



Systemic Local Educational Agency (LEA) Plan Development

Module III: Developing the LEA Plan

CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction

This is the third in a series of trainings on writing and implementing an effective local educational agency (LEA) Plan.



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Welcome

- Introduction of presenters:
 - Name/contact information
 - Name/contact information

2

Facilitators should include their own contact information on this slide.



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Meeting Norms

- Start and end meetings on time.
- Stay focused on the topic.
- Listen to others with best intentions.
- Seek clarification when needed.

3

Trainer note: Post a piece of chart paper and post-it notes or pens for a parking lot for off-topic [birdwalking] discussions.



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Purpose of the Series

To develop expertise among district administrators, leadership teams, and technical assistance providers in writing and implementing a clear and educationally sound Local Educational Agency (LEA) Plan.

4

The purpose of the series is to guide participants through a step-by-step process for developing and using a local educational agency plan (LEA Plan) that is strategic and useful for improving student achievement. Such a plan will include specific actions, identify persons who will be doing the work, provide timely completion dates, and post authentic funding target amounts and sources.

The content of this training is geared toward LEAs in Program Improvement that must revise their LEA Plan, but the processes and methods described are applicable to all LEAs in writing and revising the LEA Plan.



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Series Modules: Systemic Planning Functions

1. Examining the LEA Plan in Federal, State, and Local Context.
2. Conducting a Needs Assessment to Identify Priorities of the LEA Plan.
3. Developing the LEA Plan to Address Priorities.
4. Implementing and Monitoring the LEA Plan.

5

This training is offered in four separate modules. Each module can stand alone as a single training, or the modules may be delivered as a series. Trainers may draw slides from the modules for their own use.

Module I addresses statutes and regulations governing the LEA Plan for districts receiving categorical funding and those in various stages of Program Improvement (PI). It addresses some typical challenges in the local context and the use of various categorical funds to implement the LEA Plan.

Module II guides districts through an analysis of student achievement data and use of state program evaluation tools. It includes overviews of the Academic Program Survey (APS), English Learner Subgroup Self-Assessment (ELSSA), Inventory of Services and Supports (ISS) for Students with Disabilities, District Assistance Survey (DAS). Using a case study, participants examine student achievement data sources and learn a process for synthesizing the data to determine priority areas of focus for the LEA Plan.

Module III is an in-depth examination of the DAS and its use to determine recommendations and develop actions for the Plan. This module presents a model process for a district leadership team (DLT) to develop the LEA Plan.

Module IV focuses on the roles of district leaders and advisory teams in implementing and monitoring the LEA Plan. It includes an examination of the alignment between the LEA Plan and school plans. It further describes a process for effective monitoring of the LEA Plan.



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The LEA Plan

- Establishes district priorities.
- Documents major district initiatives to address priorities.
- Addresses five major performance goals set by the Elementary and Secondary Education Act (ESEA).
- Is a single, coordinated, and comprehensive plan.

6

The LEA Plan is the **district foundation** for improved student achievement. Rather than a bureaucratic exercise with limited potential for improving student achievement, the most successful plans include thoughtful, educationally sound actions that (a) can be implemented, and (b) will lead to improved student achievement. These plans reflect year-to-year changes in student performance, resource allocation, and instructional practices in the district.



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Module III: Understanding and Using the District Assistance Survey



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Module III Topics

- Understanding and using the District Assistance Survey (DAS).
- Reviewing key components of the LEA Plan and LEA Plan Addendum.
- Implementing the DAS to identify and prioritize district actions.
- Writing the LEA Plan and allocating financial resources.

8

- The DAS is a synthesizing tool; it will help the LEA consolidate information gathered from using other state program evaluation tools into a coherent document that shows the state of the academic program in the LEA.
- The LEA Plan and the LEA Plan Addendum are two separate documents aligned to target improved student achievement. The LEA Plan Addendum addresses the eight issues in federal law that are required when an LEA enters PI.
- Defining the specific priorities that an LEA will use to organize its yearly improvement efforts is a critical task in the preparation of the LEA Plan. Skillful facilitation will be needed to synthesize the issues identified in the various measures. However, when thoroughly and thoughtfully administered, the DAS will help clarify and focus critical actions to undertake in the LEA Plan.



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The District Assistance Survey

9

Our review of the DAS will include an opportunity to examine the connections of the DAS to the other evaluation tools used in conducting a needs assessment and developing the LEA Plan.



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District Assistance Survey (DAS)

- The DAS is:
 - one of four state program evaluation tools.
 - aligned to the nine Essential Program Components (EPCs).
 - based on the District Assistance and Intervention Team (DAIT) standards.
 - used to filter the critical areas of focus that emerge from the needs assessment.

10

The DAS is one of the four state program self-evaluation tools and the primary evaluation tool for the LEA to examine how the district supports its academic systems.

The DAS is aligned in content to the Essential Program Components (EPCs), which are measured in the Academic Program Survey (APS).

The DAS helps filter the data that emerges from the school level needs assessment (the APS findings) to provide a comprehensive view of the LEA's academic services for students.

The process for conducting a needs assessment was covered in Module II of this series.



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Four State Tools

- The four tools based on the EPCs:
 - DAS
 - Academic Program Survey (APS)
 - English Learner Subgroup Self Assessment (ELSSA)
 - Inventory of Services and Supports (ISS) for students with disabilities (SWDs)

11

Each of the state program evaluation tools measures different, but related components, of a district's academic system for teaching and learning.

- The DAS is the primary district-level tool for assessing the support provided by the district for school instructional systems.
- The APS is the primary school-level tool for measuring the presence and implementation of the EPCs for all students.
- The ELSSA is a district-level tool for determining the progress of and services required for English learners (ELs).
- The ISS targets services provided to students with disabilities (SWDs) in the district.

The APS, ELSSA and ISS were discussed in Module II of this training. Synthesizing the findings from these three tools through the DAS will aid the district in determining priority areas of focus for student achievement and will inform goals and strategies for the LEA Plan.



