

# Castro Valley Unified School District 2009-2010 District Goals & Objectives

## *Translating Our Vision into Student Achievement as Members of Professional Learning Communities*

The 2009-2010 District Goals & Objectives highlight the next steps in the District's continuing journey towards educational excellence for every student. The Goals & Objectives are driven by federal and California legislative actions that call for common standards, increased accountability, and a high level of academic achievement for every student, which are consistent with the expectations that the District has long held for all students and staff. The Goals & Objectives provide direction and guidance for sites and departments as they prepare their school, departmental, and individual objectives for the 2009-2010 school year. The Goals & Objectives represent the highest aspirations for all students.

The Goals & Objectives address the five goal areas established under the federal *No Child Left Behind* (NCLB) legislation which are implemented through the District's *Local Education Agency Plan* (LEAP) approved by the Board of Education. These five goals are supplemented by two local goals (Budget and Communication). Each goal is detailed with proposed objectives. It is important to note these objectives do not replace the LEAP but, instead, are intended to support the detailed plan required under *No Child Left Behind*. These objectives also support those incorporated into the state-required *School Plan for Student Achievement*.

The District will continue its long-standing commitment to quality education in a learning environment that emphasizes focused creativity and innovation within legal and fiscal guidelines in order to make *Translating Our Vision into Student Achievement as Members of Professional Learning Communities*.

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**GOAL I: All students will achieve at a level of proficiency or better in reading and mathematics by 2013-2014.**

Objective I-A: Student Achievement:

- The District and each school will continue to analyze student performance data (e.g., individual, subgroup, cohort, and aggregate) for all students based on local, state, and federal assessments and other measures of student learning in order to improve student achievement.
- New performance goals and instructional plans for targeted student intervention and support, including instructional strategies to address closing the achievement gap, will be established for the 2009-2010 school year based on the belief that all students can learn.
- These targets and plans for student achievement will be specified in each school's School Plan for Student Achievement and the District Local Education Agency Plan (LEAP).
- The District and sites will be accountable for monitoring student achievement targets and making necessary programmatic adjustments throughout the year.

Objective I-B: Closing the Achievement Gap Through Educational Equity:

- The Equity Policy and multi-year Equity Plan will continue to be monitored, evaluated, and adjusted. The Plan will be integrated into District and sites' plans, practices and professional development.
- Professional development, cohesive and coordinated intervention (i.e., Response to Intervention), and student support structures (i.e., special education) will continue to be provided to ensure that every teacher is responsible for every student.

**GOAL II: All English Learner students will become proficient in English and achieve at a level of proficiency or better in reading/language arts and mathematics.**

Objective II-A: English Learner Program:

- An English Learner program will be maintained at all sites as defined in the District's Local Education Agency Plan (LEAP) and site plans based on the belief that every teacher is responsible for an English Learner student.
- The District will annually assess student progress in learning English and report the percentage of students attaining English language proficiency.
- Programs will be monitored and adjusted at each site using relevant assessment data.
- Professional development will be provided to enhance instructional practices and the analysis of assessment data.
- All teachers will be in compliance with state credentialing requirements (e.g., CLAD).

**GOAL III: All students will be taught by highly qualified teachers.**

Objective III-A: Recruiting and Support Strategies:

- The District will enhance and expand recruiting and support services to attract and retain highly qualified certificated, classified, and administrative staff members from diverse populations with an attempt to hire staff that represents the demographics of the student population.
- The District will continue to refine the interview and selection process to ensure that the best candidates continue to be selected.
- Principals will be trained in interview strategies that focus on identifying quality behaviors for both teachers and support staff.

Objective III-B: Professional Induction:

- The District will continue its commitment to provide a strong program of professional induction, collaboration, growth, and reflection for teachers and administrators to enhance their professional practices and deepen their understanding of effective instructional strategies.
- The Tri Valley Teacher Induction (TVTIP) program will serve new, fully credentialed teachers.
- TVTIP professional development opportunities will be open to all certificated staff to augment district-sponsored professional development.
- Administrators will be supported through the individualized coaching and mentoring programs as well as the Assistant Principal Network.

Objective III-C: Professional Development:

- The District will continue to support professional development opportunities based on student assessment data and the identified needs of teachers, including, but not limited to:
  - ✓ The areas of literacy, mathematics, science, visual and performing arts, social studies and the integration of technology in learning and teaching.
  - ✓ Scientifically based best practices/instructional strategies addressing literacy, mathematics, science, educational equity, and differentiated instruction.
  - ✓ Response to Intervention (RTI).
  - ✓ Effective team building, instructional leadership, effective personnel practices, effective observation and evaluation techniques, effective classroom instruction, differentiation, intervention strategies, and student support strategies for site administrators.
  - ✓ Strategies to assist principals to create and empower parent partnerships with the school to enhance each student's educational experience.
  - ✓ The impact of shared vision on school culture and the enhancement of learning communities for the Leadership Team.
  - ✓ District administrators trained in Leadership Coaching will participate with neighboring districts (San Ramon, Dublin, and Pleasanton) in the ACSA LEAD Coaching network in order to refine their coaching skills.

Objective III-D: Collaborative Instructional Environment:

- The District will encourage, support, and facilitate staff collaborations (e.g., grade level, departmental, school-wide, inter-school) to share, learn, and grow professionally as a means to enhance instructional strategies, align classroom instruction with state standards, and ensure consistent, district-wide expectations for student achievement.
- The District will encourage and support the development and implementation of Professional Learning Communities (PLC) at each school and throughout the District.
- The District will encourage and support Response to Intervention (RTI) as its approach to addressing student learning needs to close the achievement gap.

