ENCINITAS UNION SCHOOL DISTRICT
DISTRICT GOALS
2015/2016

DISTRICT PLAN ALIGNMENT

EUSD's Local Control and Accountability Plan (LCAP), as approved in June 2015, identifies goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities. EUSD also has identified Four Pillars of Distinction and District Key Themes and Goals. Finally, all EUSD schools have developed their own Single Plans for Student Achievement. This planning document represents the District's efforts to align these various planning efforts into a coordinated approach to District and School improvement.

The following overarching goals represent the desired outcomes by the State of California, the Encinitas Union School District, and all of the schools in EUSD:

1. **Pupil Outcomes -** All Students will have the prerequisite skills needed to eventually graduate from high school and be college and career ready.

2. **Conditions of Learning** - All students will be provided with access and opportunities that support learning.

3. **Stakeholder Engagement -** All stakeholders will be engaged in the educational process.

The following **eight priorities** have been identified by the California Department of Education:

1. Basic Services
2. Implementation of content and performance standards
3. Course Access
4. School Climate
5. Pupil Engagement
6. Involvement and Input of all Stakeholders
7. High Student Achievement
8. Other Student Outcomes

District Pillars of Distinction

1. Academic Excellence
2. 21st Century Learning
3. Health and Wellness
4. Environmental Stewardship

The **District Key Themes and Goals** in 2014/2015 included the following areas:

1. Academic Achievement
2. Teacher Collaboration
3. Common Core Implementation
4. Communication
5. Technology
6. Safety
7. Health & Wellness
8. Global Competencies
9. Green Restructuring

EUSD's LCAP from 2014-2015 consists of **five goals** that encompass the above state and local priorities:

Goal 1: Through Common Core State Standards Implementation, Encinitas USD will increase student achievement in Language Arts, Math, Social Studies, and Science.

Goal 2: Encinitas USD will increase parent, staff, and community awareness, communication, and involvement to aid and enhance student learning.

Goal 3: Encinitas USD will maintain and improve safe, green, and innovative learning environments that engage students and promote health and wellness.

Goal 4: Encinitas USD will train and retain highly qualified staff to facilitate the personal and academic success of each student.

Goal 5: Encinitas USD will ensure quality programs, adequate resources, and digital learning opportunities to deliver personalized learning and meet the unique needs of diverse groups.

For 2015/2016 the Encinitas Union School District LCAP goals, District Goals, and the Single Plan for Student Achievement (SPSA) goals will align through the following **three overarching areas**:

1. Pupil Outcomes
2. Conditions of Learning
3. Engagement

ENCINITAS UNION SCHOOL DISTRICT
DISTRICT GOALS OVERVIEW
2015/2016

1. **PUPIL OUTCOMES GOAL** – All students will have the prerequisite skills to graduate from high school and be college and career ready.

   A. **High Student Achievement** - Students will attain the knowledge, traits, and skills necessary to meet or exceed state standards and master all expected District standards.

   B. **Other Student Outcomes** - All students will be taught the knowledge, traits, and skills related to success in DREAMS education, Health and Wellness, and Environmental Stewardship.

2. **CONDITIONS OF LEARNING GOAL** - All students will be provided with access and opportunities that support learning.

   A. **Basic Services** - Students have access to core services as measured by the extent to which students are taught by fully credentialed teachers, have standards-aligned materials, and attend classes in safe and clean facilities.

   B. **Implementation of Content and Performance Standards** - The District will provide comprehensive support to staff to implement all District curriculum and assessments.

   C. **Course Access** - All students (including special need students and unduplicated count students) have access to a broad course of study and programs that includes the state standards.

3. **ENGAGEMENT GOAL** - All stakeholders will be engaged in the educational process.

   A. **School Climate** - The school climate is focused on ongoing improvement and promoting student success.

   B. **Pupil Engagement** - Students use the framework of purpose, passion, power, and play to engage in school.

   C. **Involvement and Input of All Stakeholders** - All stakeholders will be in engaged in the educational process and have multiple opportunities to learn about the District and to provide input and support to District operations.

