



Systemic Local Educational Agency (LEA) Plan Development

Module IV: Implementing and Monitoring the LEA Plan

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

This is the fourth and final segment of a four-part training for writing, implementing, and monitoring an effective Local Educational Agency (LEA) Plan to improve teaching and learning.



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Welcome

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

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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.

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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 a clear and educationally sound LEA Plan.

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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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Systemic LEA 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.

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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.

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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 IV Topics

- Implementing, monitoring, and evaluating the LEA Plan
- Aligning the LEA Plan and the Single Plan for Student Achievement (SPSA)

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This module's focus:

- How the LEA Plan should be supported during implementation, monitoring, and regular updating. This module includes the roles of the board of trustees, the superintendent and cabinet, the DLT, and school site leadership in that process.
- The LEA Plan is developed by a broad-based group of stakeholders.
- The school site Single Plan for Student Achievement (SPSA) should support the LEA Plan goals and actions.
- School plans are developed by school site councils (SSCs) and submitted to the LEA governing board for review. Ideally, there is a reciprocal relationship between the contents of the LEA Plan and the goals and actions of school plans.
- Additionally, the module provides recommendations on timelines for the board and the district to effectively monitor progress toward reaching the established LEA Plan goals.



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Module IV: Implementing, Monitoring, and Evaluating the LEA Plan



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Implementing, Monitoring, and Evaluating the LEA Plan

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This next section describes the roles and responsibilities of various district and school personnel, and governing authorities in supporting the implementation and monitoring of the LEA Plan. Initially it draws from the DAS.



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Accountability for Implementing the LEA Plan

District Assistance Survey (DAS) Guidance: Governance

“A.8: The LEA holds teachers, site administrators, and district personnel accountable for student achievement and meeting federal, state, and local accountability requirements.”

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From DAS Criteria and Clarifications for A.8:

Full implementation means that all LEA personnel, site administrators, and teachers throughout the LEA are accountable for meeting specific teaching and student achievement goals as defined in the LEA Plan.

The LEA must clearly communicate the actions required by teachers and district administrators in order to support implementation of the LEA Plan.

The LEA must communicate a clear, well- defined method to monitor the implementation of the LEA Plan, including progress monitoring, timelines and persons responsible for carrying out each action. Follow-up action is taken when revisions to the LEA Plan are needed or when progress monitoring actions are not completed.

If the LEA is in Title I, Title II, and/or Title III improvement status, all LEA and site personnel are knowledgeable of, and accountable for, implementing the accountability requirements.

District personnel may need additional professional development to fully implement their instructional leadership roles.



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Effective Implementation

Effective implementation requires:

- Committed leadership at the district and school levels.
- A calendar to review benchmark student achievement data, update the monitor the completion of LEA Plan actions.

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Once the LEA Plan has been developed and approved by the board of trustees and State Board of Education (SBE), the LEA Plan must be implemented across the district.

It is imperative that all stakeholders in the LEA recognize that their leadership is fully committed to implementing the LEA Plan. This includes the board, the superintendent, the DLT and cabinet, and the principals of the schools. The schools will develop SPSAs reflecting the LEA Plan goals and school-specific goals.

In order to ensure implementation of the LEA Plan goals and actions, the leadership needs to organize and calendar when actions are to be completed and data reviewed by various groups. Later, this presentation will address the calendaring of priority actions.



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Effective Implementation (Cont.)