**GOAL IV: All students will be educated in a learning environment that is safe, drug-free, and conducive to learning.**

Objective IV-A: Planning the Learning Environment:

- Planning will be focused on updating the District's capital investment plans for both facilities and technology.
- The District will continue to upgrade technology to support student learning, instructional strategies/practices, and the effective operation of schools and the District.
- The planning process will include the validation and prioritization of unmet requirements, identification of potential revenue sources, and development of strategies for securing funding and completing projects.
- The District will continue to pursue additional partnership opportunities with organizations such as the Hayward Area Recreation and Parks Department (HARD).
- Staff will continue to involve community organizations and members (e.g., the Measure C Citizens' Oversight Committee, the Castro Valley Arts Foundation, the Castro Valley Sports Foundation, the Castro Valley Educational Foundation, Save Our Schools Castro Valley!, Music Parents Society, the Castro Valley Community Action Network [CVCAN], the Mid-Alameda County Special Education Local Plan Area [MACSELPA], and the Superintendent's Parent Leadership Council) to ensure the learning environment reflects the needs and interests of the students, staff, parents, and the community.

Objective IV-B: Technology:

- The District will continue to upgrade the computer network by installing a new Wide Area Network (WAN) to provide better classroom and office access to the Internet.
- The District will coordinate and support the migration from SASI to a new student scheduling and records system.
- The District will implement CALPADS and CALTIDES, the new state-mandated reporting systems.
- The District will explore options to fund the enhancement and expansion of instructional technology.

Objective IV-C: Building/Improving the Physical Environment:

- The District will continue to pursue funding for modernization projects to enhance the learning environment and meet the current and future needs of the students and staff.
- Modernization will include initiatives related to seismic upgrades, the improvement of existing learning spaces, technology upgrades, and security upgrades.

Objective IV-D: Supporting the Student Learning Environment:

- The District and schools will foster positive, safe, harmonious school environments through the support and implementation of programs that promote:
  - ✓ character development
  - ✓ bias reduction
  - ✓ resiliency
  - ✓ mediation skills
  - ✓ communication skills
  - ✓ an understanding and acceptance of diversity
  - ✓ anger management
  - ✓ an increased use of the Developmental Assets
- Programs and strategies will be implemented to address barriers to learning (e.g., truancy, bullying, substance abuse).
- The District will continue to work with the Alameda County Sheriff's Department to ensure the presence of School Resource Officers (SRO) to support site staffs.
- The District will pursue partnerships that support and enhance the student learning environment.

Objective IV-E: Wellness Policy:

- In response to the District Wellness Policy, each school site will continue to utilize a Site Wellness Committee to implement a plan that includes goals for nutrition education, physical activity, and nutritional guidelines for all foods available on school campuses during the day.

Objective IV-F: Emergency Response Plan:

- School sites and the District Office will update their safety plans, train staff, hold site level drills, and participate in district and county drills.
- Sites will review, refine, and implement an emergency communication system to keep parents informed in an emergency.
- Sites will acquire, organize, and properly store adequate supplies to be used in an emergency.

**GOAL V: All students will graduate from high school**

Objective V-A: Intervention:

- Response to Intervention (RTI) will be implemented district-wide.
- The District will provide appropriate support and training to implement RTI.
- Prevention and intervention systems will be established, implemented, and evaluated at each school to identify, monitor, and support students in need.
- Small Learning Communities and the Title I extended-day kindergarten programs will be continued.
- Preventive programs and intervention strategies (e.g., transition support for students between 5<sup>th</sup>-6<sup>th</sup> and 8<sup>th</sup>-9<sup>th</sup> grades, 9<sup>th</sup> grade house, pre-teaching strategies and programs, and parent collaboration/parent education programs will be utilized).
- A comprehensive intervention program to support students not passing the California High School Exit Exam (CHSEE) will be continued.
- Summer school programs will be monitored, evaluated, and adjusted to operate within state funding.

Objective V-B: Alternative Learning Opportunities:

- Middle and high school alternative learning opportunities will continue to be monitored, evaluated, and adjusted with available resources to meet student needs.
- Ninth grade program structure (i.e., 9<sup>th</sup> grade house), student support systems, and student placement options will continue to be monitored, evaluated and adjusted to meet student needs.
- Adult Education will continue to be a supplemental program to support high school students on the path to graduation.

**GOAL VI:** The District will closely monitor the budget to ensure fiscal stability and implement a budget development process that includes regular communication with employees, parents, and the community accompanied by opportunities for input.

Objective VI-A: Budget Monitoring:

- The District will maintain a balanced budget for the current and two subsequent years.
- The District will closely monitor the impact of the state budget on the District budget to ensure sufficient cash flow and legally required reserves.
- The District will establish criteria for controlling/freezing expenditures.

Objective VI-B: Budget Development Process:

- The District will establish a budget development process and timeline for the 2010-2011 budget that involves staff and community meetings.
- The District will regularly communicate budget issues with the public and solicit input throughout the budget development process.

**GOAL VII:** The District will regularly and openly communicate with staff, parents, and the community to ensure an understanding of District issues and encourage involvement in district.

Objective VII-A: Communication Plan:

- The District will develop and implement a communication plan to keep staff, parents, and the community informed.
- The Communication Plan will establish a district identity based on student achievement and excellence.
- The District will use the Castro Valley Unified School District (CVUSD) web page as a primary vehicle for communication (e.g., Superintendent's Message, Budget Updates).
- The District will implement an e-newsletter (e.g., Constant Contact) to support and complement the web page.
- The District will work with parent and community leaders to communicate District information in a timely manner.
- The District will continue to hold community meetings at each site throughout the year to encourage dialogue.