

Pajaro Valley Unified School District

Comprehensive Accountability Framework

May 2010
(Final)



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PAJARO VALLEY UNIFIED SCHOOL DISTRICT COMPREHENSIVE ACCOUNTABILITY FRAMEWORK

SECTION 1 EXECUTIVE SUMMARY

1.0 INTRODUCTION

At the beginning of the 2008-2009 school year, Superintendent Dorma Baker assembled the Accountability Design Team (ADT). The ADT task was to develop Comprehensive Accountability Framework (CAF) in the district in response to State mandates to improve student achievement. The ADT was comprised of 38 members representing an array of stakeholders from Pajaro Valley Unified School District (PVUSD) including parents, teachers, members of the Board of Trustees, site, and district office administrators.

The purpose of the CAF is to clarify and focus the district-wide work and resources that best benefit our students and their educational goals. The work of the ADT supports, reinforces and validates the district vision, and puts forth procedures to carry out the district's mission and goals:

PVUSD Mission Statement

Our mission is to educate and support learners in reaching their highest potential. We prepare students to pursue successful futures and to make positive contributions to the community and global society.

PVUSD Goals

The CAF provides a structure that will guide PVUSD in meeting the following PVUSD goals:

Following are the PVUSD goals:

- 1. PVUSD will provide academic challenges for all students and will support and maintain programs that are successful and help build new opportunities so we keep all students engaged in their learning.*
- 2. PVUSD will provide a consistent and strategic program to achieve the goal of English acquisition.*

3. *PVUSD will ensure that all schools provide a safe, healthy, and positive school environment for students and staff.*
4. *PVUSD will attract, hire, develop and retain an excellent professional staff throughout the district.*
5. *PVUSD will engage and sustain the trust, involvement, and responsibility of all parents and community to promote collaborative programs which result in high levels of success for all students.*
6. *PVUSD will maintain a balanced budget while effectively maximizing all resources to fulfill educational priorities.*

The CAF will assist in ensuring PVUSD’s commitment to continuous improvement where outstanding teaching and learning are demonstrated, supported, and celebrated. This framework will serve as a constructive tool to focus policy, leadership initiatives, and specific strategies on continuous improvement. The CAF includes both the *District-Wide Performance Indicators* and the *School Site and District Department Performance Indicators* that put the District’s goals into measurable terms. This framework provides a plan for analyzing relevant assessment data and other pertinent information with the ultimate goal of improving academic achievement for all students. Furthermore, this framework establishes the plan for communication among students, parents, staff, Board of Trustees, and the community. In addition, the CAF guides the development and implementation of research-based educational initiatives that are most effective in PVUSD schools. This information provides a foundation for individual school and district department improvement plans.

1.1 GUIDING PRINCIPLES

Ten principles guide the development and implementation of the CAF and are foundational to the effectiveness of this initiative. These ten principles, with definitions, are outlined in the following table:

Congruence	The district’s rewards and incentives are compatible with the goals and indicators emphasized in the accountability framework
Respect for Diversity	The accountability framework includes multiple measures of achievement, some of which apply to all school sites and district departments (District-Wide Performance Indicators) and some of which apply to individual school sites and district departments based on identified needs (School Site and District Department Performance Indicators)
Accuracy	The measures outlined for the accountability framework reflect the use of alternative evidence beyond test scores
Specificity	The accountability framework clearly delineates the indicators that measure what is being done to help students achieve
Feedback for Continuous Improvement	The accountability framework focuses on indicators that emphasize student achievement and the use of indicator results to make informed decisions about school site and district department improvement and new initiatives
Universality	The accountability framework holds all stakeholders in the district accountable: students, parents, staff, and members of the Board of Trustees
Fairness	The accountability framework is structured so that everyone knows the “rules of the game” and that all schools and departments have the opportunity to play by the same rules
Sustainability	The accountability framework is designed to maintain the district’s focus on student achievement even when changes occur in personnel and policy
Equal Access	The accountability framework is structured so that everyone has access to a rigorous standards-based curriculum in accordance with each student’s readiness level, interests, language development needs, and long-term goals
Connectivity	The accountability framework ensures that schools share information about their improvement efforts and the impact of their strategies with one another

SECTION 2 ACCOUNTABILITY FRAMEWORK

2.0 INTRODUCTION

The Pajaro Valley Unified School District (PVUSD) is committed to continuous improvement in student achievement. Therefore, the Accountability Design Team (ADT) has developed the Comprehensive Accountability Framework (CAF) to define and ensure progress in meeting district and site-based goals. The foundation of this framework is the belief that accountability for student learning is the responsibility of all the stakeholders in the District and leadership is shared by students, parents, staff, the Board of Trustees, and the community. All stakeholders have a common interest in high student achievement and benefit from quality PVUSD schools and the services they provide to children of the community. The CAF encourages and provides opportunities for all stakeholders to be actively engaged in continuously improving student achievement.

Furthermore, the CAF relies on the principle of reciprocal accountability and makes a “commitment to recognize the worth of each person in the system as an active and vital member of a team charged with the responsibility for successful student learning” (Kamm, p. 29). In *Bridging the Gap Between Standards and Achievement: The Imperative for Professional Development in Education*, Richard Elmore (2002) clearly explains this principle of reciprocal accountability:

For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation. Likewise, for every investment you make in my skill and knowledge, I have a reciprocal responsibility to demonstrate some new increment in performance. This is the principle of “reciprocity of accountability for capacity.” It is the glue that, in the final analysis, will hold accountability systems together (p. 5).

