

Education = future



BOARD OF EDUCATION

Leading Forward

GOALS, PRIORITIES AND
INITIATIVES FOR 2010-2011

JULY 12, 2010

*Vision and Goal Statement:
Our Shared Common Purpose*

**All students will acquire
and apply knowledge
at high levels.**

*Student achievement results will show
mastery of standards by individual
students as well as by student sub-
groups...with no significant differences
in performance between groups.*

District Leadership that Works: Specific Leadership Behaviors

- 1. Ensure collaborative goal-setting.**
- 2. Establish nonnegotiable goals for achievement and instruction.**
- 3. Create board alignment with, and support of, district goals.**
- 4. Monitor achievement and instruction goals.**
- 5. Allocate resources to support the goals for achievement and instruction.**

District Leadership that Works, Marzano & Waters, 2009



BACKGROUND

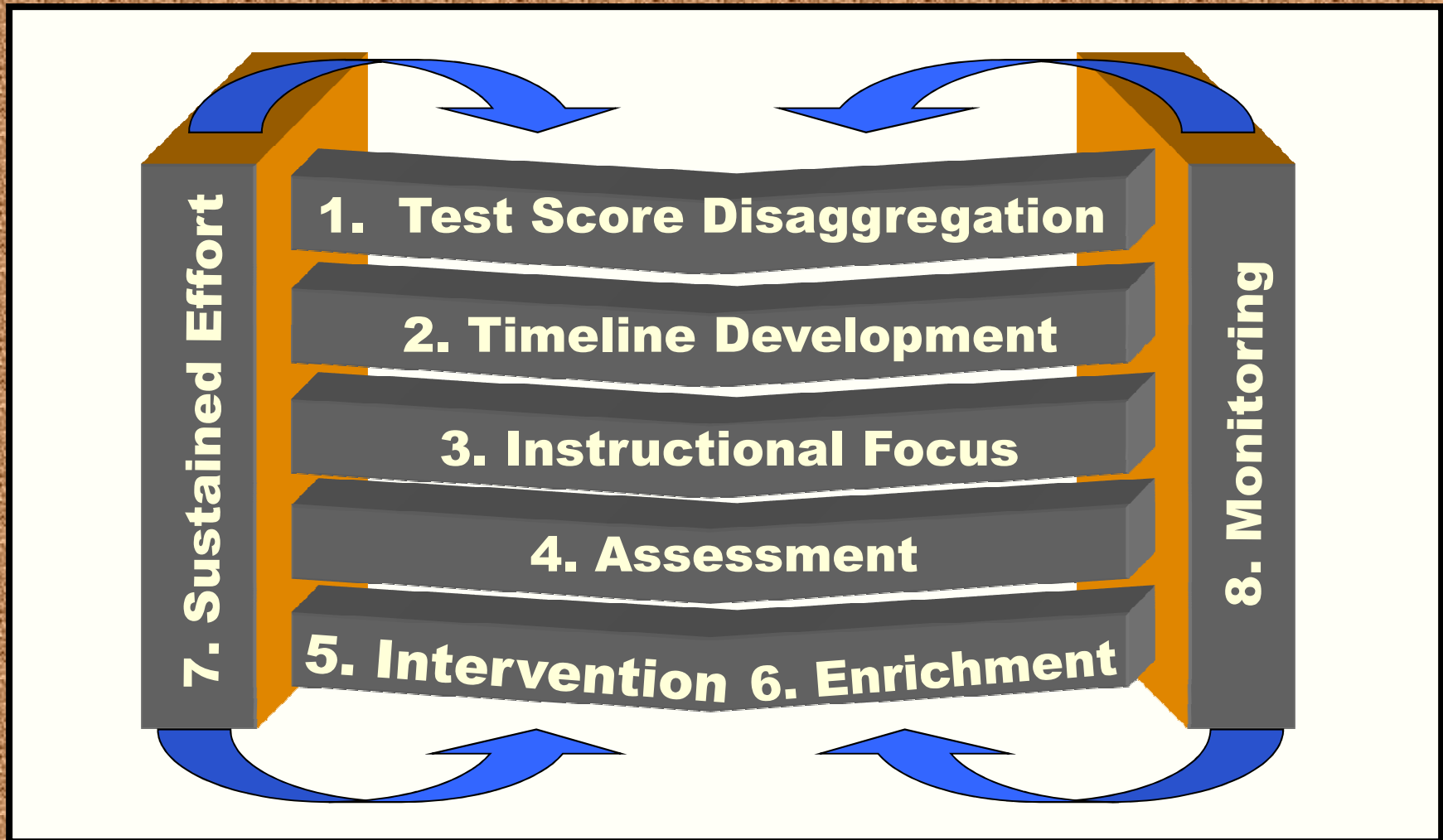
2000-2005 Superintendent Pete Watson introduced the *Strategic Achievement Plan*, a five-year guide designed to transform all students into successful learners through high expectations in a standards-based, data driven environment...with NO excuses.

