university system. State legislation has created an Academic Performance Index (API) to evaluate schools' student achievement. An API score of 800 identifies a school as being at the State "target." With the adoption of the Common Core Standards and future accountability in the passage of the Parent Empowerment and Open Enrollment Acts, the District will address the new regulations to be in compliance and set our policies accordingly. Though schools may be over the 800 API mark, schools could still find themselves designated as underperforming.

The API is a measurement system based on the number of students who score at one of five different performance levels: Far Below Basic, Below Basic, Basic, Proficient, Advanced. Only students scoring in the Proficient-Advanced range are considered to be "at standard." It should be noted that the "basic" category would be considered "at standard" in most other states. Since all students are tested, schools with a higher percentage of students who move in and out of schools frequently or do not speak English will score lower on the API than schools without those demographic variables. Subsequently, comparing school success on strictly the API formula is not encouraged, since schools with lower API scores can still have students who are equally successful as students in schools with higher API scores.

For this reason, additional student performance objectives are included in this report. Referred to as the Five-Year Plan objectives, these objectives monitor student performance at schools based on students who have been in attendance for a period of time. For example, student progress in 3rd grade is measured in schools by the percentage of students meeting standards who have been enrolled in that particular school since kindergarten.

Furthermore, other data reflects advanced student performance in the form of number of students completing high school-level geometry at grade 8. Over the past several years, each intermediate school has averaged approximately 40 students completing high school geometry and an increasing number of students completing Algebra II.

Long-Term Objectives:

The District as a whole will meet AYP targets for all subgroups and meet API targets.

A. All District schools will meet the State's API and the Federal AYP expectations.

- Each school will meet each subgroup API and AYP expectations (annual report by individual school).

B. 80% of students enrolling in kindergarten in the Oak Grove School District will be at proficient in language arts by the end of grade 3.) (Currently at 56%)

Accountability continued:

- C. By 2010, 80% of the students enrolling in kindergarten in the Oak Grove School District will be at proficient in math by the end of grade 3. (Currently at 71%)
- D. By 2010, 80% of the students enrolling by grade 2 in the Oak Grove School District will be at proficient in language arts by the end of grade 6. (Currently at 62%)
- E. By 2010, 80% of students enrolling by grade 2 in the Oak Grove School District will be at proficient in math by the end of grade 6. (Currently at 55%)
- F. By 2010, 80% of students enrolling by grade 2 in the Oak Grove School District will be at proficient in language arts by the end of grade 8. (Currently at 60%)
- G. By 2010, 80% of students enrolling by grade 2 in the Oak Grove School District will be at proficient in algebra by the end of grade 8. (Currently at 50%)
- H. By 2012, eighty percent 80% of the schools will have been selected as a California Distinguished School. Currently 16 out of 19 schools have been designated as a California Distinguished School (84%). (This target has been met.)
 - Schools will submit proposal for recognition according to State application cycle.

Activities:

The following activities are *ongoing*, meaning that they have been *completed or institutionalized* and are regularly implemented on an annual basis:

- Selection of language arts adoption is completed and ready for Board approval. The adoption is being delayed pending resolution of the state fiscal crisis.
- Continue implementing the use of the Cycle of Inquiry process, with special emphasis on schools receiving Title I funds and schools with a relative ranking below 5.
- Align District “at standard” indicators with NCLB, AYP, and the high school exit exam.
- Provide schools identified in the State’s *underperforming* list with additional resources, e.g., additional administrative assistance, safety nets, teachers on special assignment.
- Monitor all supplementary funds, such as Title I, to ensure that expenditures are supporting student success and utilize option of Tier III funding.
- Support, acknowledge, and monitor target schools frequently through regular meetings with principals, equity walk throughs, and school team meetings with Educational Services Division and Superintendent.
- Provide adequate professional development and resources to support teachers and classified staff in their roles to close the achievement gap.
- Continue to target and acknowledge specific grade levels with lower student performance and develop action plans.
- Continue to focus on minimizing activities (e.g. state paperwork requirements) that are not directly related to principals and teachers to allow for the maximum focus on standards, instruction, and assessment of data.
- Continue to provide professional development to administrators on curriculum, instruction, and assessment issues through a differentiated format.
- Continue aligning Houghton Mifflin and the District Literacy Plan to include associated professional development that supports the alignment.

Accountability continued:

- Continue to articulate how special education students are supported by both regular and special education to help them achieve standards and explore and implement recommendations of the Special Education audit.
- Continue to explore support for upper grade students in pre-algebra to prepare them for 7/8 algebra.
- Continue to link teacher evaluation standards to student learning.
 - Increased time for staffs to collaborate on standards implementation
- Communicate with parents on what API and AYP refer to.
- Communicate to both parents and students on the University A-G requirements.
- Continue the implementation and institutionalizing of the Continuous Improvement/Cycle of Inquiry Process as a theory of action to include all schools by identifying focal students, standards, and strategies to improve performance.
- Continue to explore funding sources for math program support for pre-algebra and algebra for 7th & 8th grade students during the regular school year and for potential summer programs.

Vision Intersect:

- ✓ Visible Standards of Excellence
- ✓ Student Success
- ✓ Quality Instruction

1.A. EQUITY/CLOSING THE ACHIEVEMENT GAP “CTAG”

Descriptive Statement: While improvement has been noted, a gap remains between the achievement of African American and Latino students and White and Asian students. State and Federal accountability requirements include specific performance targets for all ethnic groups with more than 50 students who are tested on State measures. If one group does not meet the state target, then the entire district is considered not to have met performance targets. Targets for our Asian and White students have already been met (over 800 API) while African American and Latino scores are below 800 API. A plan to improve the performance of African American and Hispanic students called the “Closing the Achievement Gap” (CTAG) Plan has been developed and is implemented.