The processes and protocols included in the CAF are built on this foundation of reciprocity. The CAF creates a transparent system for reciprocal accountability that is student-centered, educator-

generated, and data-driven. The system goes beyond test scores as the sole measure of student achievement. Multiple indicators will be considered and analyzed when monitoring progress toward meeting district goals. The CAF provides three levels of indicators from which to gauge progress toward meeting the district-wide goals:

- **District-Wide Performance Indicators** provide evidence of progress toward achieving district-wide goals through a variety of quantitative performance data. This will provide the focus for writing school site and district department improvement plans
- **School Site and District Department Performance Indicators** measure performance and provide evidence of progress toward meeting school site and district department goals. These measurements come from a variety of quantitative sources
- **Reflections and Next Steps** provides a qualitative narrative focused on the impact of school site and district department efforts made toward continuous improvement. *Reflections and Next Steps* is included in improvement plans, providing a context for that improvement often not apparent in quantitative data. This narrative gives insights into the programs, projects, and strategies implemented toward meeting goals and objectives and provides next steps toward continuous improvement

2.1 FEDERAL, STATE AND LOCAL GUIDELINES

The California State Department of Education holds as its core belief “that the school system must meet the comprehensive learning needs of each student to reach high expectations” (CDE, 2008). This includes the goals of:

- Holding local educational agencies accountable for student achievement in all programs and for all groups of students

- Building local capacity to enable all students to achieve state standards (CDE Goals, 2008)

PVUSD is mandated to perform as specified by federal, state and local guidelines, laws, policies, and procedures. Governing these are federal, state, local laws, and Board of Trustees’ policies and procedures. The results of federal and state performance assessments such as, Annual Yearly Progress (AYP) and Annual Performance Indicators (API) as well as profiles such as the School Accountability Report Card (SARC) serve as indicators for the progress of the District. The CAF is aligned to support these performance standards and focuses the District’s efforts on continuous improvement and student achievement.

2.2 DISTRICT-WIDE PERFORMANCE INDICATORS

District-Wide Performance Indicators measure the progress toward PVUSD Strategic Goals 1-6. The PVUSD Goals and the District-Wide Performance Indicators guide ongoing communication among PVUSD stakeholders. The results of these indicators will be reported to the Board of Trustees and the community by the superintendent on an annual basis.

PVUSD GOAL 1: Provide academic challenges for all students. Support and maintain programs that are successful and help build new opportunities so we keep all students engaged in their learning.

PVUSD GOAL 2: PVUSD will provide a consistent and strategic program to achieve the goal of English acquisition.

District-Wide Performance Indicators	Data Source	Disaggregate by Subgroup
Percentage of students scoring proficient or above in reading, writing, math, social studies, and science	CST, STS, CMA, CAPA, and District Benchmarks	Yes
Percentage of students progressing one or more levels per year in reading, writing, math, social studies, and science	CST, STS, CMA, CAPA, APS (9 Essential Program Components) and CELDT	Yes

Percentage of English learners progressing one or more levels per year	CELDT and CST (separately and together)	No
Percentage of students attending schools 95% or more of the time	District Student Information System	Yes
Percentage of eighth graders meeting promotion requirements	District Student Information System	Yes
Percentage of high school students with credit on track to graduate in four years by grade level	District Student Information System	Yes
Percentage of 10 th grade students passing CAHSEE	CAHSEE	Yes
Percentage of students enrolled in AP classes	Advanced Placement	Yes
Percentage of students in AP classes who pass AP exams	Advanced Placement	Yes
Percentage of graduates who receive a high school diploma (Pass CAHSEE & meet graduation requirements)	District Student Information System	Yes
Percentage of graduating seniors who have been accepted to colleges and universities	CAL-PASS	Yes
Percentage of 5 th , 7 th , and 9 th graders who achieve Proficiency on the state Physical Fitness exam	BMI baseline readings (kindergarten), State test data	Yes

PVUSD GOAL 3: Ensure that all schools provide a safe, healthy, and positive school environment for students and staff.

District-Wide Indicators	Data Source	Disaggregate by Subgroup
Percentage of students, staff, and parents who report schools as being safe (agree or higher)	Healthy Kids Survey District Parent Survey Staff Survey	Yes
Percentage of health and safety work orders that are completed within 48 hours	SIMS Database	No
Percentage of schools passing safety inspections	William's Inspection Report Fire Marshall Report Safety Inspections (required by underwriters and pool insurance indicators)	No
Ratio of incidents to number of students that threaten the health and safety of others and that lead to suspensions or expulsions	District SIS (Student Services)	Yes (by site)

PVUSD GOAL 4: Attract, hire, develop, and retain an excellent professional staff throughout the district.

District-Wide Indicators	Data Source	Disaggregate by Subgroup
Percentage of teachers meeting the highly qualified criteria	Title II, Level C, Human Resources Highly Qualified Report	Yes
Percentage of highly qualified teachers who stay in the District for more than five years	Human Resources Longitudinal Data Spread Sheet	Yes
Percentage of district and site initiated professional development experiences that meet four critical components of professional development (theoretical, demonstrations, practice and feedback, and on-the-job peer-to-peer coaching)	District Professional Development Survey (Title 2)	Yes
Percentage of teachers who participated in district and site initiated professional development experiences	District Professional Development Survey (Title 2)	Yes
Relative ranking of PVUSD in overall compensation with comparable districts	HR, PVFT, CSEA, and PVAM	No

PVUSD GOAL 5: Engage and sustain the trust, involvement, and responsibility of all parents and community to promote collaborative programs which result in high levels of success for all students.

District-Wide Indicators	Data Source	Disaggregate by Subgroup
Percentage of parents who register overall satisfaction with school and district-wide communication	Parent Survey	Yes
Number of schools that have a community organization/business partnership	School Report	No
Percentage of schools with organized community service projects/programs for students	School Report	No
Percentage of schools participating in Parent Outreach Network (PON)	District Report	No
Percentage of school site parent committees (ELAC, PTSA, and SSC) meeting compliance requirements	School Report and District Report	Yes

PVUSD GOAL 6: PVUSD will maintain a balanced budget while effectively maximizing all resources to fulfill educational priorities.

District-Wide Indicators	Data Source	Disaggregate by Subgroup
Percentage of early/on-time budgets for approval of PVUSD Board of Trustees and Santa Cruz County Office of Education	Accounting Records	No
Percentage of budgets submitted with State requirement of 3% reserve and positive undesignated fund balance	Accounting Records	No
Percentage of staffing ratios met (classified, certified, and management)	Human Resource /Budget Records	Yes
Percentage of cost claims decreased in liability and workers compensation	Monthly Claims Reports, Budget Accounts Payable, Attorney Fees, and Third Party Administrators	Yes
Amount of district liability on books	Payroll, Workers' Compensation, and Safety	Yes

SECTION 2.3 SCHOOL SITE AND DISTRICT DEPARTMENT PERFORMANCE INDICATORS

School Site and District Department Performance Indicators are measurements selected by a particular school or district office department. Indicators are neither goals nor strategies, but actual measurements of results achieved due to specific strategies that are selected in order to achieve PVUSD Goals.