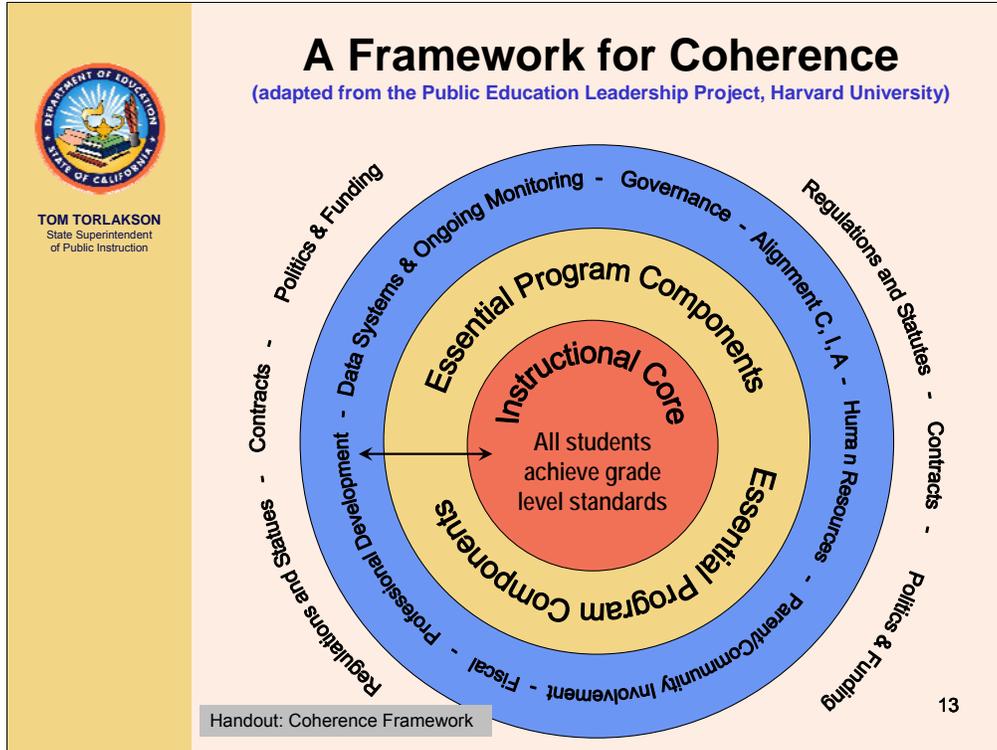
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DAS Purpose

- The DAS provides a systemic focus for the development, design, and implementation of the LEA Plan.
- The DAS guides LEAs and their technical assistance providers in:
 - assessing LEA capacity to support a coherent instructional system at every school and in every classroom.
 - identifying essential district actions to be taken to support implementation of the instructional system at every school.

12

Because of the important role the DAS plays in the development, design, and implementation of the LEA Plan, we will take the time in this module to understand the DAS at a deeper level.



This graph represents the importance of alignment among district actions, the actions at the school site, and the instructional practices within the classroom. It speaks to the importance of two-way communication district-to-school site and the school site-to-the classroom.

At the center of the circle is the instructional core. All students have access to the instructional core so they can reach grade level standards.

The district (blue circle) encompasses the school. It informs the school of the destination of improvement actions and provides the roadmap. It further supplies the support required to keep the school moving in the direction of its (LEA's) improvement goals for student achievement. It is in this circle of influence that the DAS is critical to student success.

The school (yellow circle) provides a system of instruction and support for the base academic program to ensure that students receive appropriate services and that teachers receive classroom assistance and professional development required to meet student academic needs.

The classroom (orange circle) represents the instruction that students receive in the classroom. This circle must be informed by the system of instruction at the school site and the vision for implementation of improvement strategies from the district level.

The circles are permeable; that is, the functions of the district, school, and classroom are fluid, based on the factors from outside the system which will inform each school and classroom differently. Because the factors from the outside can often obscure the core function of the school, it is important to keep in mind that the circles represent a system of instruction and support. Factors emanating from the local context of the community will influence the system, but these do not interfere with the primary functions of the system.



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Organization of the DAS

The DAS is organized around the seven areas of district work which, together, comprise an integrated and cohesive instructional system.

- Seven areas are codified in California *Education Code (EC)* Section 52059(e)(1).

Handout: District Assistance Survey 14

The DAS is divided into standards that help a district establish policies and procedures that will focus instruction and learning based on high expectations for all students. These standards help the LEA support full implementation of the EPCs at the school sites and provide systemic support for academic excellence at all levels of the district.

The next slide demonstrates the alignment of the EPCs and the DAS standards.



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DAS Areas of District Work

- A. Governance
- B. Alignment of Curriculum, Instruction, and Assessment to State Standards
- C. Fiscal Operations
- D. Parent and Community Involvement
- E. Human Resources
- F. Data Systems and Monitoring
- G. Professional Development

15

Those who participated in the Module II training have seen these seven areas of work, since the ISS is organized around these areas.

The next slide demonstrates the alignment of the EPCs and the DAS standards.



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Basic EPC and DAS Alignment

EPC Clusters	Aligns to All	DAS Areas
EPC Cluster #1	DAS Area A: Governance	DAS Area B
Implementation of Instructional Materials		Alignment of Curriculum, Instruction, and Assessments
EPC Cluster #2		DAS Area E & G
Initial and Ongoing Professional Development and Support		Human Resources and Professional Development
EPC Cluster #3		DAS Area F
Achievement Monitoring and Teacher Collaboration		Data Systems and Monitoring
EPC Cluster #4		DAS Area C
Fiscal Support	Fiscal Operations	
		DAS Area D
		Parent Community Involvement

16

This graphic represents the alignment between the EPC clusters and the DAS areas.

- EPC Cluster #1 focuses on the implementation of instructional materials, which aligns closely to DAS Area B.
- EPC Cluster #2 focuses on professional development support for the implementation of instructional materials, which aligns with DAS areas E & G. DAS area E also includes credentialing and examines the recruitment process for administrators and teachers.
- EPC Cluster #3 focuses on the achievement monitoring system and teacher collaboration time which aligns directly with DAS area F.
- EPC Cluster #4 and DAS area C focus on fiscal operations.

The DAS also addresses the topic of parent and community involvement. The purpose is to ensure that parent/family involvement policies and programs are implemented at all schools and that they comply with state and federal requirements. Examples of involvement policies include activities and notifications such as two-way communication systems, parent/family participation in instructional program and budget decisions, ways parents can support their student's learning in the home, and multiple opportunities for parents/family to access school programs and staff, receive information and resources, and be part of the decision-making process.