Activities:

The following activities are *ongoing*, meaning that they have been *completed or institutionalized* and are regularly implemented on an annual basis:

- Continue to link equity focus to instruction.
- Continue to disaggregate data according to ethnicity to monitor progress.
- Review CTAG Plan by CTAG Steering Committee and revise accordingly to input received.
- Continue to contract with expert consultants.

NCLB Algebra Requirement continued:

Activities:

The following activities are *pending*, meaning that a plan is being developed for the 2010-2011 school year.

- Develop alternative safety net programs in math for students to accelerate progress in algebra with 2010-11 loss of funding for after-school safety net programs. (Pending or in process)
- The District was successful in receiving three grants to enhance student mathematics results. The District will continue to explore continuation of the following grants:
 1. Silicon Valley Education Foundation (SVEF) summer school program.
 2. Pivot Learning Partners (formerly Springboard Schools) partnership with Alum Rock School District to develop curriculum leading to successful completion of algebra by grade 8.

2. EMPLOYEE RELATIONS

Descriptive Statement: Positive interdependence among and between employee groups is the first step toward student success. To that end, the District will focus on successful negotiations to maintain competitive working conditions, and subsequently, to increase the focus of the organization on student issues. Activities to connect classified employees to the District Vision and Five-Year Plan goals will remain a focus. The ongoing increases in medical benefit costs will be a continual area for discussion with the employee groups.

Objective: To maintain positive employee relations. **Responsibility:** Human Resources Division

Activities:

The following activities are *ongoing*, meaning that they have been *completed or institutionalized* and are regularly implemented on an annual basis:

- Communicate early with staff regarding Cost of Living Adjustment “COLA,” state funding and other budget constraints as well as other issues potentially impacting the District’s fiscal outlook.
- Ensure that each staff member identify and monitor his or her role in supporting Five-Year student performance objectives.
- Continue interest-based negotiations process, valuing the interests of our employee associations.
- Maintain competitive salary and working conditions, while keeping District solvent and maintaining District programs at a fiscally sound level, such as the K-3 Class Size Reduction Program, All-day Kindergarten Program, the grades 4-6 Visual and Performing Arts Program and 7/8 Counseling and After-School Sports Programs.
- Continue to implement Gr. 4-6 support from Gr. 4-6 Task Force recommendations.
- Continue to maintain Class Size Reduction at appropriate and fiscally sound levels and the Visual and Performing Arts Program, allowing some release time for preparation for teachers in grades 4-6.

Employee Relations continued:

- Continue to implement a web-based substitute calling system.
- Follow up with recommendations stemming from California School Employees Association (CSEA) and American Federation of State, County and Municipal Employees (AFSCME) leadership meetings.
- Continue to schedule meetings with Executive Team for District classified staff in same manner that Executive Team meets with schools.
- Schedule Executive Team to meet with Presidents of CSEA, AFSCME, and Oak Grove Educators Association (OGEA) on a monthly basis.
- Continue to provide classified staff mentors.
- Continue to provide recognition of classified staff with explicit detail of how classified work is associated with student success. (through Exemplary Staff Vision award)
- Include certificated and classified staff on personnel selection committees as appropriate.
- Continue to work with certificated and classified staff on the impact of budgetary reductions including reorganization models.
- Implement NCLB requirements (e.g. credentials.)
- Continue to provide NCLB paraprofessional accreditation.
- Meet at least once a year with the employee “Listening Committee” to address employee concerns.
- Align the District’s goal setting with District’s professional development. Disaggregate professional development to meet the needs of administrators and teachers’ professional standards.
- Monitor appropriate employee dress guidelines that align with student dress expectations. (Now a Board Policy)

- Vision Intersect:**
- ✓ Integrity (Core Value)
 - ✓ Communication
 - ✓ Maximum Use of Resources
 - ✓ Positive Interdependence (Core Value)
 - ✓ Innovative Spirit
 - ✓ Exemplary Staff

3. TEACHER/ADMINISTRATIVE RECRUITMENT, DEVELOPMENT

Descriptive Statement: Due to the fiscal challenges that our District is facing, there has not been a need for K-6 teacher hiring/recruitment and is not a priority. We continue to actively recruit quality teachers for intermediate school math, science, and social studies positions. The SB 1209 and Formative Assessment for California Teachers (FACT) training for new teachers’ requirement has been established and implementation has been a joint effort of the Human Resources and Educational Services Divisions for first and second year teachers.