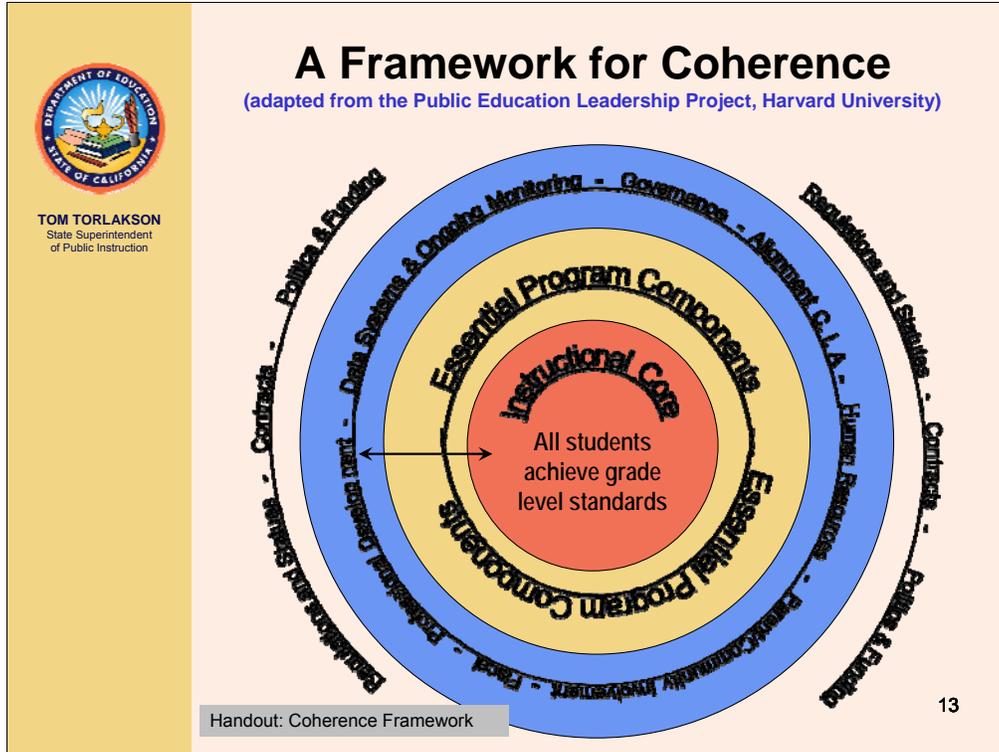
Effective Implementation is supported by:

- Accountability for meeting LEA Plan expectations, goals, and actions.
- Communication among all stakeholders, including the School Site Councils (SSC), throughout the development and implementation of the LEA Plan process.

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Participation of all stakeholders in the implementation of LEA Plan goals and actions will contribute to the success of the LEA Plan and improved student achievement.

District capacity building requires that there are decision points and safeguards in place so that expectations, goals, and actions of the LEA Plan are supported throughout the implementation process.



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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Leadership for Monitoring the LEA Plan

- Monitor actions and timelines
- Ensure targets are met
- Determine when to review, revise, and realign resources
- Provide support where needed
- Confront barriers to implementing the LEA Plan

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The person placed in charge of monitoring the LEA Plan is indicative of the importance of the LEA Plan to the district system. Responsibility for successful implementation of the LEA Plan requires someone with the authority to:

- Ensure that the district and schools are accomplishing the tasks in the LEA Plan in appropriate time frames and using resources appropriately.
- Determine when the process requires revising or when extra support is needed.
- Confront and negotiate barriers to full implementation of the LEA Plan. (Discuss some barriers to implementing the LEA Plan that participants may have experienced or anticipate.)

The superintendent and cabinet are responsible for monitoring the LEA Plan. For example, in a PI district, the involvement of the superintendent is critical in implementing Corrective Action 6, which often requires broad and immediate changes to structure, quality of practice, and the culture.

The superintendent and cabinet work with a broad-based DLT on an at least quarterly basis to review student progress and LEA Plan actions. This is one model of how to monitor the implementation of the LEA Plan. However, if the superintendent is not directly responsible for the LEA Plan, then cabinet-level staff with authority for overall responsibility for the LEA Plan must be appointed.



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Role of the Superintendent

- Maintain high expectations for attaining the goals of the LEA Plan
- Establish a calendar for approval and monitoring of the LEA Plan
- Guide fiscal and human resource allocation necessary to fully implement the LEA Plan
- Meet regularly with key staff.

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Depending on the size of the district, the superintendent's direct role in the development, monitoring, and revision of the LEA Plan may vary.

The superintendent should:

- Convey and model high expectations for completing the actions required by the LEA Plan in the specified time frames.
- Meet regularly with key staff to monitor the implementation of actions in the LEA Plan. This could be accomplished at regularly scheduled cabinet meetings or with individual staff responsible for implementing the LEA Plan.
- Attend the meetings and facilitate the DLT and board of trustees review of data and LEA Plan tasks.
- Provide specific feedback and direction for next steps; in some cases the superintendent will need to re-establish priorities due to:
 - local or state policy changes.
 - budget changes that impact the allocation of resources for implementation of the LEA Plan.

