



LAMMERSVILLE UNIFIED SCHOOL DISTRICT
STRATEGIC PLAN 2013–2018

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LETTER TO THE COMMUNITY

*“There is no single version for 21st century student success that is the same in every school or district. Lasting success always comes down to leaders like you. For the vision to make an actual difference in students’ lives, **it must come from and be embraced by the leaders of the school and district.** A vision that is born of genuine, authentic, passionate leadership is never simple, never cookie-cutter, and never easy. But it is necessary.”*

Ken Kay, Valerie Greenhill, *The Leader’s Guide to 21st Century Education*

Our responsibility is to provide an excellent education for our students. Lammersville Unified School District is proud of its reputation for providing a high quality education to the students of our community. This is due to a dedication to continuous improvement through the cooperative efforts of the Governing Board, administration, teachers, staff, students, families and a supportive community.

Our efforts are increasingly focused on personalized, student-centered learning. Our goal is to ensure that the Lammersville School District’s core values and 21st century learning expectations are reflected in the culture of the district and drive curriculum, instruction and assessment in every classroom.

This past year Lammersville Unified School District devoted time and energy to developing a five-year strategic plan to continue our commitment to educational excellence. The Strategic Plan was created with the input of our staff, students and community members and was approved by our School Board on December 11, 2013.

With clear goals, metrics, and strategies, the plan describes our priorities and provides a road map as we move forward. Regular review of our accomplishments, progress and challenges will be included in our ongoing work to achieve the goals of this strategic plan.

On behalf of the LUSD School Board and District, we want to thank the many people who contributed to this plan and are grateful for the community’s thoughtful participation in this process. It is with pleasure that we present the Lammersville Unified School District Strategic Plan 2013 – 2018.

Sincerely,

David Pombo, President
Matthew Balzarini, Clerk
Micaela Vergara, Board Member

Sharon Lampel, Board Member
Shane Nielson, Board Member
Kirk Nicholas, Superintendent

I. INTRODUCTION

Lammersville Unified School District

Lammersville Unified School District (LUSD) is located in the rural, western part of unincorporated San Joaquin County, California. Lammersville Elementary was founded in 1876 as a one-school district when small communities developed during the construction of the Central Pacific Railroad. Formerly feeding into Tracy Unified School District for high school aged students, Lammersville established its own unified school district in June, 2010, to house high school students in 2014.

LUSD experienced its biggest growth in 2005 when the Mountain House community was established. The area surrounding LUSD continues to experience tremendous growth as the regions served by the district provide affordable housing alternatives to living in the Bay Area. Lammersville Unified School District has future plans for a total of eleven K-8 schools and one comprehensive high school, with anticipated enrollment of up to 10,000 students.

LUSD Students and Staff

The Lammersville School District is very diverse with over 14 languages spoken and student demographics listed as 36% White, 25% Asian, 19% Hispanic, 16% Filipino, 9% Black or African American, 2% American Indian, 1% Pacific Islander, and 10% undisclosed. Approximately 23% of the students receive financial assistance for school breakfasts and lunches and about 11% are classified as Aid for Dependent Children (AFDC). Today, the district serves 2,700 students in four K-8 schools located in the Mountain House villages of Wicklund, Bethany, Questa and Lammersville Elementary located in Tracy.

LUSD has 10 certified administrators, 111 certified teachers, 3 psychologists, 3 speech/language pathologists, 77 classified staff and 5 classified management. LUSD will expand by opening a preschool in 2013 followed by Altamont Elementary in 2014. Students attend high schools in the Tracy Unified School District until LUSD opens Mountain House High School in 2014.

Academically, LUSD students perform well with the district's schools earning an API score of 872 on 2012 California Star tests, a 105 point increase over ten years. In 2010, Wicklund Elementary School was designated a California Distinguished School. In 2013, Bethany Elementary School became the district's first 900 API school earning a total API score of 910.