Objective: Recruit and assign the best possible staff with a specific focus on hiring candidates that more closely reflect our student population. **Responsibility:** Human Resources Division

Teacher/Administrative Recruitment continued:

Teacher Activities:

The following activities are *ongoing*, meaning that they have been *completed or institutionalized* and are regularly implemented on an annual basis:

- Continue successful collaboration with City/County pertaining to teacher recruitment fairs and housing programs.
- Continue to assess the need to host a District Annual Job Faire as part of our Recruitment Plan.
- Continue with the University partnership relative to the intern program, e.g., San Jose State University, National Hispanic University.
- Continue focus on the recruitment of African American and Hispanic teachers and administrators to reflect student demographics.
- Continue site-based support for new and experienced teachers to enhance site collaboration and team building.
- Implement Teacher Induction Plan aligned with SB 1209 and FACT.
- Communicate Oak Grove School District's programs and accomplishments.
- Be proactive in identifying positions to be replaced and begin recruiting process, including identifying potential successful administrators from other districts and potential internal candidates.
- Collaborate with the Teacher Education (TE) Collaborative Internship Program to recruit potential teacher leaders and administrators, enhance support and training of new administrators, and apply for funding to support trainee program.
- Continue to work toward providing quality human resources support within the Human Resources reorganization model.
- Expand recruitment efforts by fully implementing the ED-JOIN Recruitment and Information Management System, an on-line application/applicant tracking process.
- Continue to provide a District Administrative Trainee Program (Aspiring Leaders) to coach District staff to transition into future administrative positions.

Classified Employees:

- Continue to emphasize recruitment and hiring of classified employees that reflect the student demographics.
- Implement plan to train classified staff, including substitutes, special education, and non-duty personnel, on the needs of racially diverse students of color, and how to positively interact during supervision.

The following activities are *pending*, meaning that a plan of action is being developed during the 2010-2011 school year:

All Employees:

- Continue to investigate the possibility of future infant/child care options for employees within our newly-developed preschool/child care programs.

Administration:

- Integrate the new members of the Leadership Team with the overall organizational structure.

Vision Intersect: ✓ Exemplary Staff

4. **FISCAL ISSUES**

Descriptive Statement:

A balanced budget for the Oak Grove School District for 2010-11 was passed by our Board of Trustees in June 2010, as required by law. California continues to experience the most dramatic fiscal crisis since the days of Proposition 13 in the late 1970's. The minimum funding level for K-12 education is set forth in the State Constitution. Referred to as the Proposition 98 funding guarantee, education receives 40.319% of the State's general fund tax revenue. For 2010-11, the State estimates the Proposition 98 guarantee to drop by another \$1.6 billion from \$50 billion down to \$48.4 billion. With the cumulative loss in revenue and additional ongoing cuts, the Oak Grove School District has been faced with planning cuts totaling close to \$9.5 million over the 2010-11 and 2011-12 fiscal years. On a positive note, funding from the Federal Education Jobs Fund will be allocated to school districts which will require discussions on legally-approved use of funds. Listed below are the District budget priorities, stemming from community and staff input, consistent with the District Core Values:

- Maintain the State Class Size Reduction Program at a feasible level at grades K-3. (23 to 1 teacher/student ratio)
- Maintain the Extended Day Kindergarten Program.
- Maintain the grades 4-6 Visual and Performing Arts Program at a fiscally sound level.
- Maintain competitive salaries and benefit offerings for employees.
- Maintain an appropriate level of grades 7-8 Counseling and After School Sports Program.

Current State funding is not sufficient to meet the aforementioned goals. With the closing of two schools several years ago and only through the generous support of the community, with the passage of the \$68 annual parcel tax renewed in 2010, are we able to maintain important programs. New sources of revenues are being considered.

Objective: The District will be managed in a manner which maintains its quality program and competitive position, and staff and community will have a more realistic understanding of District fiscal issues. **Responsibility:** Business Services Division

Activities:

The following activities are *pending*, meaning that a plan of action is being developed during the 2010-2011 school year:

- Continue to explore charging community groups for use of facilities.
- Continue to explore the possibility of charging for regular education transportation if state funding worsens.

The following activities are *ongoing*, meaning that they have been *completed or institutionalized* and are regularly implemented on an annual basis:

- Invest funds from the sale of the Calero property and use interest to support key District programs.

Fiscal Issues continued:

- Communicate early and with frequency to staff and community, through newsletter articles and other appropriate communications and presentations, the realities of the current fiscal situation.
- Review fiscal allotments due to passage of Measure C, the parcel tax renewal.
- Continue to practice Maximum Use of Resources by funding programs through grants whenever possible, e.g., Targeted Instructional Improvement Grants (TIIG), Math, ELL.
- Continue to track closely the attendance patterns at all schools to ensure that declines are identified early and addressed through staffing or other changes. Identify improvements in attendance such that “best practices” can be identified and shared.
- Continue to focus on conservation to reduce energy costs, including “green” options.
- Continue to offer more healthy food choices to increase student participation levels at breakfast and lunch.

The following activities are *in process*, meaning that a plan of action is currently being implemented for the 2010-2011 school year.

- Consider the possibility of utilizing a combination of new ongoing and one-time moneys, plus any other available one-time moneys, to moderate the impact of necessary budget reductions, spreading them over two or three years.
- Participate in the Silicon Valley Education Foundation to generate revenue for specific initiatives.
- Implement a “people-oriented” energy management program to further increase conservation in reducing energy costs.
- Take advantage of all state flexibility options as it pertains to categorical programs and federal stimulus funds.

Vision Intersect: ✓ Maximum Use of Resources
 ✓ Communication

4. *MODERNIZATION IMPLEMENTATION*

Descriptive Statement:

Thanks to the Oak Grove community, the District was able to successfully pass a \$125 million “no tax rate increase” bond measure to continue improving the school facilities and enhance the learning environment for students. This new bond program will enable the District to finish the modernization work started by the last bond measure in 1995 and allow the District to design and build two new gymnasiums. The \$75 million bond approved in 1995 benefited all schools by allowing for new roofs, bathroom facilities, interior and exterior painting, libraries, playgrounds, retrofitting, and heating and air conditioning systems, among numerous other projects. Additionally, normal wear and tear on school facilities has taken place over the years. Subsequently, additional resources can serve to upgrade and maintain our school facilities that are conducive to student learning and a continued pride to surrounding neighborhoods.