Notice that DAS Area A: Governance aligns to all areas. It is the local governing board that monitors the successful implementation of the LEA plan.



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DAS Format

- DAS Area A: Governance includes 9 standards. Standard A.1 illustrated below:

A. Governance	Criteria and Clarifications	Implementation Status		
		Circle the most accurate descriptor of implementation		
		Full	Partial (in progress)	Minimal
A.1 The local governing board works within the scope of its role and responsibilities as a member of the district governing team, setting policies and aligning the budget to support the successful implementation of the Local Educational Agency (LEA) Plan.	<p>Full implementation means that the local governing board has established a process with the LEA superintendent to ensure that policies are implemented and monitored and that funding is allocated to support the successful implementation of the LEA Plan.</p> <ul style="list-style-type: none"> • Board policies and regulations explicitly address the roles and responsibilities of the local governing board, superintendent and staff in the governance structure. • Board members support and follow their adopted policies as reflected in their decisions regarding student achievement, curriculum, assessment and accountability, personnel and budgetary allocations. 	A.1 3	2	1
		Documentation		

17

Point out that the format of the DAS mirrors the APS:

- The standards are listed on the left column.
- There is a new section called Criteria and Clarifications which describes the characteristics of full implementation.
- The rating scale is revised and now has only 3 ratings: minimal, in progress, and fully implemented. Unlike the APS, many of the areas of the DAS cannot be quantified; therefore a simpler rating scale was needed.



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DAS Activity

- Purpose:
 - Deepen general understandings of the DAS areas prior to implementation within a specific district context.
 - Develop a common understanding of “fully implemented” for each of the DAS areas.
 - Observe the connections among the DAS areas.

18

Facilitator Notes (suggested activity): Organize table groups to count off by 5s and read assigned areas of the DAS.

- 1—Area A: Governance
- 2—Area B: Alignment of Curriculum, Instruction and Assessment, and Area F: Data Systems and Monitoring
- 3—Area C: Fiscal Operations and Area D: Parent and Community Involvement
- 4—Area E: Human Resources
- 5—Area G: Professional Development

Step 1: Participants move to sit in groups by numbers (all 1s together). Assign DAS area(s) to be read and instruct participants to highlight/make notations of the major ideas and key elements of full implementation. They then discuss among their own group.

Step 2: Each person returns to his/her original table to discuss the major ideas/full implementation elements.



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DAS Activity (Cont.)

- What connections did your group discover among the seven areas?
- What areas seemed to have the most connections to the other areas?
- What are some challenges you anticipate to fully implementing the seven areas?

19

Facilitator Notes: Step 3: Each table group reports connections that they see among the DAS areas to the whole group.

The connections question should draw out the following ideas. If not, the facilitator needs to suggest these:

- *Most major district actions will involve more than one DAS area – purchase data system also impacts Governance (why and how used), Fiscal (where is the money), Professional Development (train people).*
- *Governance plays a role in all major improvement efforts across all DAS areas.*

The DAS should be administered to a broad range of stakeholders at all levels of the district.



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The LEA Plan

The LEA Plan is the foundational document for academic planning.



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Accountability Requirements

Section 1112 of the Elementary and Secondary Education Act (ESEA) requires that any LEA receiving funds under ESEA have an approved LEA plan.

21

This LEA Plan is a requirement for receipt of federal funds under the Elementary and Secondary Education Act (ESEA).

In April, 2008, the State Superintendent of Public Instruction sent a letter to LEAs stating “until ESEA is officially reauthorized and any new requirements for a local plan are made evident, LEAs are not required to submit a new LEA plan to the State Board for approval.”

Nevertheless, an LEA needs to annually review, and as necessary, revise its LEA Plan based upon new student achievement and funding data. If the LEA enters PI, it will need to revise its LEA Plan to meet federal requirements.



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The LEA Plan

- Establishes district priorities.
- Documents major district initiatives to address priorities.
- Addresses five major performance goals set by the ESEA.
- Is a single, coordinated, and comprehensive plan.

22

The LEA Plan is the **district foundation** for improved student achievement.

Rather than a bureaucratic exercise with limited potential for improving student achievement, the most successful plans include thoughtful, educationally sound actions that (a) can be implemented within specific time frames, and (b) will lead to improved student achievement. These plans reflect

year-to-year changes in student performance, resource allocation, and instructional practices in the district.



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Development of the LEA Plan: Recommended Steps

1. Measure effectiveness of current improvement strategies.
2. Seek input from staff, advisory committees, and community members.
3. Develop performance goals.
4. Revise improvement strategies and expenditures.

23

This information is drawn from page 8 in LEA Plan Guide – Development Process for the LEA Plan:

1. **Measure effectiveness of current improvement strategies:** Analyze student achievement in relation to current district educational practices: Include student achievement data, educational practices, professional development, staffing, and parental involvement policies. *(This may include results of the state program evaluation tools surveys.)*
2. **Seek input from staff, advisory committees, and community members:** A district may form a DLT to seek input from a broader base. DLTs are only required for PI Year III districts. It is also important to have the active involvement of all cabinet members to ensure full implementation of a comprehensive LEA Plan.
3. **Develop performance goals:** Goals should be derived from student performance data, attainable in the period covered in the LEA Plan, specific to the applicable participants, and measurable.
4. **Revise improvement strategies and expenditures:** Write a plan based on findings from the needs assessment and a review of the district system revealed in administering the DAS.



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Recommended Steps (Cont.)

5. Obtain local governing board approval.
6. Monitor implementation.

See LEA Plan template Web page at
<http://www.cde.ca.gov/ta/ac/ti/documents/piyr3leaplantemplate.doc>

24

- 5. Obtain local governing board approval:** It is recommended that the DLT include a member of the local governing board.
- 6. Monitor implementation:** Module IV of this training offers strategies for implementing the LEA Plan.



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LEA Plan: Template

- Needs assessment.
- Description of how the LEA plans address the requirements of ESEA based on the results of the needs assessment.
- Description of the LEA (profile)

Handout: LEA Plan Template

25

The LEA Plan template is found on the CDE Web site and addresses all requirements of ESEA. Included elements are described on this and the next slide.