OVERARCHING GOAL #1 – Pupil Outcomes

All Students will have the prerequisite skills needed to eventually graduate from high school and be college and career ready.

DISTRICT GOAL A - HIGH STUDENT ACHIEVEMENT

Students will attain the knowledge, traits, and skills necessary to meet or exceed state standards and master all expected District standards.

Indicators of Goal:	Actions to be taken to reach this Goal:
Educational Services – Evidence of active student learning throughout District. Implementation of digital curriculum with appropriate supporting pedagogy in place. Strong teacher collaboration, planning, and focus on formative assessment and feedback. Well-articulated and coordinated writing programs throughout every school.	1. Provide support and assistance for all teachers in using the digital curriculum. 2. Work through principals on monitoring digital curriculum use and providing additional support where needed. 3. Share best practices throughout district on collaboration activities, assessment practices, and curricular mapping models. 4. Support writing training through additional training and material acquisition.
Pupil Personnel Services – Ongoing support for special needs integration with typical developing students. Ongoing training / support for implementation of World Ready Traits and Skills.	1. Meet regularly with Educational Services team to ensure that all digital curriculum is being used appropriately with special needs students. 2. Provide regular training of special educators in the areas of TPACK. 3. Create rubrics and training support focused on World Ready Traits and Skills.
Superintendent / Board – Strong focus from top that student learning is top priority of District. (Pillar of Distinction – Academic Excellence) Superintendent / Board highly visible at District schools.	1. Schedule regular visits of the superintendent and board to observe instructional programs at all schools. 2. Highlight unique programs at schools through board meetings, PTA presentations, and special awards programs.

Metrics / Evidence for evaluating progress toward this goal:

1. Digital curriculum usage charts
2. Teacher training calendar
3. Personalized Professional Development Feedback
4. PPS / Educational Services planning agendas and calendar
5. NCCSE Training calendar
6. Board site visit calendar
7. Agendas for PTA meetings and board meetings.
8. Academic awards earned by district and schools

OVERARCHING GOAL #1 – Pupil Outcomes

All Students will have the prerequisite skills needed to eventually graduate from high school and be college and career ready.

DISTRICT GOAL B - OTHER STUDENT OUTCOMES

All students will be taught the knowledge, traits, and skills related to success in DREAMS education, Health and Wellness, and Environmental Stewardship.

Indicators of Goal:	Actions to be taken to reach this Goal:
Administrative Services – Facilities reflect focus on environmental stewardship – SCRAP carts, gardens, environmental cleaning, grounds, and maintenance practices are all in evidence.	1. Contract with Sowinski Consulting to oversee all environmental stewardship activities in the district. 2. Train students in use of SCRAP carts and gardens. 3. Train custodial staff in use of SCRAP carts and environmental cleaning practices. 4. Train grounds department in use of appropriate environmental practices.
Educational Services – Clear evidence that students are exposed to a curriculum that teaches health and wellness. DREAMS education is promoted and taught throughout District.	1. Refine Health and Wellness curriculum and then implement. 2. Provide training and support for teachers on DREAMS education. 3. Create Energy Teams at solar schools.
Superintendent / Board – Clear focus on health and wellness supported by superintendent and Board. (Pillar of Distinction – Health and Wellness) Clear focus on environmental stewardship supported by superintendent and Board. (Pillar of Distinction – Environmental Stewardship)	1. Continue to spotlight outstanding programs in health and wellness and environmental stewardship. 2. Develop health and wellness framework and then assess district on delivery of elements in framework. 3. Hold monthly meetings of district Green Team 4. Share work of district in these areas through local and national presentations. 5. Farm Lab – A) Hire director B) Build out facilities C) Develop and implement educational programming for 1st, 3rd, and 6th graders. D) Create development plan E) Develop strategic partnerships

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Metrics / Evidence for evaluating progress toward this goal:

1. Sowinski Consulting presentation to Board on annual accomplishments
2. Training schedules for students, custodians, and grounds departments
3. Health and Wellness curriculum documents
4. Professional development calendar
5. Model DREAMS projects around district
6. Energy Team presentation to Board
7. Green Team meeting minutes
8. Health and Wellness Framework evaluation tool
9. Farm Lab Implementation Plan and update to Board

OVERARCHING GOAL #2 - Conditions of Learning All students will be provided with access and opportunities that support learning.	
DISTRICT GOAL A - BASIC SERVICES Students have access to core services as measured by the extent to which students are taught by fully credentialed teachers, have standards-aligned materials, and attend classes in safe and clean facilities.	
Indicators of Goal:	**Actions to be taken to reach this Goal:**
Administrative Services – District is fully and appropriately staffed. Teachers are highly trained. High degree of teacher and support staff retention. Schools are safe and clean. Effective utilization of technology and support staff resulting in effective and efficient district management (PeopleSoft Transition).	1. Beginning in May, 2016, AS will begin projection planning for the 2016-2017 school year matching student enrollment projections with necessary staffing hiring. 2. Conduct annual assessment of instructional staff related to "highly qualified" status. 3. In conjunction with Educational Services, teacher input will be gathered through an annual survey of instructional staff. 4. Transition all personnel functions to PeopleSoft, Aesop, and Veritime software.
Business Services – Effective utilization of technology and support staff resulting in effective and efficient district management (PeopleSoft Transition). Appropriate funding and business support provided to meet needs in this area. Fiscal planning reflects current and future District needs and resources.	1. Transition all business functions to PeopleSoft, Aesop, and Veritime software. 2. Meet with all sites and departments to assure that available funds are appropriately distributed, utilized, and tracked. 3. Work with the superintendent and board to plan for short-term and long-term district budgeting.
Educational Services – Evidence of appropriate digital and print materials available for all students. All students and teachers have appropriate 21st Century teaching / learning tools.	1. Work with stakeholder input to implement a process to review current instructional materials and acquire new materials that best meet student needs.
Pupil Personnel Services – Support for foster and homeless youth are in place.	1. Monitor and support all services needed for foster and homeless students in the district.
Superintendent / Board – All schools are fully updated with 21st Century schools, classrooms, and teaching / learning tools. (Pillar of Distinction – 21st Century Learning)	1. Work with all departments to ensure that all students, staff, and teaching areas have current 21st Century teaching / learning tools in place.

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Metrics / Evidence for evaluating progress toward this goal:

1. Staffing planning documents
2. Certification of Highly Qualified teacher status
3. Employee survey results
4. PeopleSoft implementation updates to Board
5. Budget adoption, management, and audit reports
6. Instructional materials presentation to Board
7. Foster and Homeless Youth Plan
8. Technology Refresh Plan

OVERARCHING GOAL #2 - Conditions of Learning
All students will be provided with access and opportunities that support learning.

DISTRICT GOAL B - IMPLEMENTATION OF CONTENT AND PERFORMANCE STANDARDS
The District will provide comprehensive support to staff to implement all District curriculum and assessments.

Indicators of Goal:	Actions to be taken to reach this Goal:
Administrative Services – Ongoing BTSA support program provided for all first and second year teachers.	1. Implement a BTSA support program in conjunction with National University that will provide support to all 1st and 2nd year teachers in the District.
Educational Services – Instructional staff is actively engaged in personalized staff development to improve their skills related to technology, pedagogy, and content knowledge. Grade level teams meet on regular basis to use student data to address unique student learning needs and refine grade level curricular maps. Instructional staff is provided with appropriate resources, tools, and training to implement state and local assessments.	1. Develop, implement and review a personalized professional development plan for all teachers. The plan will include multiple options to deliver teacher development training and appropriate resource allocation to support the plan. 2. Principals will provide grade level collaboration time for all grade level teams at their site. Principals will participate on a regular basis in meeting with each grade level team during collaboration. 3. Educational Services staff will provide training and support to all staff to implement interim and final state level assessments and all local assessments. 4. Educational Services staff will develop training modules to help teachers, parents, and students access, analyze, and apply reporting tools from the digital curriculum.
Pupil Personnel Services – Special education staff are provided with appropriate tools and training to meet the needs of all students.	1. Work with special educators to modify and expand digital curriculum tools to support special education students. 2. Pupil Personnel Services staff will work with Educational Services staff to develop rubrics and provide training on rubrics related to giving feedback to all students on World Ready Traits and Skills.