Objective: Implement the objectives of the Modernization Plan consistent with the “no tax rate increase” commitment to the Oak Grove community.

Modernization continued:

Activities:

The following activities are *pending*, meaning that a plan of action is being developed for the 2010-2011 school year.

- Set specific goal of modernization vs. operating expenses within ballot language.
- Present to Board of Trustees options for funding of solar projects.
- Consider modernization that addresses the life of existing portables and investigate the possibility of permanent structures on sites needing growth.

Vision Intersect: ✓ Maximum Use of Resources

6. PROFESSIONAL DEVELOPMENT

Descriptive Statement: With the increasing accountability demands, professional development will become a priority. Successful professional development and best practices need to be provided to all staff.

Objective: Provide professional development to enhance probability for success.

Activities:

The following activities are *ongoing*, meaning that they have been *completed or institutionalized* and are regularly implemented on a differentiated basis:

- Provide ongoing professional development (mentoring, modeling, etc.) Continue to work with staffs in the continuous improvement process to identify resources for providing mentoring at the sites. The focal areas this next year will be systematic ELD and PBIS.
- Provide support for teachers new to their grade level aligned to District Professional Development Plan.
- Continue to implement Leadership Team Professional Development Plan.
- Continue to support the walk-through process. Focus all Curriculum and Instruction meetings around the Cycle of Inquiry/Continuous Improvement Process.
- Follow existing professional development plans; i.e. Literacy Plan, CTAG, etc., and continue to revamp.
- Provide a forum for the sharing of best practices by restructuring leadership team meetings and by tapping in-house resources for professional development through the Fireside Chat structure.
- Continue to provide new administrative support program with coaching for new administrators.
- Continue to provide Facilitative Leadership, Interest Based Problem Solving, and McGrath Template trainings to principals and Leadership Team representatives.
- Provide awareness/avenues for classified employees to meet mandates of NCLB in regard to paraprofessional training (IA's at Title I Schools).

Professional Development continued:

- Continue to provide in-service opportunities for classified staff in the area of special education students' needs (i.e. SELPA in-services for specialized training) and relating with students from diverse backgrounds.
- Continue to work with CSEA/AFSCME on staff development activities and training needs. Focus will be on all job alike areas.
- Continue implementation of District and site-specific professional development plans for administration and teachers.
- Continue with Equity Team and Leadership Team equity professional development.
- Continue with Digging Deeper equity training.
- Continue to de-privatize best practices throughout the District through triannual reviews.
- Continue training for software implementation.
- Provide Systematic ELD training.
- Continue to implement Second Steps and PBIS and explore other programs.
- Continue administrative training on Best Practices for standard-based observation/evaluation that began in Spring 2009 with New Teacher Center.
- Continue to focus on RtI/PBIS implementation.
- Explore implementation of PBIS as a foundation of the RtI model.

The following activities are *pending*, meaning that a plan of action is being developed for the 2010-2011 school year.

- Pilot RtI at selected schools.
- Review and align District Differentiated Professional Development Plan.
- Provide Oak Grove Readers' and Writers' Workshops.

Vision Intersect: ✓ Exemplary Staff
 ✓ Positive Interdependence (Core Value)

7. SCHOOL CHOICE

Descriptive Statement: Public opinion polls indicate that parents would like more choice options within the public school system. During the 2005-2006 school year, a new alternative program, Inspiring Nurturing Discovering Integrating Guiding Opportunities (INDIGO), was implemented at Frost Elementary School. Additionally, an Independent Home Study Program and Bilingual Waiver Program at Stipe, Christopher, and Edenvale Schools are offered, as well as the AdVENTURE Program, a STEMS model.

Objective: Increase choice opportunities for Oak Grove School District parents.

Activities:

The following activity is *pending*, meaning that a plan of action is current being developed.

- Board Policy and Administrative Regulations will be adopted to address the Open Enrollment Act.

School Choice continued:

The following activities are *in process*, meaning that a plan of action is currently being implemented for the 2010-2011 school year.

- Continue to support the INDIGO Program as a K-8 model at Frost Elementary School focusing on parent participation, positive discipline and constructivist learning model.
- Continue to offer school choice opportunities for community.
- Begin planning for a K-8 option in conjunction with INDIGO Program
- Continue the option of Jr. Kindergarten for students with birthdates September 1-December 2 with a focus on one Jr. Kindergarten per Learning Community.
- Continue to consider a grade 6-8 option at one of the intermediate schools.
- Consider possible Spanish Immersion Program.
- AdVENTURE/STEMS Program

8. STUDENT INFORMATION SYSTEM

Descriptive Statement: The former student information system, SASI (School Administration Student Information), will no longer be supported by 2010. A new student information system, *Infinite Campus*, will be implemented in 2010-2011.

Objective: Implement new student information system.

Activities:

The following activities are ongoing meaning that a plan of action is now institutionalized and being implemented on an annual basis.

- Provide a training program for District employees.
- Align electronic attendance and grade book at intermediate schools.
- Begin alignment of Infinite Campus with the East Side Union High School District.

9. BOARD TRANSITION

Descriptive Statement: During the Spring of 2010, the process to move from an At-Large voting model to a Trustee Area voting model was completed.