Facilitator Notes:

- *The needs assessment is the subject of Module II of these trainings. If the participants did not receive Module II, note that the needs assessment includes academic performance data, state tools data, and other local data such as attendance and school safety data.*

The LEA profile is a narrative description of the district that provides context for the needs analysis and orientation to the unique characteristics of the LEA's plan.



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LEA Plan: Template (Cont.)

- Description of student academic assessments used in the LEA.
- Performance goals.
- Additional mandatory Title I descriptions.

26

- The description of academic assessments refers to the local assessments used in the needs analysis and should describe assessments other than the state-level assessments used by the LEA to determine student achievement and progress.
- Performance goals will be thoroughly discussed later in this training, but these must include specific actions that are logically sequenced with target completion dates or timelines for administering, persons responsible for the implementation and monitoring of each action, and projected costs and funding sources appropriately assigned.
- The Title I descriptions are a requirement of ESEA, if the LEA is receiving Title I funds and are self-explanatory. The district should name the schools being described in the School-wide Programs (SWP) and Targeted Assistance (TAS) schools sections of the LEA Plan. All the district's schools in PI need to be named and their status addressed. The district's support to those schools must be fully described.



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LEA Plan: Performance Goals

1. Student progress to attain proficiency in English-language Arts (ELA) and mathematics (Title I).
2. Progress of limited English-proficient students and immigrants to attain proficiency in ELA and mathematics (Title III).
3. Students taught by highly-qualified teachers and LEA provision of professional development for teachers and school leaders (Title II).
4. All students graduate from high school²⁷

The previous two slides outline the LEA Plan Template components including the needs assessment and narrative descriptions. Narrative descriptions are required with the submission of the LEA Plan.

In this Module, we will focus on the development of performance goals and later work through a district scenario that will provide the opportunity to identify district actions to support the findings that developed from the needs assessment that was presented in Module II.



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LEA Plan: Format

Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013–14.

Planned Improvement in Student Performance in Reading

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards:				
2. Use of standards-aligned instructional materials and strategies:				
3. Extended learning time:				

28

This is a snapshot of Performance Goal 1 taken directly from the LEA Plan template. For each performance goal, there is an expandable table cell for entering multiple objectives and steps for attaining the objectives in the LEA Plan.

Note that each objective also has a space to enter the name of the person who is responsible for the monitoring or implementation of the objective and the target date for completing it, other expenditures that might attach with the objective, an estimated cost for implementation, and identification of a funding source (cost objective).



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Program Improvement (PI) Requirements

- Schools and LEAs in PI have specific accountability requirements and may receive additional technical assistance.

Handout: Title I PI School Requirements

29

To this point, we have provided an overview to the LEA Plan which federal law requires of all LEAs receiving Title I funds.

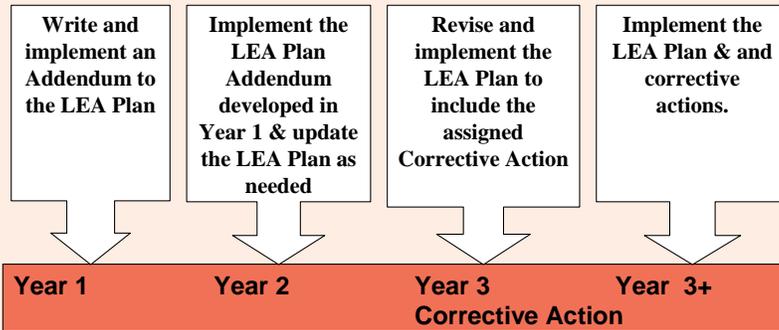
If the district is in PI, other requirements apply.

Many of the districts you will work with will be in PI. For that reason, in this module we have incorporated the requirements for LEAs in PI as they relate to the LEA Plan.



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Plan Requirements for PI LEAs



Handout: Title I Program Improvement LEA Requirements

30

Facilitator's Notes:

- In PI Year 1, the LEA responds to eight requirements of ESEA. These are typically included as an **Addendum** to the existing LEA Plan. [If there is no existing LEA Plan, the LEA needs to write one.](#)
- Recall that the LEA must annually review and update its LEA Plan consistent with student achievement goals.
- When the LEA reaches PI Year 3, the existing LEA Plan is revised.

The following slides detail the progression of LEA Plan requirements illustrated in this graphic.



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PI LEAs LEA Plan Requirements (Cont.)

- LEA Plan Template
www.cde.ca.gov/ta/ac/ti/documents/piyr3leaplantemplate.doc
- LEA Plan Addendum Template
www.cde.ca.gov/ta/ac/ti/pirequirement.asp

31

These are the Web addresses for the LEA Plan template and the LEA Plan Addendum Template.

Remember: the LEA Plan template is provided for all LEAs receiving ESEA funds, and for LEAs that need to submit revised LEA Plans when in PI Year 3 Corrective Action.

When the LEA enters PI Year 1, the LEA should submit the LEA Plan Addendum. Alternatively, if it chooses, the LEA may revise its LEA Plan incorporating the eight requirements of ESEA for PI Year 1.



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LEA Plan Addendum

- An addendum to the LEA Plan.
- Required upon identification for PI Year 1 LEAs.
- Addresses why the existing LEA plan has failed to bring about increased student achievement.

32

The LEA Plan Addendum is a shorter document than the LEA Plan and is specifically designed to target why the former LEA Plan failed to bring about desired student achievement. It focuses the LEA's needs assessment on improved student achievement in ELA and mathematics with specific strategies for improved teaching and learning.



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Federal Requirements of an LEA Plan Addendum

- Eight requirements focus on strengthening the base instructional program for all students:
 1. Address the fundamental teaching and learning needs in schools.
 2. Include specific, measurable achievement goals and targets for student groups.
 3. Identify research based strategies for strengthening core programs.

33

These eight requirements are in ESEA Section 1116(c)(7).



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Federal Requirements of an LEA Plan Addendum (Cont.)

4. Identify actions likely to increase student achievement.
5. Address professional development needs of instructional staff.
6. Establish specific targets and strategies for ELs.
7. Incorporate out of school learning activities to support core instruction.
8. Include strategies to promote parent involvement.