Ultimately, the superintendent provides direction based on policies and budget changes that impact the LEA Plan and serves as the liaison between the board of trustees and the DLT. If the superintendent does not assume responsibility for implementing the LEA Plan, the superintendent should designate a cabinet-level officer with the authority to implement and monitor the LEA Plan.

Implementation of the LEA Plan is not the responsibility of the categorical program director.



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Role of the Superintendent (Cont.)

- Coordinate with the DLT for monitoring the LEA Plan
- With the cabinet and DLT, evaluate effectiveness of LEA Plan implementation
- Prepare recommendations and share progress with the board of trustees

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The superintendent or designee needs to ensure that the established timeline for monitoring of the LEA Plan is met and that the data and other information indicating the progress is collected and analyzed.

The superintendent or designee should ensure that the DLT regularly reviews the LEA Plan goals and progress on implementation throughout the year.

If the district relies on its DLT for ongoing monitoring, the superintendent or designee needs to regularly receive reports from the DLT regarding progress being made toward meeting the goals in the LEA Plan and review the data that has been used to monitor these goals.



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Role of the DLT

Monitors implementation of the LEA Plan:

- Reviews progress of the LEA Plan actions
- Discusses challenges and roadblocks to implementation
- Recommends adjustments to superintendent and cabinet

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The DLT monitors the progress of the district and schools in implementing the LEA Plan.

- Review specific actions stated in the LEA Plan, including adherence to established timelines.
- Discuss challenges and roadblocks to implementation, including resource allocations, timeline lapses, data integrity, etc.
- Make recommendations to superintendent and cabinet regarding adjustments needed.

The DLT meets regularly to monitor progress on LEA Plan goals and to inform the superintendent and cabinet.



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Role of the Board of Trustees

Establishes coherent direction for student learning by

- Adopting policies and priorities that support student learning.
- Establishing district level goals.
- Confirming DLT activities for the LEA Plan.
- Reviewing and approving aligned schools' SPSAs.

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- The board of trustees is responsible for establishing policy and priorities for the district. It is important that the board understand the key school and district level data and their role in driving educational decisions in the district.
- The board should establish and confirm goals for student learning in order for staff to implement clearly articulated targets for all student groups in the district. Some or all of the board goals should be reflected in the LEA Plan and the school SPSAs.
- The board should provide direction to staff regarding the monitoring of the LEA Plan. For example, the board should indicate if the LEA Plan will be reviewed throughout the year (recommended) or annually.
- The board also needs to ensure that SSCs understand the relationship among the LEA Plan, the SPSA, and the authority and responsibility of the board of trustees for approving the LEA Plan and SPSAs.



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Role of the Board of Trustees (Cont.)

- Monitoring implementation and funding of LEA Plan activities.
- Annually reviewing student achievement data and as necessary updating the LEA Plan as required by federal law.
- Providing support for implementation of the LEA Plan and of SPSAs.

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- At a minimum, the board should conduct an annual evaluation of the LEA Plan. This could be in conjunction with the release of the district's Standardized Testing and Reporting Program (STAR)/California High School Exit Exam (CAHSEE) results. A review of the progress that has been made in each area of the LEA Plan and recommendations for modification of existing LEA Plan actions and new actions could be made at this time.
- Staff should provide the board a timeline for reviewing and monitoring the LEA Plan. The timeline could be established around district benchmark assessment periods. Staff should be prepared to provide indicators of success toward meeting the established goals throughout the year and identify areas for continued growth.



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For Program Improvement Schools: District and School Liaison Team (DSLTL)

- Formed to advise and implement functions required for schools in PI, especially for Alternative Governance in PI Year 4 and 5
- Not required by statute
- More information is available on the CDE Program Improvement School Requirements Web page at <http://www.cde.ca.gov/ta/ac/ti/schoolpireq.asp>

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The District Leadership Team (DLT) discussed in the Systemic LEA Plan Development Training is the core group of stakeholders that helps the district design the LEA Plan, support and monitor implementation of the LEA Plan.