Objective: Communicate the newly established Trustee areas to the Oak Grove community.

Activities:

The following activities are in process meaning that a plan of action is currently being implemented for the 2010-2011 school year.

- Communicate the newly established Trustee areas to Key Communicators and the Oak Grove community via The Report Card, the Superintendent's Newsletter, and electronic means.

10. CHILD CARE/PRESCHOOL

Descriptive Statement: Over the years, in response to parental input to the Five-Year Plan, child care options have been added on school sites. This has been achieved through the contracting of services with day care providers. In an effort to continue to provide these services to the Oak Grove community and increase revenues, the District has provided child care and preschool directly at two school sites. Having a preschool option will also provide for a more articulated curriculum to the District kindergarten program.

Objective: Prepare for expansion of preschool/day care for 2011-2012 school year and increase publicity of services offered to parents to maximize attendance and participation.

Activities:

The following activities are *pending* meaning that a plan of action is currently being developed.

- Begin analysis of current site and facility options to prepare for expansion of the child care and preschool programs in the 2011-2012 school year and increase publicity to promote expansion.
- Complete the necessary paperwork with the state for additional site options or current program expansion.

The following activities are *ongoing*, meaning that they have been institutionalized and are regularly implemented on an annual basis.

- Continue to support needed facilities at Frost and Taylor.
- Continue with recruitment efforts started in the prior school year.
- Continue to provide maximum opportunity possible for parental choice of school of attendance to allow for more parent flexibility in meeting child care needs.
- Continue to benchmark with other districts which have been successful in meeting child care needs.
- Continue to investigate and support participation in non-traditional child care options provided through City programs, such as Parks and Recreation.
- Continue to explore options for child care at all elementary school sites without child care.
- Explore any identified opportunities for providing Pre-K programs.
- As soon as summer school sites are determined, interact with child care providers who serve that community to determine the viability of, and encourage providing child care services for students attending the summer school program.
- Investigate the availability of after school programs for the intermediate schools, in cooperation with the Schools-City Collaborative and others as appropriate.
- Continue to research child care for District employees.
- Consider plan to assume child care and preschool for fee options run by District.

Vision Intersect:

- ✓ Maximum Use of Resources
- ✓ Community Involvement (Critical Issue)
- ✓ Positive Interdependence

11. SPECIAL EDUCATION

Descriptive Statement: The number and intensity of students with special needs continues to increase. The amount of financial resources diverted from general education to special education has continued to increase approaching \$9 million in 2009-2010.

Objective: Examine options to continue to offer high quality programs while analyzing District practices in an effort to streamline and offer more effective and efficient services.

Activities:

The following activities are *ongoing*, meaning that they have been *completed or institutionalized* and are regularly implemented on an annual basis:

- Continue to follow the Special Education Self Review and Program Improvement Plan to improve service, improve staff morale, assist in staff recruitment and retention, and reduce costs.
- Increase District capacity to provide occupational therapy and Applied Behavioral Analysis services.
- Ensure a functioning preSST and SST process at every school site.
- Develop a student database to assist in tracking (monitoring) student progress and placement into increasingly less restrictive environment.
- The Special Education Leadership Council “SELC” will meet regularly to review special education issues and follow-up actions.
- Continue to explore special education recruitment through a special education intern program. Explore the use of technology to meet the identified needs of special education students.
- Enhance communication efforts with parents of special education students, including those attending county and non-public school programs.
- Continue to explore recommendations and make appropriate changes from Special Education Audit
- Implement audit recommendations from the independent agency following their thorough review of district practices as they pertain to special education, including referral process, placement of students, staffing, and financial accounting.

The following activities are *pending*, meaning a plan of action is being developed during the 2010-2011 school year:

- Work in collaboration with school sites to implement the Response to Intervention Plan.
- Present to the Board of Trustees results of the audit and implement aspects of the audit which will result in a continuation of high quality programs in a more efficient manner.
- Present results and plans of implementation to the special education staff and gather their input into next steps.
- Develop and implement a plan of action based on results of the audit.
- Develop a plan to monthly analyze the MIS (Management Information System) for data accuracy.

Vision Intersect:

- ✓ Positive Interdependence (Core Value)
- ✓ Communication
- ✓ Maximum Use of Resources

12. ENVIRONMENTAL CONSCIOUSNESS

Descriptive Statement: Students and staff must take the initiative to support efforts to reduce energy and waste and develop facilities that support the effort to be a “greener” district.

Objective: To reduce waste and have school sites and departments make maximum efforts to produce greener facilities and control waste resulting in fiscal savings and environmentally sound practices.

Activities:

The following activities are *pending*, meaning a plan of action is being developed during the 2010-2011 school year:

- Continue to investigate future solar power possibilities to existing facilities with long-range fiscal stability in mind.
- Continue to develop site and department plans for reduction of waste and implement a recycling program at all sites and in all departments.
- Explore student attendance areas to address reduction in transportation.
- Continue to implement paperless communication for school, staff, and Board of Trustees and minimize use of paper as a communication tool as technology permits.
- Explore site and District Office capabilities to utilize electronic communication with various stakeholders.

The following activities are *ongoing*, meaning that they have been *completed or institutionalized* and are regularly implemented on an annual basis:

- Follow and implement appropriate recommendations from Energy Manager with a minimum goal of a 15% reduction in energy usage in year two.

ONGOING PRIORITIES

The following subsections reflect prior focus areas which have either been completed or institutionalized within the District. They remain ongoing priority areas to be implemented on a continual basis.