School Site and District Department Performance Indicators must be aligned with PVUSD Goals and District-Wide Performance Indicators as described in section 2.2. However, the PVUSD Goals and District-Wide Performance Indicators selected for emphasis may differ from school site to school site or district department to department. In order to make a determination about PVUSD Goals and District-Wide Performance Indicators selected, each school site and district department is expected to carefully analyze its unique needs and challenges, using assessment results, diagnostic information, professional input, and other relevant sources.

School sites and district departments should select no more than three SMART goals (Specific, Measurable, Achievable, Relevant, and Timely) specific to needs and challenges identified in their yearly data analysis. A minimum of two SMART goals at the school level must address academic progress as stated in PVUSD Goals 1 and 2. School sites and district departments may then select from one of the other PVUSD goal areas. One research-based strategy is selected to support each SMART goal. The selected strategy is differentiated to ensure access for targeted student populations. School Site and District Department Performance Indicators are then selected to measure the impact of the strategy toward achieving each SMART goal. These indicators measure both adult actions and student results. To determine progress throughout the year, each indicator is monitored at least every nine weeks and more often as the strategy warrants. All School Site and District Department SMART goals are aligned with the PVUSD goals. Table 1 provides an example of a school site strategy and performance indicators that support PVUSD Goals and District-Wide Performance Indicators.

Table 1: Example of Middle School Site Strategy and Performance Indicators

PVUSD GOAL 1	Provide academic challenges for all students. Support and maintain programs that are successful and help build new opportunities so we keep all students engaged in their learning
DISTRICT-WIDE PERFORMANCE INDICATOR	Percentage of students scoring proficient or above in reading, writing, math, social studies, and science
SCHOOL SITE OR DISTRICT DEPARTMENT SMART GOAL	The percent of students scoring proficient and above on non-fiction writing assessments will increase from _____% to _____% as measured on the PVUSD On-Demand Writing Assessment given in the Fall and Spring
RESEARCH-BASED STRATEGY (Include differentiation to ensure access for targeted student populations)	Implement non-fiction writing with fidelity (using PVUSD writing rubric and district anchor papers to score student writing and providing clear teacher feedback to each student) in each content area minimally two times per grading period
	Differentiation to ensure access for targeted student populations:

	Emphasize pre-writing strategies for EL students, continuously checking for understanding, and build from oral language to print
DATA TEAM IMPLEMENTATION (Explain how Data Teams implement and measure school-wide strategies.)	Each Data Team will build non-fiction writing experiences into units of instruction, minimally two each quarter. Core area Data Teams will report the scores of non-fiction writing assessments to the principal at the end of each quarter. All Data Teams will use the PVUSD writing rubric to guide scoring
SCHOOL SITE OR DISTRICT DEPARTMENT PERFORMANCE INDICATORS AND DATA SOURCES	
ADULT IMPLEMENTATION INDICATOR	STUDENT PERFORMANCE INDICATOR
Increase the percent of non-fiction writing opportunities provided by teachers and implemented with fidelity (using PVUSD writing rubric and district anchor papers to score student writing and providing clear teacher feedback to each student)	Increase the percent of students scoring proficient or above on quarterly non-fiction formative writing assessments (disaggregated by subgroups)
Data Source: Daily Agendas and Data Team Minutes	Data Source: Assessments given and scored (using PVUSD rubric) in each core class and reported to principal (i.e., through My Access or Step-Up-To-Writing)

Additional examples of school site and district department strategies and performance indicators are provided in Appendix B. School-sites and district departments may choose strategies and indicators that are not listed on these tables; however, the research-based strategies and indicator(s) selected must be grounded in a comprehensive needs analysis and align with PVUSD Goals and District-Wide Performance Indicators.

SECTION 2.4 REFLECTIONS AND NEXT STEPS

Reflections and Next Steps are recorded in the narrative on the School Site and District Department Template. In this section, school sites and district departments describe the successes and challenges of their improvement efforts. The following questions may assist in the development of this qualitative summary:

Schools

- How does our performance compare to last year for every student subgroup and targeted student population?
- How do individual student's performance compare to their previous year's results?
- What are the root causes for student performance results?
- Which strategies improved student achievement in each student subgroup and targeted student population and which ones did not? Why?
- What changes will we make to the strategies in order to improve student achievement in each student subgroup and targeted student population?
- Which factors, as determined by the Data Team Cycles, influenced our ability to improve on our performance or success indicators?
- What are we doing to foster continuous improvement?
- What are we learning about student learning and how does this drive our professional development?
- As a school what do we do to meet the needs of the students who are not achieving?
- As a school what do we do to challenge the students who have already mastered prioritized grade level skills and concepts?
- What are our next steps for next year?

District Departments

- Which factors as determined by the District Departments influenced our ability to improve on our Performance Indicators?
- How do our results on our Performance Indicators compare to last year?

- Which strategies improved our performance based on our goals and strategies?
Why?
- What changes will we make to the strategies in order to improve our performance?
What are we doing to foster continuous improvement?
- What are we learning about our services/performance and how does this drive our professional development?
- What are we doing as a department to meet the needs of internal and external clients?
- How is our department efficiently supporting the learning needs of students at all schools due to each schools' identified needs?

SECTION 3 IMPROVEMENT PLANS

3.0 INTRODUCTION

Each school and department within the District generates an annual School or Department Improvement Plan (SIP/DIP) that is aligned with the Comprehensive Accountability Framework (CAF). These plans are developed by site principals and district department directors in partnership with their respective school or department leadership teams. The SIPS will be reviewed and approved by school site councils. These improvement plans contain data reflecting the demographics of the school, achievement indicators, and academic results from the last several years, as well as strategies used by school-sites and district departments to assist with student academic growth. In addition, a short narrative in the improvement plan gives school-sites and district department a chance to tell the story behind the reported numbers. The improvement plans reflect the District's goals and become part of the Local Education Agency Plan (LEAP).

In the fall of each school year, the school site principals, district department directors, and the school and department leadership teams develop their plans using achievement and performance data from the prior year to set school and department SMART goals in alignment with the PVUSD Goals. Progress in achieving goals is shared with all school and department stakeholders (students, parents, staff, Board of Trustees, and community).