The District and School Liaison Team (DSLTL) is composed of individuals from schools in Program Improvement and district support personnel for these schools. It focuses on individual school improvement and guides individual PI school corrective actions.

This module does not go into Alternative Governance School Leadership Teams for schools in PI Year 4-5. However, if a district has PI schools with Alternative Governance Teams, it will need to include them in the LEA Plan process and monitoring.



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Sample Timeline

- **September–November** – Staff collects student achievement and program data and shares it with the local board of trustees.
- **November**—LEAs in PI Year 3 receive Corrective Action.
- **February** – The board of trustees receives a draft of the LEA Plan in Board Study Session.

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The timeline may be adjusted for LEAs in PI, depending on the release of state assessment data.

The timeline should contain interim dates for periodic review of implementation steps accomplished.

It is important for all LEAs in PI to document

- district support for advancing PI schools,
- their progress in implementing Corrective Action 6, if applicable,
- Any district assistance and intervention team or technical assistance provider recommendations, if applicable.

November--LEAs in PI Corrective Action must conduct a needs assessment and revise the LEA Plan (may require the assistance of a technical assistance provider).



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Sample Timeline (Cont.)

- **March** – The board of trustees approves the LEA Plan.
- **June** – Staff provides a progress report on LEA Plan implementation.
- **September**– The board of trustees receives the evaluation of the LEA Plan and provides staff with direction for goal revision.
- **November** – The board of trustees reviews the priority actions of the LEA Plan.

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The timeline would continue with periodic dates for review of the priority actions of the LEA Plan.

June

- Staff and the DLT provide the board of trustees with a report on the progress of LEA Plan implementation.

September

- The DLT conducts an evaluation of the LEA Plan and reports to the board of trustees, detailing specific progress on goals and actions based on current data. The staff may include recommendations for revision of the goals, and the board of trustees responds by approving the recommended revisions or by providing staff with other direction for revision of goals.

November

- Board of trustees reviews priority LEA Plan benchmarks.



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District Calendar for Effective Planning

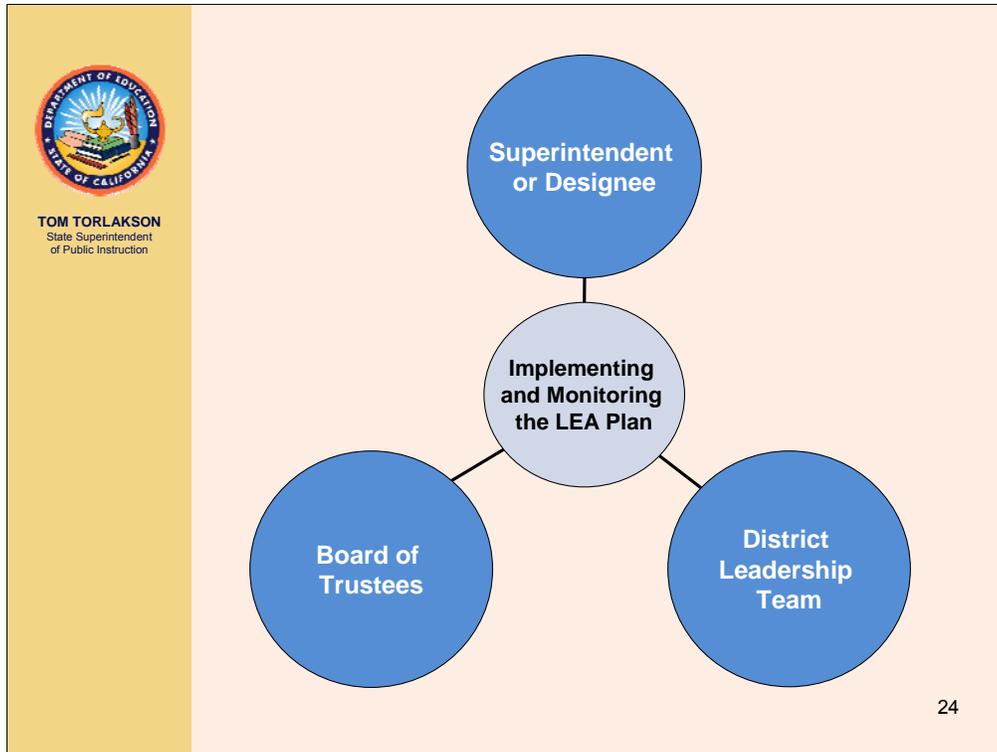
- Prioritizes goals and actions in the LEA Plan.
- Publicly displays agreed-upon actions and progress monitoring dates.
- Provides accountability for implementing actions of the LEA Plan.