1. PROMOTION/RETENTION/SAFETY NETS

Descriptive Statement: Promotion/Retention has now been fully implemented in compliance with State legislation. Activities listed will continue to be implemented. The primary issues will continue to be the decision to retain or promote students performing below standards and continuing the safety net programs beyond the regular school day given the loss of safety net program funding. **Responsibility:** Educational Services Division

Activities:

The following activities are *ongoing*, meaning that they have been *institutionalized* and are regularly implemented on an annual basis:

- Continue to emphasize that the most effective intervention is the actual classroom program, and implementation of effective practices as outlined in the Literacy Plan. Shift existing paradigm, i.e., scheduling subjects on a daily basis, and emphasizing the importance of reading, writing, and mathematics for students performing below standards by increasing time on those subjects within the regular day.
 - Continue to focus on special education, English Language Learners (ELL), math, and student performance issues.
 - Continue to provide intersessions and summer Reading Academy for ELL when funding is available.
 - Continue to implement Safety Net Program.
 - Continue to communicate to staff (staff handbook, site presentations).
 - Continue to communicate to community and develop partnerships or stand alone support for safety net programs.
 - Continue to refine promotion/retention policies, procedures, and communication.
 - Address staffing issues for extended time instruction.
 - Refine alignment of curriculum and instruction for safety net programs with standards.
 - Continue to provide parent education/involvement opportunities for students performing below standards.
 - Continue to focus on increased positive attendance at all schools.
 - Develop powerful, accelerated curriculum & instructional strategies for extended time instruction.
 - Continue to redirect staffing resources to schools most at need.
 - Continue to focus resources targeted for extended time instruction as early in the school year as possible to allow a greater opportunity to successfully meet standards, thus reducing the number of students who would be eligible for summer school.
 - Continue to evaluate the effectiveness of resources and programs considered as safety nets, and focus subsequent resources on the most effective interventions. These include: foundation-supported Summer School; Saturday School; After School tutoring; Valdes
- Promotion/Retention Safety Nets continued:

Summer School Program (when offered). Report findings to Board of Trustees in the coming year.

- Continue using Cycle of Inquiry process.

Vision Intersect: ✓ Student Success

2. GIFTED AND TALENTED EDUCATION (GATE)

Descriptive Statement: The District is committed to meeting the needs of high achieving and gifted students. The focus of our Gifted and Talented High Achievers’ support is a combination of GATE Academy classes and differentiated instruction. The District takes a long-term view of high achievers. For example, our top students often complete high school-level geometry upon graduating from grade 8. We have averaged over 100 students per year—one class from each intermediate school—completing geometry by 8th grade, a ratio among the highest in the County.

Objective: Students will receive differentiated curriculum in the general education classroom at their level of achievement and interest, and parents will recognize this as the core of GATE services. Parents will perceive that the Gifted and Talented Education “GATE” services are effective and a District priority. A District survey will be done to verify the effectiveness. The level of certification among students of color will be reflective of their numbers in the District.

Responsibility: Educational Services Division

Activities:

The following activities are *ongoing*, meaning that they have been *institutionalized* and are regularly implemented on an annual basis:

- Continue with regular District GATE teacher representative meetings and parent meetings.
- Implement the plan described in the GATE State application as determined by the District’s GATE Task Force.
- Provide professional development on Differentiated Instruction.
- Provide regular communication to parents on school and District strategies and activities to support identified GATE students.
- Continue to provide for high achieving students, in addition to identified GATE students.
- Cluster high achievers/GATE students.

Vision Intersect: ✓ Communication
 ✓ Student Success

3. SMALL SCHOOLS

Descriptive Statement: Research has shown the value of the Small Schools Concept, especially at the secondary level. A Small Schools option was implemented for grades 7 & 8 students at Caroline Davis Intermediate School in 2008-2009.

Small Schools continued:

A cohort of approximately 120-150 students formed the Davis Small School Community, emphasizing a strong college-going culture for the students involved. Continuing the small school option, a grades 5-8 option emphasizing science and technology with a hands-on constructivist teaching model is now set to begin in 2010-2011.

Objective: Implement the Small Schools Science and Technology Concept.

Activities:

- Develop concept of a grades 5-8 science and technology program (100-150 students).
- Implement the grades 5-8 AdVENTURE/STEMS Program for the 2010-2011 school year at Herman Intermediate School.

The following activity is *pending*, meaning that a plan of action is being developed for the 2010-2011 school year.

- Examine development of options at Bernal Intermediate School.

- Vision Intersect:**
- ✓ Communication
 - ✓ Community Involvement (Critical Issue)
 - ✓ Innovative Spirit

4. CONTINUE IMPLEMENTATION OF COMMUNICATION PLAN

Descriptive Statement: The Communication Plan was developed as a guide to enhance two-way communication among all stakeholders throughout the Oak Grove Community.

Objective: Systematically review and implement Communication Plan. **Responsibility:** All Divisions and Sites

Activities:

The following activities are *ongoing*, meaning that they have been *completed or institutionalized* and are regularly implemented on an annual basis:

The activities in the Communication Plan are specific in nature. For 2010-2011, the following will be continued:

- District internal newsletter, The Acorn.
- Maintain publication of The Report Card. (minimum two times per year)
- Continue to use District leaders, referred to as Key Communicators, to communicate and receive feedback on key issues.
- Communicate with community new Trustee Area Voting process.
- Continue to create a bi-monthly Superintendent Newsletter.
- Board/Superintendent meetings with Home and School Clubs and School Site Councils.