3.1 IMPROVEMENT PLAN TEMPLATE DESCRIPTIONS

In developing their improvement plans, school and district department staffs will use the District Wide Performance Indicators and data sources (see Section 2.2) identified for each district goal. The School Improvement Plans and Department Improvement Plans include the following components:

Comprehensive Needs Analysis

The Comprehensive Needs Analysis section provides a protocol to evaluate instructional and organizational effectiveness. School staffs and district department staffs meet at the beginning of each school year to review and analyze data (i.e., CST, CELDT, APS/WASC, CAHSEE, STS, Healthy Kids Survey, and PVUSD Parent Survey), progress monitoring reports, and end-of-year reflections and next steps from the prior year. Areas of strength and concern are noted, and provide the basis for both school and district improvement plans.

Action and Monitoring Plan

After completing the Comprehensive Needs Analysis, the Action and Monitoring Plan focuses on school and department SMART goals, strategies, indicators, and action steps. One Action and Monitoring Plan is completed for each of the school-site or district department goals selected. The SMART goals are aligned with PVUSD Goals and are:

- Specific – They often target subject area, grade level, and/or student populations
- Measurable – The element examined must be quantifiable
- Achievable – The goal is obtainable and within the school’s/district department’s control
- Relevant – The goal addresses an urgent need
- Timely – Goal includes the timeframe when the skills will be assessed

Strategies are the research-based methods designed to achieve the established SMART goals. There is one comprehensive strategy for each selected goal. The selected strategy is differentiated to ensure access for targeted student populations. Strategies are implemented by all staff members within the school or department.

Indicators are measurements that determine the efficacy of a strategy. There are two types of indicators: Adult Implementation Indicators and Student Results Indicators. The purpose of the Adult Implementation Indicator is to ensure deep implementation of the selected research-based strategy with fidelity. Student Results Indicators measure the impact that the implemented strategy is having on student learning.

Action Steps are then selected to ensure that the strategy is fully implemented. Action Steps should be limited to no more than ten per strategy. The following components are included in the Action Steps:

- A brief description of the steps to be put in place to secure the implementation of the strategy
- The timeline to guide the action steps
- The individual(s) responsible for specific actions
- The responsibilities of the designated individual(s)
- The measures used to monitor progress of each action step
- The resources and funding necessary for each action step

Professional Development Plan

The Professional Development Plan concentrates on critical professional development activities that are needed in order to support the strategies and actions listed in the Action and Monitoring Plan. All professional development undertaken by schools and departments will include the following critical components:

- Theory and Understanding
- Demonstration
- Practice and Feedback
- On-the-job Coaching

Review of professional development activities and professional development implementation is part of the “Ongoing Evaluation” process. See Section 4 of the CAF for more detailed guidelines on professional development. Each Action and Monitoring Plan requires a separate Professional Development Plan.

Ongoing Evaluation

Ongoing Evaluation for each goal and strategy noted in the Action and Monitoring Plans will occur each month and be conducted by School-Site and District Department Leadership Teams. The purpose of the Ongoing Evaluation is to review progress being made on the selected strategies so that modifications can be made if necessary. Based on the results as measured by the school and department indicators, strategies may be maintained or modified to achieve desired progress or outcomes. The results of the Ongoing Evaluation will be addressed in quarterly staff meetings.

Reflections and Next Steps

This summative evaluation is a narrative explanation of the Plan which includes reflections and next steps based on the results of the strategies that were implemented. See the questions in Section 2.4: Reflections and Next Steps.

SECTION 4 DATA TEAMS

4.0 INTRODUCTION

A pivotal strategy for the implementation of the Comprehensive Accountability Framework (CAF), School Improvement Plans and Department Improvement Plans is the organization of effective Data Teams. All PVUSD employees are part of a Data Team. The purpose of Data Teams is to focus conversation on student-centered learning and support for that learning.

4.1 SCHOOL-SITE DATA TEAM PROTOCOL

The CAF places emphasis on Data Teams as the vehicle for the following:

- Development of Big Ideas, Essential Questions, and Common Formative Assessments based on the standards to be mastered in a specific unit of instruction (approximately one month)
- Consistent use of Common Formative Assessments (CFA) to inform instruction and to provide timely feedback to students
- Regularly scheduled teacher collaboration meetings focused on analysis of student data from multiple sources, student proficiency, and effective research-based instructional strategies

Data Teams follow specific meeting protocols (see Appendices D and E). First of all, Data Teams identify the Power Standards within a unit of instruction (approximately one month) that students will master through the instructional process. Next, Data Teams “unwrap” the Power Standards and determine the Big Ideas and Essential Questions. Thirdly, Data Teams generate common pre- and post- unit assessments. Teachers then administer the pre-assessment using agreed upon protocols. Teachers next examine the results of the pre-assessment using common rubrics and scoring guides. After the initial steps, Data Teams meet and follow the five step process:

1. Collect and chart student performance data from formative pre- and post- assessments
2. Analyze strength and obstacles in student learning
3. Set a short-term SMART goal for student improvement within a unit of instruction
4. Select effective instructional strategies to meet the established unit SMART goal
5. Determine results indicators to gauge the effectiveness of the selected teaching strategies throughout the unit of instruction

Data Teams plan how to deliver interventions and accelerate learning to meet the diverse needs of their students. Teams write action plans to guide the implementation of their steps, and meet formally and informally between the pre- and post-assessments to monitor and adjust instruction as needed. Data Teams follow specific meeting cycles and protocols and are expected to meet at least monthly at every school site (see Appendix E).