Handout: District Calendar Template

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A district calendar that identifies key actions in the timeline helps hold everyone accountable to completing adopted actions. The calendar publicly displays the agreed-upon actions and reporting dates.

The superintendent and DLT have an ongoing responsibility to maintain the focus and expectations of the LEA Plan.



The effective implementation of the LEA Plan is a collaborative venture. This view of the three organizational leadership groups is provided in order to discuss how each entity needs to accept responsibility for their role in implementing an effective, on-going LEA Plan. Doing so is likely to improve student achievement.

Discussion prompt: What do you still need to know about the role of the:

- *superintendent?*
- *board of trustees?*
- *DLT and representation on the DLT?*



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Implementation Activity: Oak Tree Unified School District

Purpose: explore and discuss ways to ensure implementation of the LEA Plan for Oak Tree Unified School District.

- Read and discuss the scenario.
- Compose answers to the questions posted on the chart.

Handout: Monitoring LEA Plan Scenario

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Post the following questions on a chart or on a separate handout:

- *What do the superintendent and cabinet need to do to ensure that the next set of benchmarks is established?*
- *What underlying problems does this scenario imply and how can they be addressed?*
- *Looking back in the LEA Plan process, what could the superintendent/cabinet have done differently?*



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Communication Structures to Support the LEA Plan DAS Guidance–Governance

“A.7 The LEA uses an effective two-way communication system and provides timely and accurate information to all stakeholders, ...about student achievement, academic expectations, and accountability requirements.”

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From DAS Criteria and Clarifications for A.7:

Full implementation means that the LEA has in place timely two-way communication systems with all stakeholders regarding student achievement, academic expectations, and accountability requirements. All communication is rendered in a format and language that is understandable to all stakeholders.

The LEA has established channels to facilitate ongoing and frequent communication from the stakeholders to the LEA. Examples of these communication channels are evident.

The LEA annually sets student performance goals and clearly communicates these goals to all site administrators, teachers, students, and parents/families. Goals are measurable, achievable, and evaluated annually.



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Sample LEA Plan Communication Structure

Superintendent and Cabinet Inform and Receive Input From:		
Board of Trustees	District Staff	Site Administrators
Bargaining Unit(s)	District Leadership Team	District Parent Committees
PI Year 5 Alternative Governance Team(s)		Community
District Leadership Team Inform and Receive Input From:		
	Constituent Groups	
Site Administrators Inform and Receive Input From:		
Principal Leadership Team	School Site Council	Teachers and Parents
Alternative Governance School Leadership Team (SLT) for PI Year 5 Schools		

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The LEA uses an effective two-way communication system in which the superintendent and cabinet inform and receive input from:

- Board of Trustees
- Bargaining Units
- Alternative Governance Teams
- District Staff
- District Leadership Team
- Site Administrators
- Parent District-level Committees
- Community

The DLT informs and receives input from their constituent groups, and site administrators inform and receive input from:

- Principal Leadership Team
- SSC
- Teachers and parents
- Alternative Governance School Leadership Team (SLT)



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Communication

- Develop protocols to ensure effective, two-way communication.
- Identify stakeholders to be included.
- Share progress toward implementing the LEA Plan and achievement of students on a scheduled basis.

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Communication needs to be multi-lateral. In this slide, it is referred to as two-way communication to reflect both district direction to its various audiences as well as feedback received from those audiences.

It is important to communicate the successes, progress, and challenges of implementing the LEA Plan to external and internal stakeholders.



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Discussion

In 10 words or less: What is the most important thing you need to do to effectively implement the LEA Plan?

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Rationale for the activity:

This activity is an opportunity for the presenter to give participants time to reflect on the previous slides and have a discussion. Participants will walk away with a statement summarizing their learning of the implementation presentation.