Communication Plan continued:

- Surveys:
 - Parent/Community Survey (bi-annually)
 - District Office
 - Site
 - Staff
 - Beginning Teacher Support and Assessment (BTSA)
 - Student
- Continue to present to parents the University of California and California State University high school course requirements (known as the A-G requirements). Communicate to parents the targeted 8th grade exit criteria (e.g. algebra).
- Increase use and update the District web site and email to communicate important events and information.
- Continue to utilize the District web site (www.ogsd.k12.ca.us) to disseminate timely information relative to critical current events (major events or emergencies).
- Continue to provide training for key staff and District leaders to further develop their communication skills.
- Continue to disseminate Key Message statements regarding District identity package.
- Provide professional development for the Leadership Team.
- Increase efforts to communicate with public-at-large through the Neighborhood Associations, Senior Centers, Youth Sports Leagues, and tenants of our leased sites.
- Target preschools in areas highlighting positive achievements of district.
- Continue to communicate to parents aspects of assessment system; e.g. API, AYP, etc.
- Provide regular press releases to local media and other external communication sources
- Utilize the ConnectED communication system to communicate with parents on a large-scale basis.

Activities:

The following activities are *in process*, meaning that a plan of action is currently being implemented for the 2010-2011 school year:

- Continue to have an Information Center at each site and division.
- Consider school web site connection to District web site and explore common elements of school web sites.

Vision Intersect: ✓ Communication

5. *TRANSPORTATION*

Descriptive Statement: Students arriving at school on time is important to student success. Recruiting and retaining drivers is a critical variable. Transportation continues to be needed for children with special needs, including those attending special education programs outside of the District. In addition, the focus on safety nets and summer school to meet the needs of students below standards, as well as the impact of serving students when a class level is full at the Transportation continued:

student's home school, have added to transportation requirements. Recommendations from a transportation audit will be reviewed and implemented as appropriate.

Objective: Students will arrive to school on time and transportation will be provided for students attending special education programs outside of the District and will be available for identified safety net programs and other critical needs. **Responsibility:** Transportation Department

Activities:

The following activities are *pending*, meaning that a plan of action is being developed during the 2010-2011 school year.

- Begin review of transportation routes and school boundaries for a more effective and economical approach to transporting students.

The following activities are *ongoing*, meaning that they have been *institutionalized* and are regularly implemented on an annual basis:

- Evaluate options and implement transportation services, either through internal or contracted resources for students attending special education programs outside of the District.
- Hire staff and acquire appropriate equipment as necessary to operate established routes to provide required service.
- Develop and implement an ongoing recruitment and retention plan to better ensure a continuing supply of applicants for critical bus driver positions.
- Establish task force, per Budget Committee recommendation, to consider possibly charging for transportation.
- Increase bus driver hours.

Vision Intersect:

- ✓ Innovative Spirit
- ✓ Exemplary Staff
- ✓ Quality Instruction

6. AFTER SCHOOL PROGRAMS – PROPOSITION 49

Descriptive Statement: Proposition 49 was passed as a state initiative in 2002. Proposition 49 provided for automatic state funding for after school programs once certain Proposition 98 fiscal criteria are met.

Objective: Determine the feasibility of applying for grant funding and choose vendor to operate program.

Activities:

- Annually research available vendors to provide after school services.

INTERMEDIATE PRIORITIES (through 2013)

1. TECHNOLOGY

Descriptive Statement: The District implemented a Technology Plan. Because of limited resources, not all technology interests can be met. Instead, the Technology Plan focuses on specific grades to ensure that all students are exposed to basic technology experience.

Objective: Implement the District Technology Plan as currently written and as funding is available. Maintain Phases 1 and 2 (grades five and six and content areas in grades 7/8 except for math) and support Alpha Smart keyboarding at grade 4. Consider a replacement plan for program as funding or grants become available.

Activities:

The following activities are *ongoing*, meaning that they have been *institutionalized* and are regularly implemented on an annual basis:

- Continue implementation of technology plan as resources become available. (For 2010-2011 continue to implement for the intermediate schools through the Title 2 Renovation, Formula and competitive grants.)
- Update the adopted Technology Plan to determine status at all schools, and to ensure that it remains viable and aligned with District performance objectives.
- Evaluate results of the Plan review and modify if/as appropriate.
- Communicate plan to community (e.g., Key Communicators, Community Forum) to address expectations in a proactive manner.
- Continue to track current expenditures to maintain a balance between literacy and technology to focus on student performance.
- Continue to develop technology teachers' network and training.
- Develop and support technology for teachers and provide training.
- Implement and monitor effectiveness of school technology mentor program made possible through grant received.
- Information Systems staff will work closely with Educational Services Division staff to ensure accurate automated student data for reporting CBEDS and Language Census data.
- Continue to actively pursue and implement preventive measures to battle computer viruses and spam.
- Comply with Children's Internet Protection Act "CIPA", i.e. implement Internet filters as called for in CIPA.
- Research and implement an effective employee use agreement around technology.

The following activities are *pending*, meaning that a plan of action is being developed during 2010-2011 school year:

- Pursue grants to support technology.
- Current Technology Plan will be updated as required by the State.

Technology continued:

- Vision Intersect:**
- ✓ Maximum Use of Resources
 - ✓ Quality Instruction
 - ✓ Student Success

2. LOCAL/STATE/FEDERAL EMERGING INITIATIVES

Descriptive Statement: Political issues can emerge suddenly requiring District attention.