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Metrics / Evidence for evaluating progress toward this goal:

1. BTSA documents submitted to California Teacher Credentialing Department at CDE
2. End-of-year review of Personalized Professional Development Plan
3. Principal evaluations
4. Staff Development Calendar
5. Parent Engagement Session Calendar
6. PPS Approved App List
7. World Ready Traits and Skills Rubrics

OVERARCHING GOAL #2 - Conditions of Learning
All students will be provided with access and opportunities that support learning.

DISTRICT GOAL C - COURSE ACCESS
All students (including special need students and unduplicated count students) have access to a broad course of study and programs that includes the state standards.

Indicators of Goal:	Actions to be taken to reach this Goal:
Business Services – Appropriate instructional support resources are provided to ensure that all students have access to enrichment support, intervention support, ELD, and other resources as needed.	1. Provide all schools with intervention funds to support all students in developing proficiency at mastery of state standards.
Educational Services – There is evidence of curricular planning at all levels that support personalized learning options for students.	1. Grade level planning teams will develop curricular planning maps that support personalized learning for all students. 2. Digital curriculum resources will be utilized to support personalized learning for all students.
Pupil Personnel Services – Special needs students are provided with appropriate materials and instruction to meet their instructional level and grade level needs.	1. Schools will implement an RTI model to support student mastery of state standards. 2. Monitor special needs programs to ensure that all students have access to individualized learning materials and instruction. 3. Provide regular staff development for special educators that supports individualized learning plans for students.

Metrics / Evidence for evaluating progress toward this goal:

1. Intervention plans and budgets
2. Curricular planning maps for ELA and Math
3. Site RTI plans
4. Staff Development Calendar
5. PPS Staff Development Calendar

OVERARCHING GOAL #3 – Engagement All stakeholders will be engaged in the educational process.	
DISTRICT GOAL A - SCHOOL CLIMATE The school climate is focused on ongoing improvement and promoting student success.	
Indicators of Goal:	**Actions to be taken to reach this Goal:**
Administrative Services – Classified staff is directly engaged in providing feedback and input toward improving District operations. District schools and the District Office are welcoming places where students, staff, and visitors are greeted and supported.	1. All departments will participate in gathering customer input to determine ways to improve customer service from District Office. 2. Work with rest of District Office staff to focus on positive customer service outcomes. 3. All work requests will be monitored continuously to ensure that requests are responded to in a timely fashion.
Business Services – District schools and the District Office are welcoming places where students, staff, and visitors are greeted and supported.	1. All departments will participate in gathering customer input to determine ways to improve customer service from District Office.
Educational Services – District schools and the District Office are welcoming places where students, staff, and visitors are greeted and supported.	1. All departments will participate in gathering customer input to determine ways to improve customer service from District Office. 2. Curriculum for World Ready Traits and Skills will continue to be refined and implemented.
Pupil Personnel Services – District schools and the District Office are welcoming places where students, staff, and visitors are greeted and supported. Students seldom are absent from school. Students are well behaved and have a variety of supports and tools in place if they have social or emotional problems. World Ready Traits and Skills are in evidence throughout the District Schools use a variety of strategies in lieu of suspension to correct student behavior.	1. All departments will participate in gathering customer input to determine ways to improve customer service from District Office. 2. Provide communication and follow up to families where students are missing high numbers of absences or are identified as truants. 3. World Ready Traits and Skills rubrics will be created and implemented.
Superintendent / Board – Health and Wellness Curriculum is fully implemented throughout District (Pillar of Distinction – Health and Wellness)	1. All departments will participate in gathering customer input to determine ways to improve customer service from District Office. 2. Regular Districtwide Health and Wellness Committee meetings will be held to support the District Health and Wellness Plan. 3. A Health and Wellness Framework will be developed that will identify all areas of focus for health and wellness.