2005-2010 Building on a solid foundation and impressive results, Superintendent Gary Rutherford facilitated “Phase 2” of the *Strategic Plan for Student Achievement* in 2005, incorporating Professional Learning Community research to continue the work.

2010-2015 Tonight, the Board will begin the process of identifying goals, priorities and initiatives to continue the legacy of excellence and equity in Upland schools as we enter “Phase 3” of the strategic plan.

Strategic Achievement Plan, 2000-2005

The Collective “Work of the District”

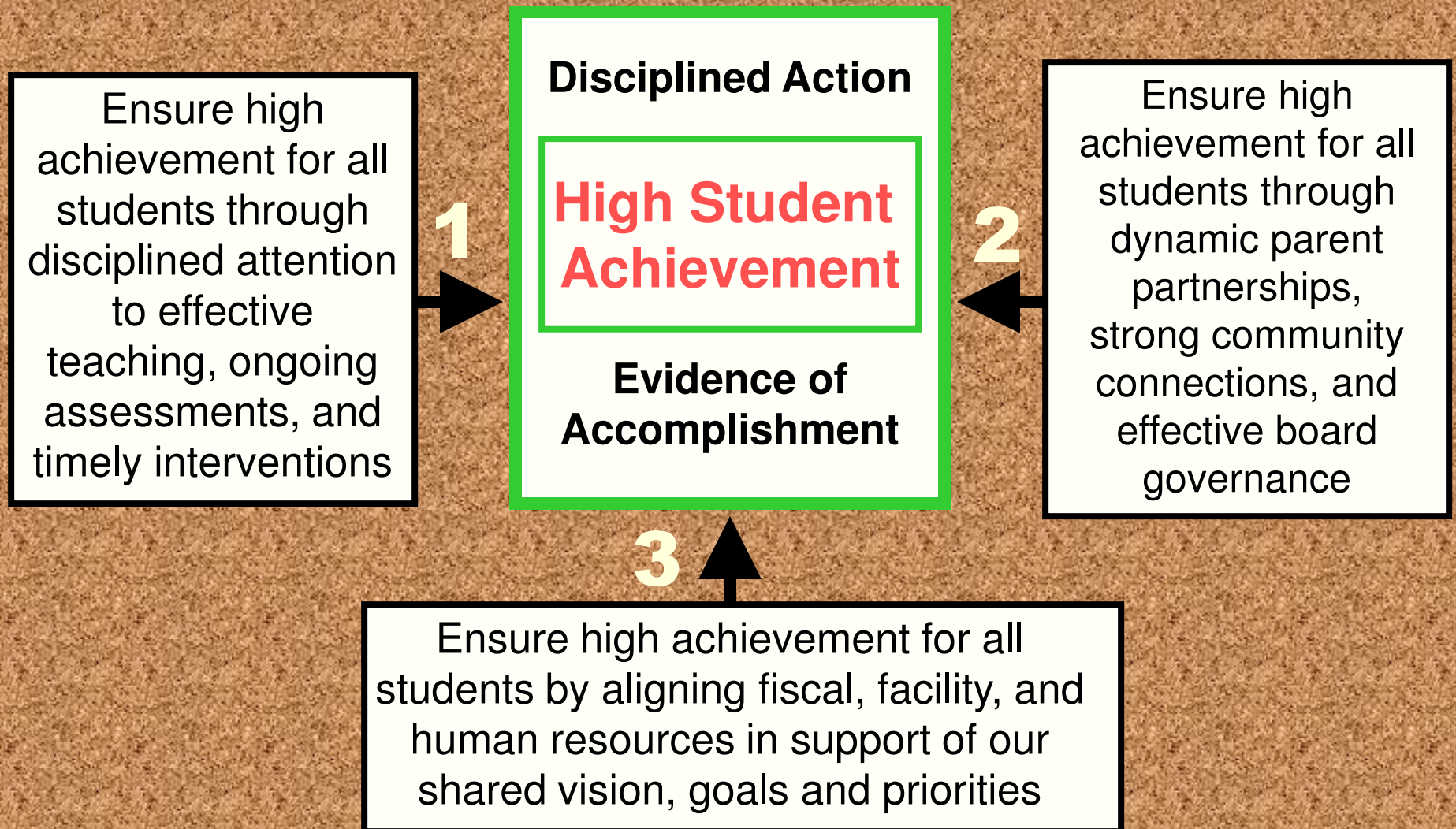


PHASE 1: 2000-2005

Key Components

- ❖ **Core knowledge clearly defined by the California Content Standards**
- ❖ **State accountability measures knowledge of standards (STAR, SAT-9, CAHSEE)**
- ❖ **Local measures provide more information**
- ❖ **Systematic approach to instruction, assessment, reflection and learning**
- ❖ **Data identifies opportunities for making improvements instead of excuses**
- ❖ **Promising practices and successes shared within the district**