4.2 SUPPORT FOR SCHOOL SITE DATA TEAMS

Data Teams are supported at the school site and district levels. At each school site there is one or more trained Data Team Liaisons. This on-site expert serves as a coach and a resource for ensuring the efficacy of the Data Team process. The implementation of Data Teams is monitored by the school site principal. To create and sustain effective Data Teams, the following steps are essential:

- Allocate necessary time and resources to implement Data Teams beginning with district-wide support structures
- Communicate clear expectations for Data Teams
- Form Data Teams
- Identify Data Team leaders
- Schedule regular Data Team meetings

- Schedule monthly collaborative meetings between the principal and Data Team leaders
- Post data graphs
- Create internal and external communication systems
- Provide additional training and networking opportunities for Data Team Liaisons

4.3 DATA TEAMS AND RESPONSE TO INSTRUCTION AND INTERVENTIONS

Response to Instruction and Intervention (RTI²) is a general education approach to closing the achievement gap. By focusing on culturally relevant, research-based instruction, continuous assessments of student learning and increased parental involvement, RTI² aims to catch students before their educational problems grow and they need more intensive instruction. In its simplest form, RTI² is a strategy for moving all students from one step in learning the standards to the next. The RTI² approach looks at both academic and behavioral achievement. Data Teams are the PVUSD vehicle to support meeting the individual needs of students.

4.4 DISTRICT DEPARTMENT DATA TEAMS

At the district department level, appropriate data is used to identify operational best practices with a focus on improved department efficiency to accomplish district goals. Emphasis is placed on examining departmental data and implementing best practices. The following strategies drive the use of data at the district department level:

- Focused analyses of performance data based on measurable goals, department projections, and customer feedback
- Consistent use of data to provide timely feedback to department staff
- Regular collaborative meetings with staff focused on goals, department efficiency, and improved performance

SECTION 5 PROFESSIONAL DEVELOPMENT

5.0 INTRODUCTION

Professional development in the Pajaro Valley Unified School District (PVUSD) is defined as educational activities and experiences that support the continuous learning and professional growth of all employees. Therefore, all professional development must be relevant, job-embedded, and timely (in relation to the needs of the participants) and on-going or long term. In support of these qualities, all professional development will be aligned with the district's Comprehensive Accountability Framework (CAF), Local Educational Agency Plan (LEA Plan), district department goals and objectives, the Master Plan for English Learners, and/or School-Site Improvement Plans. All PVUSD professional development opportunities adhere to the national standards as defined by the National Staff Development Council (NSDC). The terms, professional development and staff development, are used synonymously.

5.1 NATIONAL STAFF DEVELOPMENT COUNCIL (NSDC) STANDARDS

On its website (<http://www.nsd.org/standards/index.cfm>), the NSDC defines staff development as “the means by which educators acquire or enhance the knowledge, skills, attitudes, and beliefs necessary to create high levels of learning for all students.” The national standards guide professional development in the educational setting in the areas of context, process, and content (see table 2). “Context, process, and content standards are all necessary to ensure that staff development improves student learning. If one dimension is ignored, the intended results are far less likely to be achieved” (*Standards for Staff Development, Revised 2001*, p. 2).

Table 2: Standards for Staff Development

Type	Definition	Exemplars
Context Standards	Context standards address the organization system and culture in which the new learning will be implemented. They describe the structures that must be in place for successful learning to occur	<p>Staff development that improves the learning of all students requires:</p> <ul style="list-style-type: none"> ▪ Adults organized into learning communities whose goals are aligned with those of the school-site and district ▪ Skillful site and district leaders who guide continuous instructional improvement and reflection on practice ▪ Resources (including time) to support adult learning and collaboration
Process Standards	Process refers to the “how” of staff development. It describes the learning processes used in the acquisition of new knowledge and skills. Process standards address the use of data, evaluation, and research	<p>Staff development that improves the learning of all students requires educators to do the following:</p> <ul style="list-style-type: none"> ▪ Disaggregate student data to determine adult learning priorities, monitor progress, and sustain continuous improvement ▪ Use multiple sources of information to guide improvement and demonstrate its impact ▪ Apply research to decision making ▪ Deepen educators’ content knowledge, provide them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepare them to use various types of classroom assessments appropriately

<p>Content Standards</p>	<p>Content refers to the “what” of staff development. Content decisions begin with an examination of what students must know and be able to do. Staff development content addresses the knowledge and skills that ensure all students are successful.</p>	<p>Staff development that improves the learning of all students requires educators to do the following:</p> <ul style="list-style-type: none"> ▪ Understand and appreciate all students; create safe, orderly and supportive learning environments; hold high expectations for academic achievement ▪ Deepen content knowledge, explore and develop research-based instructional strategies, and incorporate powerful classroom assessment practices ▪ Collaborate with others including families and other relevant stakeholders
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5.2 GUIDING PRINCIPLES FOR EFFECTIVE PROFESSIONAL DEVELOPMENT

PVUSD believes the following key components are essential in order to impact teacher pedagogy:

- Theoretical Understandings
- Demonstrations
- Practice and Feedback
- On-the-Job Coaching

These components are described in the table below (see table 3):

Table 3: Guidelines for Effective Professional Development

Components of Training	Explanation
Theoretical Understandings	Participants need a clear description of the strategy or practice accompanied by an understanding of the underlying theory and rationale for change in terms of student learning. In addition, participants need to know when to use the new strategy or practice
Demonstrations	Participants need to see modeling of the skill or practice. They need several demonstrations of the new strategy in different settings, content areas, and grade levels in order to develop a conceptual understanding
Practice and Feedback	Participants need to practice the skill or strategy (8-10 weeks) accompanied by expert feedback in a safe and trusting environment
On-the-Job Coaching	These practice sessions occur in the participants' classrooms. This component recognizes that each school is unique in the way strategies and practices will be viewed and utilized. It becomes the collaborative work of teachers at their school-sites, as they plan and develop lessons and materials, to effectively implement the strategies and practices learned in the training. These sessions typically occur during the workday in a variety of teacher relationships and can include staff meetings, data team meetings, formal and informal collaborations, etc

The following principles, developed with input from a representative group of teachers, principals, community members, and central office administrators, guide all aspects of professional development for district employees:

- A variety of designs and collaborative groupings will be used to deliver professional development opportunities
- Learning content and processes will be driven by research-based practices with the goal of improving student achievement

- Learning content and processes will be differentiated based on the perceived and evidentiary needs of the participants
- Professional development activities will be reflective of the department or school-site improvement plans
- Professional learning will be continuously supported to maximize learning and implementation and includes a peer coaching/mentoring component

5.3 PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The opportunity for continuous, job-embedded professional development in the PVUSD must be provided for district employees to work effectively and efficiently. The district provides mandatory training for specific job responsibilities. Upon completion of mandatory requirements, employees have the flexibility to create their own professional learning plans, utilizing internal and external opportunities.