Suggestion: Give participants 3 minutes to write a statement (the 10 word limit is to force reflection; some audiences will not want to participate in this way), share at table groups (if a large training) or conduct total group share. Chart some statements for public display as the training progresses.



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LEA Plan and SPSA Alignment

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This next section discusses the rationale and roles for aligning school and district plans.



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DAS Guidance: SPSA Alignment

“A.5 The LEA Plan...is the guiding document for the development of the SPSA....”

- The SPSA for each school is clearly aligned to the LEA Plan.
- The LEA Plan describes how the district provides support to all schools.

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From DAS standard A.5: “The LEA Plan is developed in alignment with the accountability requirements at both the state and federal levels and with input from all stakeholders. It is grounded in sound, research-based instructional practices and is the guiding document for the development of the SPSA in each of the LEA’s schools.”

- Full implementation means the SPSA actions for each school are clearly aligned to the LEA Plan, incorporating the actions from the LEA Plan in order to support a coherent implementation of the LEA Plan in all schools.

In developing the SPSA at each school site, it is important for each school to study and understand the goals and actions of the LEA Plan. The SSC can then draft the SPSA to align with the LEA Plan.

- The LEA Plan describes how the district provides support to all schools through the seven areas of district support.
- Underperforming schools are targeted for additional support in fully implementing the Essential Program Components (EPCs).
- Schools in PI Year 4-5 must engage in significant restructuring or alternative governance, which should be addressed in both the LEA Plan and the school’s SPSA.



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Alignment: Rationale

- **Accountability**
 - Federal and state requirements
 - PI schools and LEAs
- **System Coherence**
 - Consistent academic targets for all students
 - Focused, strategic use of available resources

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- The board of trustees, the community, and DSLT should be provided with rationale for the alignment of the LEA Plan and the SPSA.
- **Accountability:**
 - LEAs in PI are directly accountable for student performance, even for student groups that do not reach the level of “significant” at a particular school site.
 - Adequate Yearly Progress (AYP) status is based on school and district data.
 - The LEA Plan must be aligned with state and federal accountability requirements, and the LEA shares responsibility for the schools’ compliance with state and federal requirements.
 - [LEAs with schools in PI Year 4-5 must implement restructuring or alternative governance in the PI school.](#)
 - State program evaluation tools, used to measure the instructional system of the LEA, begin with examination of school-level programs (Academic Program Survey and EPCs).
- **System Coherence**
 - The LEA Plan ensures a coherent system of support for the lowest performing student populations regardless of their school of attendance.
 - o Establishes consistent academic targets.
 - o Allows for focused use of limited district and site resources.
 - o Monitors implementation at district and school level.



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Consistent Achievement Targets

It is important that the district, not individual schools, establishes targets for closing the achievement gap for high priority students.

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- Rigorous achievement targets should be applicable to all students in the LEA.
- The relationship between the targets for student achievement for significant student groups, including English learners and students with disabilities, should be evident in both the LEA Plan and the SPSA.
- The LEA Plan should guide schools and SSCs regarding the achievement goals for all students in the district. This is supported when there is close alignment between the LEA Plan and the SPSAs.



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LEA Plan/SPSA Goals

LEA Plan Goals	SPSA Goals
<ul style="list-style-type: none">• Core academic program• Intervention system• Professional development plan• Assessments• Integration of Titles I, II, and III requirements	<ul style="list-style-type: none">• Implementation of LEA programs and goals• Other actions to address unique site needs, including restructuring or alternative governance plans in PI Year 4-5 schools.

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The LEA Plan establishes the elements of the instructional systems noted in the table.

The SPSA implements the LEA Plan goals with support from the LEA, and includes any actions that meet the unique needs of the site (grade span specific, demographic variations, PI status, etc.).



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Alignment of the LEA Plan and SPSA: Role of the District

- Clear board of trustees policy regarding alignment
- Monitoring protocols to ensure alignment (i.e., budget allocations)
- Ongoing communication (i.e., LEA Plan's impact on the school)
- Direct district support to the principal
- Support to the SSC for development and monitoring of the SPSA

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Introduce the alignment process with the following questions for a short discussion:

How do the superintendent and district staff support and inform the SSCs in developing a SPSA

- *that is aligned with the LEA Plan?*
- *that allocates site resources (dollars and personnel) toward LEA Plan goals and actions?*

Districts in PI have to ensure that all students in all the schools increase academic achievement. There are limited categorical and general fund resources to expend. This necessitates that the SSC allocate the necessary funding for such EPC related expenditures as strategic periods, intensive intervention classes, coaches, etc.