34



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LEA Plan Addendum: Format

- 1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.**

Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. <i>(First determine whether the LEA Plan was fully implemented as written. For assistance, please use the State Assessment Tools to help you with your analysis, review and/or revision.)</i>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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Handout: LEA Plan Addendum Template

35

This is a snapshot of Requirement 1 taken directly from the LEA Plan Addendum template. How districts actually complete this template may be a combination of a narrative description and an action plan.



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LEA Plan and LEA Plan Addendum: Similarities

The LEA Plan and the LEA Plan Addendum focus on the same fundamental area, student achievement.

36

While the LEA Plan and the LEA Plan Addendum templates are different, they focus on the same fundamental area, student achievement.



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LEA Plan and LEA Plan Addendum: Similarities (Cont.)

Similar process for development:

- Analyze student performance including all relevant assessments.
- Analyze current educational practices, professional development, staffing, and parental involvement.
- Involve a collaborative process for developing improvement goals.

37

A needs assessment analyzing multiple data sources is critical, regardless of whether the LEA completes the full LEA Plan or the LEA Plan Addendum.



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LEA Plan and LEA Plan Addendum: Similarities (Cont.)

- Similar structure
 - District-Level Action
 - Persons Involved/Timeline
 - Related Expenditures
 - Estimated Costs
 - Funding Source

38

The LEA Plan and the LEA Plan Addendum focus chiefly on student achievement. Both require districts to identify district actions and key responsible individuals, and to state specific and measurable timelines, related expenditures, estimated project costs, and proposed funding sources to be used.



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LEA Plan and LEA Plan Addendum: Differences

- LEA Plan
 - a comprehensive plan that focuses on raising the academic performance of all student groups to achieve state academic standards.
- LEA Plan Addendum
 - focuses on eight federally mandated requirements for PI LEAs.
 - addresses why the existing LEA Plan has failed to bring about increased student achievement.

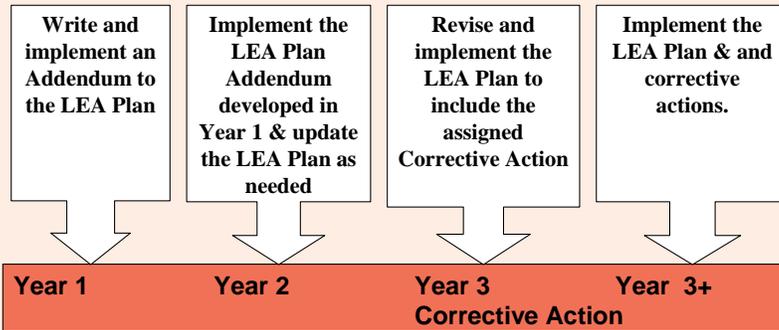
39

- The LEA Plan includes improvement strategies for Title II: Teacher Quality and Title III: English Learner requirements under ESEA.
- The LEA Plan Addendum focuses specifically on the eight requirements of ESEA for LEAs in PI. It does not mandate the LEA's plan for Title II and Title III improvement, although some of the district actions may include improvement strategies in the LEA's Title II and Title III required plans.



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Plan Requirements for PI LEAs



40

Facilitator's Notes:

- In PI Year 1, the LEA responds to eight requirements of ESEA. These are typically included as an **Addendum** to the existing LEA Plan. [If there is no existing LEA Plan, the LEA needs to write one.](#)
- Recall that the LEA must annually review and update its LEA Plan consistent with student achievement goals.
- When the LEA reaches PI Year 3, the existing LEA Plan is revised.

The following slides detail the progression of LEA Plan requirements illustrated in this graphic.



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The LEA Plan: Process

41

The next slides will combine a process for developing the LEA Plan with practice in working through the process.



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Local Governing Board

- Establishes policy and priorities for the district.
- Collaborates with the superintendent and the cabinet to develop district goals.

42

Facilitator Notes: Before explaining how to develop the LEA Plan with a broad-based group of stakeholders (such as a DLT and the cabinet), remind participants that the local governing board is important to the process and must approve the completed LEA Plan.

The local governing board is responsible for establishing policy and priorities for the district. It is important that the board understand the key data that drives the educational decisions in the district.

The superintendent works with all stakeholders to develop a vision of student learning that is inclusive, reflects student needs as indicated by the data, and supports this vision with district resources. Research regarding practices of effective superintendents suggests that the superintendent and cabinet collaborate with the local governing board to develop district vision and goals.

As the LEA Plan comes to the local governing board for approval, it is critical that the superintendent and cabinet have informed the board about:

- student achievement data and emergent needs,
- the district process for developing the LEA Plan,
- the alignment of the LEA Plan to district vision and goals, and
- alignment of the Single Plan for Student Achievement (SPSA) with the LEA Plan.



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The District Leadership Team (DLT)

- LEAs in PI must develop an LEA Plan in concert with district educators, parents, and the community.
- The DLT is an advisory body to the superintendent, the cabinet, and the local governing board.

Handout: District Leadership Team Template

43

The DLT's primary responsibility is to develop the LEA Plan, work with schools in the implementing and monitoring of the LEA Plan, and revise the LEA Plan as necessary. The DLT should potentially include:

- Superintendent
- Members of the cabinet (including curriculum and instruction, human resources, business, special services, and data systems personnel)
- Principals
- Teachers
- Parents and community members
- Bargaining unit(s) representatives

The LEA Plan should not be developed in isolation by the categorical program director.



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Role of the DLT

- Participates in the analysis of data collected in the needs assessment process.
- Recommends actions for the LEA Plan.
- Monitors implementation of the LEA Plan goals.
- Communicates progress to and receives input from stakeholders.
- Recommends revisions to the LEA Plan as necessary.

44

The DLT is a key group in developing the LEA Plan actions.

DLTs for PI districts will vary in size and responsibility. However, in all cases, the DLT provides input into the development and ongoing revision of the LEA Plan.

In best cases, the superintendent's cabinet members serve on a DLT to assure all parts of the district system support the LEA Plan. In all cases, a broad-based DLT meets periodically to monitor implementation of the LEA Plan.

As the DLT looks at the district system (i.e., application of the DAS), districts/providers should take some time to ensure all involved in developing the LEA Plan have a common understanding of major terms and **potential** focus areas.

Facilitator Note: This next activity could also happen earlier in the process.