Internal Professional Development Opportunities

Internal professional development opportunities for PVUSD employees are those which are offered and funded by the district. These opportunities are often mandatory and job-specific. Internal professional development includes teacher to teacher collaboration, Data Team participation, formal and informal planning sessions, staff meetings, as well as workshops on specific topics designed to support student learning and effective implementation of school programs. Employees use the district's website to access internal workshop-type professional development opportunities.

External Professional Development Opportunities

External professional development opportunities for PVUSD employees are those not offered by the district such as conferences or sessions conducted by outside professional

organizations or private educational vendors. These opportunities may be mandatory and may be funded by the district depending upon the program and the job requirements. Employees complete an application which documents the alignment of the requested professional development opportunity with the goals and objectives of the district and/or their school sites or district departments.

5.4 PLANNING AND MONITORING

The Professional Development Council (PDC) consists of site and district-level administrators, and instructional and non-instructional staff. The Council meets biannually per school calendar year to

- Annually establish the district professional development focus in alignment with the District Local Educational Agency Plan
- Ensure that all internal professional development opportunities align with the annual focus of the district
- Review and monitor district expectations for new and veteran teachers
- Monitor adherence to all federal, state, and district professional development requirements
- Establish and monitor internal professional development requirements

The School Site and District Department Leadership identifies and approves professional development. The Elementary and the Secondary Educational Services Departments approves professional development of a district-wide nature.

SECTION 6 COMMUNICATION

6.0 INTRODUCTION

Meaningful communication is crucial to the success of the Pajaro Valley Unified School District's Comprehensive Accountability Framework (CAF). To ensure success, an effective communication plan must proactively deliver results on a continuous basis. The communication should be meaningful, understandable, and interactive between students, parents, staff, Board of Trustees, and the community. All persons directly or indirectly impacted by goals, strategies, and selected indicators established by school-sites and district departments should be involved in the improvement process. The measure of success for school site and district department improvement plans lies in how the reported results are interpreted and then incorporated to make meaningful decisions for improving teaching and learning. Multiple communication methods will be used to disseminate information to the various stakeholders. Results will be delivered quarterly at a minimum.

6.1 COMMUNICATING STRATEGIES

The leadership team at each school-site or district department is responsible for communicating progress on goals and strategies. Communication of progress on performance indicators takes place frequently at the school site and district department levels through Data Teams and Leadership Teams. Formal reporting occurs quarterly across the district.

6.2 GUIDELINES FOR QUARTERLY REPORTING OF PROGRESS ON PERFORMANCE INDICATORS

The following tables provide guidelines for quarterly communication of District-Wide Performance Indicators, District Department Performance Indicators, and School Performance Indicators (see tables 4-7).

Table 4: Required First Quarter Communication

District-Wide	District Department	School Site
<p><u>Forms of Communication</u></p> <ul style="list-style-type: none"> ▪ Press Release ▪ Superintendent Friday Updates ▪ Posting on District Website <p><u>Content of Communication</u></p> <ul style="list-style-type: none"> ▪ Cabinet-level administrators report progress on the previous year's <i>District Performance Indicators</i> (DPI) to the Board of Trustees, and external stakeholders ▪ Superintendent and Cabinet members set new targets for <i>District Performance Indicator</i> (DPI) ▪ The Board of Trustees reviews district goals and objective 	<p><u>Forms of Communication</u></p> <ul style="list-style-type: none"> ▪ Informational e-mail ▪ Posting on District Website Presentations <p><u>Group to Address</u></p> <ul style="list-style-type: none"> ▪ Staff at Department Meeting <p><u>Content of Communication</u></p> <ul style="list-style-type: none"> ▪ Annual department goals, objectives, strategies, and indicators of progress and completes department improvement plans for the coming year ▪ Department director presents annual <i>Department Improvement Plan</i> (DIP) to the appropriate Cabinet-level administrator for review 	<p><u>Forms of Communication</u></p> <ul style="list-style-type: none"> ▪ School Website ▪ School Newsletter ▪ Weekly Staff Bulletins <p><u>Groups to Address</u></p> <ul style="list-style-type: none"> ▪ School Site Council ▪ English Learner Advisory Committee ▪ Community at Back to School Night ▪ District Administrators ▪ Staff at Staff Meetings <p><u>Content of Communication</u></p> <ul style="list-style-type: none"> ▪ Principal highlights student achievement on district-wide and school-wide indicators to teachers, students, parents, and district administration ▪ Principal and Leadership Team prepare and share (with students, parents, staff, and district admin.) the final draft of the School Improvement Plan (SPSA, Elementary; WASC, Secondary) ▪ Principal and Leadership Teams highlight the adjustments made to school-wide strategies to students, parents, staff, and district administration)

Table 5: Required Second Quarter Communication

District-Wide	District Department	School Site
<p><u>Forms of Communication</u></p> <ul style="list-style-type: none"> ▪ Press Release ▪ Superintendent Friday Updates ▪ Posting on District Website <p><u>Content of Communication</u></p> <ul style="list-style-type: none"> ▪ Cabinet-level administrators report progress on <i>District Performance Indicators</i> (DPI), adjustments to district-wide initiatives, and the implementation of the CAF to the Board of Trustees and the community 	<p><u>Forms of Communication</u></p> <ul style="list-style-type: none"> ▪ Informational e-mail ▪ Posting on District Web Site Presentations <p><u>Group to Address</u></p> <ul style="list-style-type: none"> ▪ Staff at Department Meeting <p><u>Content of Communication</u></p> <ul style="list-style-type: none"> ▪ Each district department director reports progress on meeting district department goals to Cabinet-level administrator ▪ The district department director and leadership team report adjustments made to improve service performance to the appropriate Cabinet-level administrator 	<p><u>Forms of Communication</u></p> <ul style="list-style-type: none"> ▪ School Web Site ▪ School Newsletter ▪ Weekly Staff Bulletins <p><u>Groups to Address</u></p> <ul style="list-style-type: none"> ▪ School Site Council ▪ English Learner Advisory Committee ▪ Staff at Staff Meetings ▪ Meet with Supervisor <p><u>Content of Communication</u></p> <ul style="list-style-type: none"> ▪ Principal reports student achievement on district-wide and school-wide indicators to teachers, students, parents, and district administration ▪ Principal and Leadership Team report adjustments to the School Improvement Plan (SPSA, Elementary; WASC, Secondary) to students, parents, staff, and district administration