The SSC writes the SPSA; the local board of trustees approves it. If the board of trustees feels that it fails to reflect LEA priorities in the LEA Plan, it may return the SPSA to the school for the SSC to revise.



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Alignment of the LEA Plan and SPSA: Role of the Principal

- Monitor implementation of LEA goals and school goals.
- The district supports the principal by providing clear expectations, leadership training, and support (human, material, and fiscal) as needed.

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In the end, it is the principals that monitor the LEA Plan goals and SPSA actions at their school sites.

An important strategy to increase the likelihood that the LEA Plan and SPSA actions are implemented is to make sure the principals are provided:

- clear expectations for progress monitoring with definite timelines.
- training for the instructional and leadership skills necessary to implement (e.g., observation of the instructional program, development of supervisory skills, etc.).
- the research that supports LEA Plan goals (i.e., full implementation of the adopted math program).
- ample support for addressing challenges to full implementation of the SPSA.

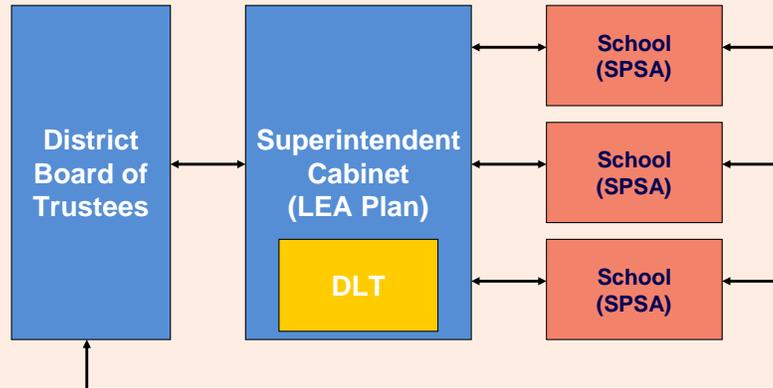
Discussion: Discuss challenges presented when school principals do not believe the LEA Plan actions will result in improved student achievement at their sites.

- *What are some common obstacles or barriers to full participation by site principals in implementing the LEA Plan?*
- *What are some approaches that might be attempted to address this issue?*



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Alignment of District and School Goals for Student Achievement



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The diagram represents the alignment of the district and school goals, the alignment of the LEA Plan and the SPSAs, the board's policy regarding alignment, the ongoing communication, and the direct support to the principals and SSC.



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Role of the SSC

- Develops the SPSA to reflect LEA Plan goals
 - Academic achievement goals based on data from needs assessment
 - Includes proposed expenditures of all categorical programs at the site
- Monitors adherence to the SPSA
 - On-going evaluation of the educational program of the school

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District leaders and/or technical assistance providers may need to collaboratively review school-level data with the site principal and SSC to ensure that SSCs focus on student achievement and LEA Plan goals in developing the SPSA.

Best practices for the SSC include:

- Calendar regular reviews of timeline, expenditures, student group progress.

For more information on the development of the SPSA see the CDE Single Plan for Student Achievement Web page at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>.



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SSC and LEA Plan Alignment

District leaders provide:

- Training on the analysis of student achievement data and conducting a needs assessment
- Common formats for review of student achievement data
- Data from DLT meetings for review at each school site

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- By training the SSC to analyze student achievement data and to understand how to conduct the needs assessment, the district provides a global, systemic view of academic improvement for all students to SSC members.
- The LEA provides a common format for the review of student achievement data to simplify the aggregating of data at the LEA level and to provide a single platform for display.



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State Superintendent
of Public Instruction

SSC and LEA Plan Alignment (Cont.)

SSC:

- Monitors alignment of site goals with district goals
- Aligns allocation of available categorical funds to ensure completion of site goals



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SSC and LEA Plan Alignment (Cont.)