Objective: Actively support the District interests in improving student performance by responding to emerging political issues.

Activities:

The following activities are *ongoing*, meaning that they have been *institutionalized* and are regularly implemented on an annual basis:

- Communicate with Key Communicators regarding major issues.
- Use of the District newsletter, The Report Card, to keep community informed.
- Continue to inform the community about public use of funds to support student performance.
- Keep abreast of new political issues which may arise through association with California School Boards Association (CSBA), California Association of Large Suburban School Districts (CALSSD), and the Association of California School Administrators (ACSA).

The following activities are *in process*, meaning that a plan of action is currently being implemented for the 2010-2011 school year:

Activity:

- Support a Statewide Master Plan for education.
- Common Core Standards.
- Implement new laws regarding choice and/or open enrollment and parent empowerment.

- Vision Intersect:**
- ✓ Student Success
 - ✓ Maximum Use of Resources
 - ✓ Community Involvement (Critical Issue)
 - ✓ Communication
 - ✓ Innovative Spirit

3. RECOMMITMENT TO DISTRICT CORE VALUES

Descriptive Statement: The District Vision metaphor was first created in 1996 and redesigned in 2002. Given the influx of new staff, a recommitment to the District Core Values may be in order.

Recommitment to District Core Values continued:

Objective: Implement a process where all employees can continue to recommit to our Core Values.

Activities:

- Continue to focus on staff as to their commitment to the Core Values.

LONG-TERM PRIORITIES (through 2015)

In addition to Safety Issues, the following areas are expected to remain as priority areas over the next five years:

Accountability: Activities will be driven by performance data from State assessments and mandated accountability on all schools, especially Title I schools. Title I schools will remain a priority. However, any changes or reauthorization in the federal No Child Left Behind Act and the Blueprint for Reform may affect the activities in the long term. With the adoption of the Common Core State Standards, we will monitor closely any changes in accountability or new accountability targets, which will be implemented over the next two to five years as the components of the Common Core Standards are developed and implemented.

The Open Enrollment Act and the Parent Empowerment Act passed by state legislation will be a focus over the next few years and district policies and administrative regulations being written will address the options parents will have.

Kindergarten entrance requirements will be monitored as legislation is deciding on a phase-in process for school readiness and entrance age requirements are addressed over a three-year period.

The District Five-Year Plan Objections for Accountability will continue to be a focus and we will not lessen our target for student success but address the ever changing needs of our students and staff.

Fiscal Issues: Proposition 98 currently establishes a minimum annual funding level for K-12 education. The challenge will continue to be an adequate and guaranteed funding level for our schools. The passage of a State budget and its commitment to adequate funding will be closely monitored, especially if the California Constitution's minimum guarantee is suspended or changed. With the ongoing concerns over the state's budget shortfalls, District finances will continue to be a challenge in our efforts to balance employee compensation with program offerings for our students. Maintaining a feasible K-3 Class Size Reduction Program and the Grades 4-6 Visual and Performing Arts Program will be dictated by funding. The 2010 renewal of the Parcel Tax has allowed services and school support to remain funded at the appropriate levels. The use of the funds from the sale of the Calero property must be carefully analyzed for the future of our district and the yearly, one-time interest used to best meet the needs of the entire district. The bridging of all state flexibility of categorical funds will be removed in 2012-2013 and district focus on resources will be impacted.

Administrative Changes: Over the next three years the changes in Leadership Team will see the final changing of the guard due to retirement and the new leadership is being prepared and set in place to address the change.

Parental Choice/Small Schools: Programs to meet the needs of parents and students will continue to be addressed and implemented when feasible. The small school program models as

Parent Choice/Small Schools continued:

SLIC at Davis, Indigo, AdVENTURE, DaVinci and Independent Study will be strengthened and options for parents will continue.

School Boundaries/Transportation: The re-alignment of school boundaries will be a focus in the next three to five years, if not sooner. Decisions on the size of schools and the manner in which transportation is provided will be a focus.

SUMMARY

The Five-Year Plan serves as an action plan to meet the anticipated challenges of the next five years. The priorities identified emerged as joint priorities for the Board of Trustees and Superintendent. A variety of staff, community and State sources were used to develop the District priorities. These priorities will be reviewed on an annual basis and may be modified accordingly as unforeseen new issues emerge. If the priorities are what the District focus will be, the activities outlined in the Five-Year Plan reflect how the priorities will be addressed. These activities will be reviewed and evaluated regularly by staff.

The priorities and activities are consistent with the District Vision and Core Values. The District Vision provides the construct for which priorities and objectives are to be developed. The Core Values are to be integrated within the process of how activities will be implemented.

At the core of the Five-Year Plan is Student Performance. All activities and distribution of resources must be consistent with that central focus. The Superintendent will provide an annual report to the Board of Trustees on progress toward meeting the objectives of the identified priorities.

STUDENT LEARNING

We value a safe, nurturing, child-centered environment in which student learning is the major focus.

POSITIVE INTERDEPENDENCE

We value a cooperative environment of mutual support, teamwork, shared responsibility, and success.

QUALITY PERFORMANCE

We value commitment to creativity, innovation, initiative, continuous growth, and a strong work ethic.

INTEGRITY

We value ethical and honest interactions.

RESPECT

We value and respect the individual differences and diversity of our students, employees, and community.