Table 6: Required Third Quarter Communication

District-Wide	District Department	School Site
<p><u>Forms of Communication</u></p> <ul style="list-style-type: none"> ▪ Press Release ▪ Superintendent Friday Updates ▪ Posting on District Website <p><u>Content of Communication</u></p> <ul style="list-style-type: none"> ▪ Cabinet-level administrators report progress on <i>District Performance Indicators</i> (DPI), adjustments to district-wide initiatives, and the implementation of the CAF to the Board of Trustees and the community 	<p><u>Forms of Communication</u></p> <ul style="list-style-type: none"> ▪ Informational e-mail ▪ Posting on District Web Site Presentations <p><u>Group to Address</u></p> <ul style="list-style-type: none"> ▪ Staff at Department Meeting <p><u>Content of Communication</u></p> <ul style="list-style-type: none"> ▪ Each district department director reports progress on meeting district department goals to Cabinet-level administrator ▪ The district department director and leadership team report adjustments made to improve service performance to the appropriate Cabinet-level administrator. Department director communicates feedback with staff either through a department meeting or in written format. 	<p><u>Forms of Communication</u></p> <ul style="list-style-type: none"> ▪ School Web Site ▪ School Newsletter ▪ Weekly Staff Bulletins <p><u>Groups to Address</u></p> <ul style="list-style-type: none"> ▪ School-Site Council ▪ English Learner Advisory Committee ▪ Meet with Supervisor ▪ Staff at Staff Meeting <p><u>Content of Communication</u></p> <ul style="list-style-type: none"> ▪ School Accountability Report Card (SARC) posted for community. ▪ Principal reports student achievement on district-wide and school-wide indicators to teachers, students, parents, and district administration ▪ Principal and Leadership Team report adjustments to the School Improvement Plan (SPSA, Elementary; WASC, Secondary) to students, parents, staff, and district administration

Table 7: Require Fourth Quarter Communication

District-Wide	District Departments	School Site
<p><u>Forms of Communication</u></p> <ul style="list-style-type: none"> ▪ Press Release ▪ Superintendent Friday Updates ▪ Posting on District Website <p><u>Groups to Address</u></p> <ul style="list-style-type: none"> ▪ Participants and Attendees at Data Fair <p><u>Content of Communication</u></p> <ul style="list-style-type: none"> ▪ Cabinet-level administrators report progress on <i>District Performance Indicators</i> (DPI), adjustments to district-wide initiatives, and the implementation of the CAF to the Board of Trustees and the community 	<p><u>Forms of Communication</u></p> <ul style="list-style-type: none"> ▪ Informational e-mail ▪ Posting on District Web Site Presentations <p><u>Groups to Address</u></p> <ul style="list-style-type: none"> ▪ Staff at Department Meeting ▪ Participants and Attendees at Data Fair <p><u>Content of Communication</u></p> <ul style="list-style-type: none"> ▪ Each district department director reports progress on meeting district department goals to Cabinet-level administrator ▪ The district department director and leadership team report adjustments made to improve service performance to the appropriate Cabinet-level administrator ▪ Department director completes <i>End of Year Reflections and Next Steps</i> and provides written documentation of results 	<p><u>Forms of Communication</u></p> <ul style="list-style-type: none"> ▪ School Web Site ▪ School Newsletter ▪ Weekly Staff Bulletins <p><u>Groups to Address</u></p> <ul style="list-style-type: none"> ▪ School Site Council ▪ English Learner Advisory Committee ▪ Community at Open House ▪ Meet with Supervisor ▪ Staff at Staff Meeting ▪ Participants and Attendees at Interactive Data Fair <p><u>Content of Communication</u></p> <ul style="list-style-type: none"> ▪ Principal, staff & Leadership team complete <i>End of Year Reflections and Next Steps</i> form for the current school year and submit to District Office administration ▪ Principal reports student achievement on district-wide and school-wide indicators to teachers, students, parents, and district administration ▪ Principal and Leadership Team report adjustments to the School Improvement Plan (SPSA, Elementary; WASC, Secondary) to students, parents, staff, and district administration

6.3 COMMUNITY REPORT

Superintendent or designee reports progress on the results of *District-Wide Performance Indicators* to the Board of Trustees and external stakeholders twice a year (beginning and mid year) in a State-of-the- District Report. This report will include an analysis of results and a plan of action for further improvement toward meeting the PVUSD strategic goals.

6.4 ANNUAL REPORTING

The Local Educational Agency Plan (LEAP) will meet all compliance requirements or directives established and mandated by the State and will be sent to the California Department of Education. In addition to the LEAP Report, each school provides information for the School Accountability Report Card (SARC). The SARC provides extensive profile information about staff, finances, programs, and student achievement. The content of the SARC is provided to stakeholders in the following ways:

- Public presentation to the Board of Trustees and community
- Publications distribute to the community
- Report posted to the district website
- Presentation to the various parent groups (ELAC, Site Council, and Migrant Parents)

The SARC is available on line or in hard copy in school offices.

SECTION 7 RECOGNITION PLAN

7.0 INTRODUCTION

Like any vibrant and successful organization, the PVUSD must maintain clear and meaningful ways of acknowledging the excellence and accomplishments of its members. What follows is a description of the awards that recognize outstanding performance.

7.1 RECOGNITION

There is a broad range of reasons and methods by which achievement can be recognized (see Appendix G). Site-based, local celebrations are encouraged because they can provide meaningful acknowledgement. Outstanding achievements and efforts that are aligned with district goals and processes as detailed in the Comprehensive Accountability Framework (CAF) are targeted for recognition. There are three CAF Awards that will be given annually to school sites and district departments who have achieved the criteria of each award.

CAF AWARDS:

1. Academic Achievement Award

This award is given to schools meeting both their Academic Performance Indicator (API) and Average Yearly Progress (AYP) goals, as determined by state and federal guidelines. An Academic Achievement Flag will be formally presented at the school site by a member of the Board of Trustees. This flag is displayed on the site flagpole for the academic year of presentation; thereafter, it will be on permanent display in a public area.

