

Dr. Carmella S. Franco, State Appointed Trustee
August 1, 2010

Goals and Performance Objectives

Goals	Performance Objectives	Preliminary Implementation Strategies	Evaluation Measures	Timeline
<p>1. Improve District Governance</p>	<p>Board Members will work with the State Trustee to identify criteria for the District to move from Option B to Option A oversight.</p> <p>District Board policies, administrative regulations and protocols will be reviewed, revised and updated, as appropriate, to conform to state laws and other requirements.</p>	<ul style="list-style-type: none"> • Board Members will receive appropriate training in the areas of governance, leadership, Brown Act, and other related areas. Study Sessions on key topics will be scheduled. • District Board policies, administrative regulations and protocols will be compared and aligned to CSBA standards and requirements. 	<ul style="list-style-type: none"> • Full Board working in a collaborative and effective manner, consistent with their role • Completed schedule of meetings and trainings for all Board Members • Completed identification of criteria to warrant a change from Option B to Option A oversight • 100% of District Board policies and administrative regulations reviewed, revised, and/or newly written 	<p>06-30-11</p> <p>06-30-11</p> <p>02-01-11</p> <p>06-30-12</p>
<p>2. Develop District Leadership</p>	<p>Interim Superintendent will receive training and coaching to meet the requirements of the position.</p> <p>Administrators will receive extensive professional development on the methods for monitoring and evaluating implementation of the new instructional delivery systems.</p>	<ul style="list-style-type: none"> • Interim Superintendent will participate in needed professional development, e.g. ACSA Academies, and receive ongoing coaching from the State Trustee. • Administrators will receive 10-20 hours of training on “walkthrough” techniques and other related strategies and practices used in classroom observations. 	<ul style="list-style-type: none"> • Completed schedule of training and professional development for Interim Superintendent • Completed first year of professional development for Administrators 	<p>06-30-11</p> <p>06-30-11</p>

3. Address Evaluation of Staff	Interim Superintendent and Administrators will be evaluated in accordance with legal guidelines. The goals and objectives of the State Trustee will form the basis for all evaluations. Student performance will constitute one criterion.	<ul style="list-style-type: none"> • Develop documents for the Interim Superintendent and Administrator evaluation process. • Review the teacher evaluation process and work with the teacher association to ensure the process supports the goals for the improvement of student achievement. 	<ul style="list-style-type: none"> • Completed evaluations of the Interim Superintendent and Administrators. • Completed review of teacher evaluation process 	<p>06-30-11</p> <p>06-30-11</p>
4. Establish an Effective and Consistent Communication Process with All Stakeholders	Current methods of communicating with stakeholders will be reviewed and needed changes made to ensure all have access to pertinent District information.	<ul style="list-style-type: none"> • Meet with all management personnel in contact with stakeholders to discuss current practices and to establish new, effective practices. 	<ul style="list-style-type: none"> • Completed District Communication Plan which includes strategies and practices for informing all stakeholders regarding major District initiatives 	<p>06-30-11</p>
5. Develop a District-wide Corrective Action Plan	A comprehensive assessment of District operations in all departments will be conducted to determine corrective actions.	<ul style="list-style-type: none"> • Meet with every department head to determine methods of operation in order to assess strengths and weaknesses. 	<ul style="list-style-type: none"> • Completed Assessment Plan • Completed District Corrective Action Plan 	<p>09-30-10</p> <p>11-30-10</p>
6. Improve Student Achievement	Instructional delivery systems will be restructured to improve student performance by 10% annually for all significant subgroups in reading, language arts, and mathematics. This would be a minimum of 10% for lowest achieving schools and accelerated growth.	<ul style="list-style-type: none"> • Establish a key focus on English Language Development and related programs for English Learners. • Restructure EL Program to facilitate and expedite transition to the regular core program. 	<ul style="list-style-type: none"> • Completed restructuring of EL Program • Results of California Standards Test • Demonstrated improved performance by EL students as evidenced by AMOs • Schools that have entered "safe harbor" thereby exiting Program Improvement status 	<p>06-30-11</p> <p>08-15-11</p> <p>09-01-11</p> <p>09-01-11</p>

7. Continue Implementation of the Instructional Program Improvement Process	<p>Appropriate management personnel will meet regularly with the State Trustee to confirm that the LEA Plan and DAIT requirements are met.</p>	<ul style="list-style-type: none"> • A report will be submitted to the State Trustee every two months showing status of meeting LEA and DAIT requirements. 	<ul style="list-style-type: none"> • Completed reports every two months and final report at end of school year • Evidence of schools beginning to exit into “safe harbor” and, subsequently, out of Program Improvement status 	<p>06-30-11</p> <p>09-01-11</p>
8. Collect, Analyze, and Utilize All Relevant Student Data to Improve Instruction	<p>100% of teachers will regularly and uniformly administer and analyze common district benchmark assessments appropriate to grade levels, student placement, and academic requirements.</p>	<ul style="list-style-type: none"> • Teachers will be trained in the methods for collection of relevant student data. • Teachers will be trained in how to use student data to drive daily instruction. 	<ul style="list-style-type: none"> • Completed District benchmark assessments, student data reports, and plans for improving instruction based on data 	<p>06-30-11</p>
9. Identify and Obtain the Curriculum and Materials Needed to Implement the New Instructional Programs	<p>Students will have the required SBE textbook adoptions for core curricular areas, and the supplementary materials needed for teachers to provide the high level of instruction required for successful implementation of all instructional programs.</p>	<ul style="list-style-type: none"> • Join with curriculum experts to identify curricular and supplementary materials currently used in successful programs. 	<ul style="list-style-type: none"> • Identified State-adopted materials utilized in all classrooms • Completed Math Textbook Adoption 	<p>09-30-10</p> <p>03-01-11</p>
10. Establish an Effective and Compliant Migrant Education Program with District Oversight	<p>District will work with the Monterey County Office of Education staff to develop a District Migrant Education Program Plan which will be effective instructionally, fiscally, and compliant with all federal rules and regulations leading to the return of oversight to the District.</p>	<ul style="list-style-type: none"> • Conduct an independent Five-year Audit of the Migrant Education Program • Review actions that led to District-approved takeover of the Migrant Education Program by the Monterey County Office of Education, and develop plans to correct deficiencies in the Program’s operations. 	<ul style="list-style-type: none"> • Completed Five-year Audit by Fiscal Crisis and Management Assistance Team (FCMAT) • Completed identification of and planned correction of Program deficiencies with return of Migrant Education Program to District oversight 	<p>01-31-11</p> <p>06-30-11</p>