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Metrics / Evidence for evaluating progress toward this goal:

1. District Office Customer Service Improvement Plan developed
2. Work requests and time line logs
3. World Ready Traits and Skills curriculum and feedback rubrics
4. Health and Wellness Committee meeting minutes
5. Health and Wellness Framework

OVERARCHING GOAL #3 – Engagement
All stakeholders will be engaged in the educational process.

DISTRICT GOAL B - PUPIL ENGAGEMENT
Students use the framework of purpose, passion, power, and play to engage in school.

Indicators of Goal:	Actions to be taken to reach this Goal:
Educational Services – Staff training reflects a focus on student engagement. District learning opportunities for students support high engagement. Students are actively engaged in complex, real world application of learning.	1. Implement Personalized Professional Development Plan. (PPDP) 2. Evaluate learner attitudes toward PPDP. 3. Educational Services will continue to focus on implementing project based learning, personalized learning, and digital curriculum with an emphasis on expanding student engagement. 4. Educational Services training and Principal Triads focus on effective questioning strategies. 5. Create student energy teams at various campuses. 6. Continue implementation of SWPPP.
Superintendent / Board – Students attending Farm Lab will have opportunities to extend learning in highly engaging ways.	1. Continue implementation of Farm Lab plan.

Metrics / Evidence for evaluating progress toward this goal:

1. Personalized Professional Development Program Assessment
2. Student, Parent, and Staff End-of-Year Surveys
3. Student Presentations (SWPPP and Energy Team(s))
4. Farm Lab Update Presentation to Board

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OVERARCHING GOAL #3 – Engagement

All stakeholders will be engaged in the educational process.

DISTRICT GOAL C - INVOLVEMENT AND INPUT OF ALL STAKEHOLDERS

All stakeholders will be in engaged in the educational process and have multiple opportunities to learn about the District and to provide input and support to District operations.

Indicators of Goal:	Actions to be taken to reach this Goal:
Business Services – An interactive LCAP process is in place that results in a transparent LCAP plan leading to student success.	1. An LCAP plan will be developed with a budget that reflects the goals of the District.
Educational Services – An interactive LCAP process is in place that results in a transparent LCAP plan leading to student success. There is regular and ongoing parent education in evidence.	1. LCAP meetings will be held throughout the school year to acquire, analyze, and apply stakeholder input into the LCAP plan. 2. The LCAP plan will be monitored and revised throughout the course of the school year. 3. Implement a Parent Engagement educational series of trainings.
Pupil Personnel Services – Parents of special needs students are provided with multiple opportunities to engage with the District.	1. An active Parent Advisory Group will meet throughout the school year to give input to the Special Education Department. 2. Engage with all PTAs to encourage the creation of a special education support PTA board position and to encourage the creation or continuance of site level SOAR teams. 3. Host a series of Sundowner Parent Trainings.
Superintendent / Board – There are multiple opportunities for the public to learn about District news. The public has multiple venues and avenues to provide input into District operations. There are high numbers of parents involved in school events and organizations. Strong community support is provided for District students.	1. Continue efforts to expand social media approach to share District news with community. 2. Gather stakeholder input throughout year to inform LCAP development. 3. Continue to support PTA / EEF and parent volunteers by frequent communications, ongoing partnerships, and volunteer recognition activities.

Metrics / Evidence for evaluating progress toward this goal:
1. LCAP Plan and Budget 2. LCAP Calendar 3. Parent Engagement Series Calendar 4. Parent Advisory Group Agendas and Minutes 5. PTA Board Positions 6. SOAR Plan 7. Assessment of Social Media Use