Discussion Prompt:

What role does the SSC play at the schools in your district? What concrete actions could the district take to ensure the SSC is able to carry out its legal duties?

Discussion for SSC:

For provider training: What role for the SSC should be emphasized in preparing the LEA Plan for the LEA you work with or for the LEA entering PI status for the first time?



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SPSA Tool

- Guides SPSA development
- Promotes alignment to district mission and vision
- Helps schools review district as well as school data and district targets

(Shared with permission by the Los Angeles County Office of Education [LACOE])

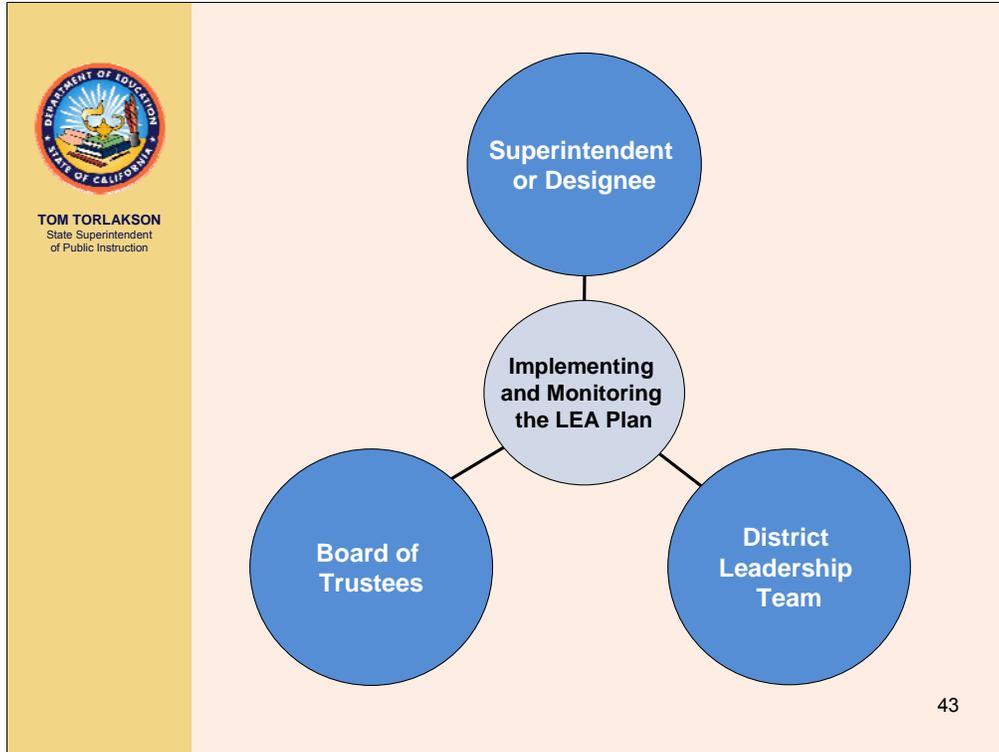
Handout: LACOE SPSA template

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Facilitators may wish to give participants a copy of this document.

The Los Angeles County Office of Education (LACOE) SPSA development tool is a comprehensive document. It includes placeholders for programs that may be impacting the school (e.g., Quality Education Investment Act [QEIA] of 2006), and it keeps district data and targets in the conversation as schools review their data and determine high priority actions.

Suggested activity: Give participants four or five minutes to glance through the document and have them flag places within the document where they would discuss alignment of the LEA data and the school data or LEA needs and school needs. Another possibility would be a short partner share out of places where they find alignment between the LEA planning process and the SPSA planning process.



The effective implementation of the LEA Plan is a collaborative venture. In summary, each of these role groups needs to calendar a review of progress on the LEA Plan on a quarterly basis. The review begins with an analysis of benchmark student achievement data and state performance goal targets. It continues with an analysis of program implementation in support of LEA and school plan goals. It concludes with statements about next steps appropriate for specific individuals and role groups to continue the school and district improvement process.



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State Superintendent
of Public Instruction

If we are facing in
the right direction,
all we have to do is
keep on walking.
~Buddhist Saying



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This training has been designed to assist you in developing and implementing an effective LEA Plan. It is the hope of the authors that it will be a benefit to the students that are served by the schools in your LEA.