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Develop Common Understandings

- DLT members must share common understandings of the critical areas of focus (e.g., intervention, full implementation, English-language Development [ELD]).
- Understandings must be consistent with the California Content Frameworks.
- Common understandings assist the DLT in developing consistent district actions to support the critical areas of focus.

45

Facilitator Notes: A district leader/provider may use the following activity to ensure that everyone has common definitions for critical areas of focus that have emerged from the needs assessment. It is important that the definitions are consistent with the state frameworks and that participants understand that they will be more successful as they implement activities if they have fewer areas of focus which address multiple district issues.

Activity for training:

Note: If the participants have done Module II, the critical areas of focus identified in that module will be used as the critical areas of focus in this activity. If they have not, the trainer should identify three or four critical areas of focus drawn from the data used in that module.

1. *Number the critical areas of focus, or give them titles. If there are more than eight or nine areas, the facilitator may consolidate similar areas to achieve a manageable number.*
2. *If the group is a large one, divide into groups of three to five participants (random selection process). Each group will identify and state the concept in the critical area of focus (see examples on the slide), describe successful implementation and variations, and, if available, cite research or statute. Suggest 5-7 minutes for each priority area.*
3. *After 40–45 minutes, have the small groups come together into the larger body. Briefly have each group share central agreements about meanings for each area, find common threads of understanding, and write a definition that encompasses the common understandings.*
4. *Post common understandings of key concepts in a public space. Allow participants to post comments during breaks or between DLT meetings.*

Note: Use chart paper and a gallery walk, if desired.



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Overview for Applying the DAS

1. Rate the LEA's level of implementation on each of the DAS areas, using the findings from the needs assessment.
2. Synthesize DAS results to determine district actions for student academic improvement. These actions become the objectives in the LEA Plan.
3. Determine sequence of actions in the local context.

46

Building on the findings identified by the analysis of student achievement data and the state tools (APS, ELSSA, and ISS) and other district data, the DLT meets in a series of meetings to assemble data and recommend actions for the LEA Plan.

As the DLT continues to work through the process of applying the DAS to their needs assessment data, the large group should be divided into smaller units in a manner similar to the earlier DAS activity done at slide 16.



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A Process for Applying the DAS

- Divide DLT into smaller groups.
- Assign DAS standard(s) areas for each group.
- Propose recommendations for improvement according to the assigned DAS standards.
- Post proposed recommendations for general group discussion.

47

As the DLT initially reviews the DAS in light of the needs assessment findings and makes recommendations, it is important that the district/site leaders work in the DAS area of their greatest influence and/or expertise. Later as the process moves to actual writing of the LEA Plan, these leaders will be responsible for identifying specific actions and timelines for the LEA Plan in their area of influence.

For example:

- Governance—Board member, superintendent
- Alignment of Curriculum, Instruction & Assessment—District/site admin, teachers, parents, and board
- Fiscal Operations—Business official
- Parent and Community
- Human Resources—HR admin, bargaining unit member, principal, teachers
- Data Systems and Monitoring—Technical coordinator and fiscal staff
- Professional Development—District/site admin, teachers



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A Process for Applying the DAS (Cont.)

- As recommendations are shared, DLT members look for common themes among all actions as they relate to:
 - strengths of the district
 - needed improvements
 - challenges/barriers

48

As the DLT discusses the shared recommendations, the district leader/provider facilitates a synthesis process. That is, as DLT members share their recommendations from their particular area of expertise, common themes amongst multiple recommendations emerge that allow for the development of actions that will address several recommendation areas; the facilitator should draw out common themes across these recommendations.

These common connections should be noted on charts for all participants to see and the groups to share. There may be need for discussion and negotiation to reach agreement on the common themes.



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A Process for Applying the DAS (Cont.)

- Facilitator summarizes the discussion and with the DLT determines if:
 - they are ready for a sub-committee to draft an outline of the LEA Plan, or
 - more time is needed for research and discussion.

49

The needs assessment analysis, common understanding, and DAS activities will have revealed many issues, but the previous step of grouping recommendations into common themes should help the facilitator who will incorporate some of those issues into an area for improvement. For instance, increased professional development may be one of the findings from the DAS activity, but professional development will likely affect all other areas of the DAS and may be incorporated into all final recommendations. An issue such as increased parent involvement may become part of several recommendations.

The summary of the discussions about the recommendations from all groups of stakeholders should result in three or four commonly agreed-upon areas for improvement which will be supported by the DAS. These three or four areas will be the final recommendations, which will be written as the actions/objectives of the LEA Plan.

If there is agreement among all DLT members on the recommended district actions for the LEA Plan, the facilitator may be able to have a small subcommittee take DAS findings and draft an outline of the LEA Plan.

If the DLT is not in agreement about the three or four most important actions for LEA-wide focus, the facilitator may have to appoint a subcommittee to investigate and address concerns that are preventing agreements.



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The LEA Plan: Draft

- Small sub-committee takes DLT input and outlines the LEA Plan.
- DLT meets again to review and confirm content of the outline.
- Specific sub-committees begin or continue to fill in detail in the LEA Plan.
- The DLT may meet again to confirm actions/objectives.

50

If there is still confusion and DLT/cabinet members have “fundamental” questions, the district leader/provider will have to address the questions/concerns that have arisen. The provider and the superintendent must confer and agree on a course of action that will continue momentum for writing the LEA Plan and implementing corrective actions.

Some regroup strategies:

- review needs assessment findings.
- review “why” the district is now PI.
- discuss the research which supports the EPCs.
- bring in a fiscal expert (if necessary) to discuss how existing resources could be reallocated. In this conversation, have DLT/Cabinet members identify problems reallocation will bring and what can be done to overcome them.



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Prioritizing Actions/Objectives

- Sequence
 - Urgent
 - Prerequisite
- Success
 - Likely positive results
- Impact
 - Systemic
 - Student achievement

51

Ask the following questions about each action/objective:

Sequence: Which action can be undertaken now? Which are prerequisites?

Success Rate: Which have the highest likelihood of success and in the shortest amount of time?

Impact: Which will impact the entire system? The most students?



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Local Context

Local context:

- is crucial in determining what a district can do, and when.
- issues do not eliminate the need to address the LEA Plan actions.