2. District Achievement Award

This award is given to schools meeting either their API or AYP goals, as determined by state and federal guidelines. A plaque will be presented during a regularly scheduled Board of Trustees meeting to each school qualifying for this award.

3. Milestone Achievement Award

These milestone awards recognize extraordinary achievement.

a. **Safe Harbor Award**

This award is given to schools for reaching Safe Harbor which demonstrates double achievement gains in all sub-groups. A plaque will be presented by the Board of Trustees

b. **Program Improvement Exit Award**

This award is given to schools that exit program improvement. A plaque will be presented by the Board of Trustees

c. **800 Award**

This award is given to schools that reach an API score of 800. A plaque will be presented by the Board of Trustees

d. **900 Award**

This award is given to schools that reach an API score of 900. A plaque will be presented by the Board of Trustees

e. **College-Bound Award**

This award is given to schools that have 90% of their seniors enrolled in college. This certificate is presented at graduation ceremony by the Superintendent or a Member of The Board of Trustees

f. **Attendance Award**

This award is given to schools that reach 98% attendance for the year. A district banner is presented by the Superintendent and/or Designee and displayed in a prominent location

4. School Advancement Award

This award is given to schools meeting their academic goals identified in the School Site Improvement Plan for the current school year. A certificate will be presented during a regularly scheduled Board of Trustees meeting to each school qualifying for this award.

SCHOOL SITE AND DISTRICT DEPARTMENT AWARDS:

School-sites and District Departments establish awards that recognize growth in their Performance Indicators. Suggestions for recognizing students and staff can be found in Appendix F.

SECTION 8 MONITORING AND SUPPORT PLAN

8.0 INTRODUCTION

All schools in the PVUSD must meet the achievement goals established by the California Department of Education in terms of their Academic Performance Indicator (API) scores. For schools where this does not occur, sanctions are imposed upon the school by the State. In addition, school sites must meet the Adequate Yearly Progress (AYP) requirements as determined by the federal *No Child Left Behind Act of 2002* (NCLB). If this does not occur, sanctions will be imposed.

District departments must meet their goals as determined by state and federal guidelines as well as by their own department improvement plans. If the goals are not met, sanctions could be imposed upon the department.

8.1 MONITORING AND SUPPORT PROCESS FOR SCHOOL SITES UNDER SANCTIONS

School sites not meeting API, AYP, and district performance goals will be supported and monitored for student achievement. The Elementary and the Secondary Educational Services Departments will provide additional data analysis, assessment, instructional, and curricular support. The Ongoing Evaluation component of the School Improvement Plan will be closely monitored by the site administrator, teachers, and the appropriate assistant superintendent. If improvement is not noted in school site performance indicators after site modifications have been in place for two months, more explicit, short-term plans will be developed and monitored. These plans will include:

- More frequent classroom observations in alignment with teacher evaluations
- Explicit actions for maximizing student involvement in each designated strategy

- A review of the accuracy of the data being collected
- A thorough review of the efficacy of instruction within each classroom supported by specific assessment data (Data Team generated assessments)

A review of resource allocation that ensures support of continued implementation of the school site strategies

8.2 MONITORING PROCESS FOR DISTRICT DEPARTMENTS NOT MEETING PERFORMANCE STANDARDS

Departments not in compliance with State and Federal Accountability and Auditing Requirements will be supported and monitored for progress based upon the department's goals as specified in their improvement plan. The Business Services Chief Business Office will provide additional data analysis, support, and assessment of the identified situation. The Ongoing Evaluation component of the District Improvement Plan will be closely monitored by the department director and that work is overseen by the associate superintendent. If improvement is not noted in department performance indicators after modifications have been in place for two months, more explicit, short-term plans will be developed and monitored.

**SECTION 9
COMPREHENSIVE ACCOUNTABILITY FRAMEWORK
DESIGN MONITORING**

9.0 INTRODUCTION

This is a dynamic framework, driven by continuous improvement principles. The changes made in the content or the process will be reflective of refinements in the PVUSD Local Education Agency (LEA) and focus on student achievement. Upon approval of the Comprehensive Accountability Framework (CAF) by the Board of Trustees, the Design Team's name transitioned to the Guiding Coalition (GC). The GC oversees any refinements needed to the CAF.

9.1 CHANGES TO THE COMPREHENSIVE ACCOUNTABILITY FRAMEWORK

Policy changes, approved by the Board of Trustees, which directly impact the CAF, will result in appropriate changes to the CAF. The GC will receive notification of changes and provide input as appropriate. When there are revisions, the revised document will be accessible on the district website by July 1st of each year.

9.2 ONGOING GUIDING COALITION ROLE

The GC will meet minimally two times per school year: October and March. These meetings will review policy changes, approved by the Board of Trustees, which directly impact the CAF and result in appropriate changes to the CAF. The GC will also review procedural issues as they arise in the CAF implementation.

ACRONYMS

AP (Advanced Placement)
API (Academic Performance Indicator)
APS (Academic Program Survey)
AYP (Adequate Yearly Progress)
BMI (Body Mass Index)
CAL-PASS (California Partnership for Achieving Student Success)
CALPADS (California Longitudinal Pupil Achievement Data System)
CAF (Comprehensive Accountability Framework)
CAPA (California Alternate Performance Assessment)
CAHSEE (California High School Exit Exam)
CBEDS (California Basic Education Data Systems)
CELDT (California English Language Development Test)
CMA (California Modified Assessment)
CSEA (California School Employee Association)
CST (California Standards Test)
DIP (District Improvement Plan -- created by district departments)
ELA (English Language Arts)
ELAC (English Learners Advisory Committee)
EPC (Essential Program Components)
HR (Human Resources)
IEP (Individualized Educational Plan)
LEAP (Local Education Agency Plan)
LEP (Limited English Proficient)
PON (Parent Outreach Network)
PVFT (Pajaro Valley Federation of Teachers)
PVAM (Pajaro Valley Association of Managers)
PTSA (Parent Teacher Student Association)
SARC (School Accountability Report Card)
SIMMS (Maintenance software used to manage work orders)
SIP (School Improvement Plan)
SIS (Student Information System)
SMART Goals (specific, measurable, attainable, relevant, timely)
SPSA (Single Plan for Student Achievement)
SSC (School Site Council)
STS (Standardized-Based Tests in Spanish)