PHASE 2: 2005-2010 Strategic Plan for Student Achievement



2000-2010 DEMOGRAPHICS - THEN & NOW

THEN – 2000

Enrollment = 12,214

English Learners = 1,257

Free/Reduced Lunch = 3,979

Ethnicity

White = 46.8%

Hispanic = 33.6%

Black = 10.4%

Asian = 6.6%

Other = 2.6%

NOW – 2010

Enrollment = 12,028

English Learners = 1,686

Free/Reduced Lunch = 6,210

Ethnicity

White = 32.4%

Hispanic = 47.8%

Black = 9.2%

Asian = 6.7%

Other = 3.9%

2000-2010

Student Achievement - THEN and NOW

THEN – 2000

**No school met State
Standard of 800 on the API**

**No school performed in top
ten percent of State: 900 API**

**Two (2) California
Distinguished School Awards**

**No Title 1 Academic
Achieving Award Schools**

**District-wide API average
below the state target of 800**

NOW – 2010

**Ten (10) schools meet State
Standard of 800 on the API**

**Three (3) schools perform in top
ten percent of State: 900 API**

**Twelve (12) California
Distinguished School Awards**

**Seven (7) Title 1 Academic
Achieving Award Schools**

**District-wide API average
exceeds the state target of 800**

2000-2010

API Student Achievement - THEN and NOW

• Baldy View	553	800	+ 247
• Cabrillo	617	821	+ 204
• Citrus	565	796	+ 231
• Foothill Knolls	664	820	+ 156
• Magnolia	732	904	+ 172
• Pepper Tree	777	910	+ 133
• Sierra Vista	615	821	+ 206
• Sycamore	698	815	+ 117
• Upland El	528	803	+ 275
• Valencia	755	907	+ 152
• Pioneer JHS	776	865	+ 89
• Upland JHS	603	737	+ 134
• Upland HS	663	770	+ 107

Green = Meets California State School-wide Target (800)

Closing the Achievement Gap

THEN and NOW

The baseline year for the disaggregation of API subgroup performance was 2002:

Subgroup	2002	2009	Gain
African-Amer	623	731	+108
Asian	828	891	+63
Filipino	797	874	+77
Hispanic	669	763	+94
White	769	850	+81
Socio-Econ	651	746	+95

English Learners and Students with Disabilities were first disaggregated in 2005:

Subgroup	2005	2009	Gain
African-Amer	700	731	+31
Asian	884	891	+7
Filipino	846	874	+28
Hispanic	732	763	+31
White	813	850	+37
Socio-Econ	707	746	+39
English Learners	713	758	+45
Students w/Dis	548	634	+86

LEADING FORWARD

**All students will acquire
and apply knowledge
at high levels.**

Student achievement results will show mastery of standards by individual students as well as by student subgroups...with no significant differences in performance between groups.

LEADING FORWARD

CREATING A PROFESSIONAL LEARNING COMMUNITY IS ANALOGOUS TO A “VOYAGE,” AND EDUCATORS MUST PREPARE THEMSELVES TO BE BUFFETED BY OCCASIONAL ILL WINDS ALONG THE WAY.



WHILE SOME SCHOOLS (AND DISTRICTS) ARE CONTENT TO LIE AT ANCHOR AND ACCEPT THINGS AS THEY ARE AND OTHERS SIMPLY DRIFT FROM FAD TO FAD, THE MEMBERS OF A PROFESSIONAL LEARNING COMMUNITY WILL STAY THE COURSE.

- Professional Learning Communities at Work. Eaker, Dufour & Dufour

2010-11

LEADING FORWARD: STAYING THE COURSE

CAROUSEL “BRAINSTORM” ACTIVITY



Prior to the Meeting:

**Reviewed 2009-10 SPSA Year End Report
Identified Questions, Ideas, Suggestions**

During the Meeting:

**Spend time at each of the 3 “priority” stations
Review input from staff; seek clarification
Add your thoughts on post-it notes**

After the Meeting:

**The input will be incorporated into a first draft
of the SPSA for 2010-11 to be brought back for further
study and discussion at the August 17th meeting**

2010-2015

BOARD OF EDUCATION



Linda Angona

Wes Fifield

Steve Frazee

P. Joseph Lenz

Michael Varela

Dr. Gary Rutherford, Superintendent