52

While this module lays out a smooth process, the reality is that the local context will impact district leaders, teacher willingness to participate, already stretched finances, etc.

The next slide examines some typical local context issues.

Refer back to Module I for a deeper examination of dealing with local context issues.



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Local Context (Cont.)

Some typical issues:

- Organizational practices and protocols
- Academic challenges
- Effective communication among stakeholders
- Changing demographics
- Other

53

Each of these issues plays out in a unique context, such as:

- Organizational practices and protocols
 - Practices for collaborative planning at the district and school levels
 - Norms for respectful behaviors among all stakeholders
 - Processes that ensure continual, current information about student progress to all stakeholders
 - Safe, healthy environments for all stakeholders
- Academic challenges
 - Maintenance of a standards-based program for all students, including low-achieving student groups
 - Funding priorities
- Effective communication
 - Processes that ensure all stakeholders have a voice
 - Procedures for communication to all stakeholders
- Demographic changes and challenges (e.g. expansion of charter schools, changing student language groups, declining enrollment)
 - How will the local context impact the LEA Plan priorities for your district?



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Practice Scenario: Oak Tree Unified School District (USD)

Prerequisites for writing the LEA Plan:

- Needs assessment
- Identification of critical areas of focus

54

Now that the findings and recommendations have been fully discussed and defined, it is time to look at what the district must do to ensure these recommendations become actions for improvement that are implemented in the schools. The DAS standards describe the basics of a quality district system that focuses on the learning of all students.

This scenario provides a model for a district leader or provider to use in guiding the conversation from recommendations to actions the district needs to undertake. From the extensive list of suggestions that will be identified in this activity, the district leader/provider will assist the DLT in synthesizing the ideas in order to identify the most important and feasible actions/objectives they can implement in the first, second, and third years of the plan.

At this meeting (or these meetings), the district leader/provider will guide the DLT to synthesize ideas from the DAS. This activity is designed so that the same group of individuals look at all the recommendations through the same DAS lens. Some of the DAS areas are combined to create equal training groups.



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Practice Scenario: Oak Tree USD (Cont.)

- Apply the DAS to Oak Tree Unified School District

Handout: Oak Tree Unified School District Scenario

55

Facilitator Notes:

Activity: Working in DAS area groups, participants assume functions of a DLT for Oak Tree Unified School District or participants use their own district data.

If continuing with Oak Tree USD: all participants read the 2 page scenario. For more context information, the EPC, ELSSA and ISS summary information from Module II may be used.

Using participant data or scenario data from Module II, divide participants into small groups to conduct the DAS standards study described in slide 45. That is, district/site leaders work in the DAS area of their greatest influence and/or expertise. A suggested division of groups:

- Group 1—Governance (Area A)
- Group 2—Alignment of Curriculum, Instruction and Assessment (Area B) & Data Systems and Monitoring (Area F)
- Group C—Fiscal Operations (Area C) & Parent and Community Involvement (Area D)
- Group D—Human Resources (Area E)
- Group E—Professional Development (Area G)



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Discussion Prompts: Oak Tree USD

Questions to consider:

- What is already in place to support this recommendation?
- What barriers/challenges exist to implementation?
- What is needed to fully implement the recommendation?

Handout: Recommendations for Oak Tree Unified School District

56

Facilitator Notes: All groups read the handout “ Recommendations for Oak Tree USD” from Module II, or if using their own data, bring their findings and recommendations from Module II.

Each DAS Area group will identify:

1. *What the district is already doing to support the recommendations.*
2. *The challenges or barriers for the district to implement the recommendations in the Oak Tree USD schools.*
3. *What the district needs to do to fully implement the recommendations.*

In the assigned DAS group and using the DAS language as a guide, participants answer the chart questions for each recommendation and determine what actions need to be taken to fully implement the recommendation.

Once all necessary actions have been identified, the facilitator will synthesize (highlight) ideas that have been generated.

The next slide is a model chart for this activity. The recommendations in the chart are the Module II model recommendations. If participants bring their own data and recommendations, their recommendations will be entered in the chart.

<h2>Group A: Governance</h2>			
Recommendations	What is already in place to support this recommendation?	What barriers/ challenges exist to implementation?	What is needed to fully implement the recommendation?
Fully implement the adopted ELA and mathematics instructional materials, focus on 4 th through algebra levels.			
Implement a multi-layered intervention system for our identified strategic and intensive students in ELA and mathematics in all schools.			
Implement a coherent and consistent system of ELD for ELs in all grade levels, focus on Intermediate ELs.			
Revise the current assessment monitoring system to inform instructional decision making in a timely manner.			



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Handout: Group A: Governance Scenario 57

Facilitator Notes: This slide view is a sample of a chart to capture group discussion ideas for Group A: Governance. To complete this activity, prepare a chart for each of the five assigned DAS areas.



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Synthesizing Recommendations

- Synthesize into common recommendations. Write these as actions/objectives.
- Summarize
 - Barriers/challenges
 - District response
- Strategize
 - Action steps/tasks
 - Sequence
 - Resources

58

The facilitator, using the process described on slides 46–47, synthesizes all the groups' recommendations into three or four major recommendations. At this stage, some of the common concerns across all seven areas of the DAS activity may be discussed and incorporated into the recommendations. For instance, increased professional development may be one of the findings from the DAS activity, but professional development will likely affect all other areas of the DAS and may be incorporated into all final recommendations. An issue such as increased parent involvement may become part of several recommendations.

The following slides describe how to write the recommendations into actions/objectives of the LEA Plan.

The facilitator then summarizes barriers/challenges and district responses that have been identified. The DLT may then need to discuss an approach to the barriers/challenges and determine which can be overcome or turned to advantage.

The DLT may then be able to identify a small sub-committee that will implement the steps of the process and draft the LEA Plan. The LEA Plan draft includes actions/objectives and steps for accomplishing the actions (tasks/steps), the sequence in which the steps must occur, and the resources necessary to accomplish the steps.



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Formulating Actions/Objectives

Actions/Objectives are:

- Defined in clear and measurable terms.
- Realistic given time, fiscal, and human resources.
- Attainable within two years.

Handout: Sample LEA Plan Objectives

59

Once the district has identified its key priorities for the year, it is ready to formulate its LEA Plan actions/objectives and specific tasks/actions. Each action/objective should be written as a statement. The language should be clear and concrete so that there is no ambiguity as to what the district plans to undertake over the next year.

- The action/objective and specific tasks/steps need to be measurable; in other words, it should be clearly evident whether the action has been fully met by the end of the identified time span.
- The action/objective should be achievable. Is it reasonable that the district achieve the action/objective within this time period, given its fiscal and human resources? Large-scale actions/objectives should be phased-in (for example by grade level or student group) over the course of two years.



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Writing Actions/Objectives

- Write actions to implement:
 - Steps of implementation
 - Time frames to complete steps
 - Resources

60

Set up the next meeting date for the DLT to review and refine tasks/action steps.

- Specific sub-committees may be needed to define a detailed ELD system or intervention system, and to find general and categorical fiscal resources to support the plan.
- These committees should remain active during the implementation phase of the plan as well.



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Creating the Plan to Achieve Actions/Objectives

Each action/objective should identify:

- Tasks and action steps.
- Specific individual/s responsible for implementing the tasks.
- Specific timelines for completing the tasks.
- Associated costs and funding sources.

61

Once the district has identified its objectives, the planning must be detailed.

- The LEA Plan should document all of the tasks/steps that will need to be carried out to meet the action.
- It should designate one individual responsible for the completion of each task.
- It should identify a specific timeline for completing each task.
- Finally, the LEA Plan should identify the approximate cost and funding sources associated with each task.



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Individual(s) Responsible

For each task, a specific individual should be designated as responsible for implementation and follow-through.

62

Designate one individual as responsible for implementing the task. This means initiating the activity and seeing it through to completion.

Note that while many individuals may be targeted for involvement in accomplishing a task (teachers, principals, parents), the LEA Plan should identify a single individual as responsible for carrying out the task.



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Timeline

- Each task should include a timeline for completion.
 - The term “ongoing” does not describe a specific timeline.
 - 2010–12 does not describe a specific timeline.
- Commit to a specific due date (e.g., 09/30/11) or targeted time span (e.g., 09/01/11–10/31/11).

63

The LEA Plan should include a timeline for completing each task.

Please note that the term “ongoing” is not a measurable timeline, nor is a multi-year time span, such as Fall 2010–Spring 2012.

The timeline should specify the date by which the task will be completed (such as September 30, 2011) or cover the period in which the task will occur, including start and end dates (such as September 1, 2011, to October 31, 2011).



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Timeline (Cont.)

- The timeline should be detailed enough to determine, on a quarterly basis, whether tasks were completed by the completion date.
 - Teachers trained by...
 - Classroom visit protocol completed by...
- The timeline should be realistic and take into account all other LEA initiatives.

64

The timeline should be realistic and take into account district capacity and other initiatives being undertaken during the period.



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Allocating Financial Resources

- List all funding sources and amounts.
- Arrange in order of most restrictive to least restrictive.
- List all actions in plan that require funding.

65

Consider all resources. Begin with the LEA Plan actions and work backwards to consider all possible funding sources to accomplish each goal. Avoid spending categorical dollars in ways that distract from accomplishing the LEA Plan goals or grant funding that competes with accomplishing LEA Plan goals.

Least restricted:

- Consolidated state funds (from February 2009 budget).
- Federal jobs fund: may be spent on activities related to salary and benefits for teachers or other school-level employees.

Less restricted:

- Title I, Part A and ARRA
- EIA-State Compensatory Education (SCE)
- QEIA

More restricted:

- Title I set-aside: Professional Development (PD), Choice, and SES
- Title II, Part A
- SIG

Most restricted:

- Title III
- EIA-Limited English Proficient (LEP)
- Title IID: technology



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Allocating Financial Resources (Cont.)

- Arrange actions in logical order for implementation.
- Create a matrix of action steps and funding sources.
- Identify potential funding sources for each action step and decide which funds to assign to each action step.

66

Facilitator Notes: Create a matrix of actions steps and funding sources by listing in rows along the left-hand side of the matrix the actions in a logical order for implementation beginning with the highest priority actions. In columns across the top of the matrix, list funding sources from most to least restrictive. Identify potential funding sources for each action step, allocating the most restricted funds first.



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Align to LEA Plan Format

The district's plan to address its priorities should be incorporated into the LEA Plan template:

- Organized around the performance goals of the ESEA.
- Including columns to document actions (tasks), persons responsible, timeline, estimated cost, and funding source.

67

The district's plan to address its prioritized needs (including steps to implement the SBE-assigned corrective action) should be incorporated into the LEA Plan template, which is organized around the five improvement goals of the ESEA:

1. All students will reach high standards. This is where a district would address instructional materials and intervention programs.
2. All limited-English-proficient students will become proficient in English and reach high academic standards. This is where a district documents policies, actions, and strategies for English learners.
3. By 2005–06, all students will be taught by highly-qualified teachers (Title II). This is where a district typically documents its professional development activities.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school (interventions could also appear under this performance goal). Complete all columns in the template—they constitute the key components of a strong operational plan.



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Associated Costs and Funding Sources

- A plan that does not provide a budget or source of funding for planned activities will not be implemented.
- Consider the costs for proposed activities in the developmental stages of the LEA Plan.
- Accompany the projected costs of an activity with a funding source.

68

Any operational LEA Plan must take into account the costs of its proposed activities and the funding streams to cover these costs. These should be considered during the developmental stage of the plan, not added as an afterthought when the objectives and activities have been formalized.

If there are costs associated with an activity, the source for funding the activity should be identified from the start.

And, of course, the district budget should be aligned to support the key priorities of the district. Any district initiatives that do not directly support these priorities should be reconsidered and funds realigned.



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Conclusions

- An LEA Plan is effective only to the extent that it is monitored (Module IV).
- The LEA Plan is the foundation for the Single Plan for Student Achievement (SPSA).

69

Module IV focuses on the role of district leaders and advisory teams in implementing and monitoring the LEA Plan. It also includes an examination of the alignment between the LEA Plan and the school plans.



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Closing Thought:

**Some people
dream of success...
while others wake
up and work hard
at it.**

~Author Unknown



70

We know that Improvement is hard work. May your work in LEA planning bring about success in student achievement.