II. STRATEGIC THINKING – LEADERSHIP AT THE CENTER

"We are learning more about large-scale change, making it less complicated by focusing on a small number of ambitious goals with a coherent strategy that attends in concert to half a dozen or so key factors: intrinsic motivation, capacity building, transparency of results and practice, leadership at all levels, and a positive but assertive stance on progress...I call this "simplicity"-

-a small number of key factors that must be made to gel with large groups of people."

Michael Fullan

LUSD STRATEGIC PLAN PROCESS

Strategic planning/thinking is an essential component for building a forward thinking and strong organization. The systematic process is designed to uncover valuable information for decision-making, aligning resources, monitoring progress, assessing results and measuring impact.

Drivers to Create Lasting Change

1. Relentless focused leadership at the center
2. A small number of ambitious goals
3. A core strategy of capacity building at all levels
4. Use of evidence, data, and related research
5. A non-punitive approach to accountability
6. Transparency of data regarding outcomes and practices
7. Learning from success

Michael Fullan

The resulting plan offers a flexible roadmap that clearly defines how an organization can transform itself.

The LUSD planning process incorporated Appreciative Inquiry (AI), an approach to change that engages the entire system in a discovery process.

AI focuses on values, assets, strengths, best practices, successes and innovations. The approach identifies collective hopes and dreams for creating an empowering vision of the future. This results in the entire system maintaining the best of the past by discovering what it is and stretching it into future possibilities.

From a governance perspective, strategic planning enables the Governing Board to set policies and goals to guide the district, and provides a clear focus to the superintendent and staff for program development and implementation.

Our hopes from the strategic planning process are that this plan will

- Inspire people to excellence
- Provide focus in an ever changing world
- Challenge people to unite toward a common goal

THE STRATEGIC PLAN TIMELINE - MARCH 2013 – JANUARY 2014

The Lammersville Unified School District Board and Management Team designed an inclusive and broad based strategic planning process to determine the direction for the district and to align all resources to the strategic direction.

STRATEGIC PLAN PROCESS STEPS

<p>STEP 1</p>	<p>March 2013 Confirm Strategic Direction Board of Directors convened a study session to launch the development of the LUSD Strategic Plan 2013-2018. The process included reviewing and confirming the district mission and core beliefs, completing an environmental review and identifying the major issues facing the district.</p>	
<p>STEP 2</p>	<p>April 2013 Convene Strategic Planning Committee (SPC) LUSD Board appointed the Strategic Planning Committee. The Committee’s purpose is to develop recommendations to the Board on the LUSD strategic direction.</p>	
<p>STEP 3</p>	<p>May 2013 Gather Input from Stakeholders – Community Conversations LUSD school sites host a series of community conversations with students, staff and parents. Babs Kavanaugh, Consultant to the strategic planning process, facilitated the meetings. A total of 109 people participated in these meetings: 1/3 students; 1/3 staff; and 1/3 parents.</p>	
<p>STEP 4</p>	<p>May – August 2013 Gather Input from Stakeholders – Parent Surveys LUSD developed two parent surveys to provide another option to the parent community for input on the community’s schools. Surveys were distributed at the close of the school year and the opening of school. A total of 306 respondents participated.</p>	
<p>STEP 5</p>	<p>October 2013 SPC - Recommendations The LUSD Strategic Planning Committee reviewed all community input and recommended five strategic priorities.</p>	<ol style="list-style-type: none"> 1. Student Achievement 2. District Culture/Leadership 3. Fiscal Strength 4. Parent and Community Partnerships 5. 21st Century Skills and College and Career Readiness
<p>STEP 6</p>	<p>November 2013 Draft Strategic Plan LUSD Board and Leadership Team convened to review and confirm the Strategic Planning Committee recommendations and further develop the strategic focus areas. Consultant and Leadership Team draft Strategic Plan.</p>	
<p>STEP 7</p>	<p>December 2013 Review and Adopt LUSD Strategic Plan 2013-2018 LUSD Board of Directors review and approve the LUSD Strategic Plan.</p>	
<p>STEP 8</p>	<p>November 2013 – January 2014 Prepare Implementation Plans – Establish Monitoring Process LUSD Leadership Team complete the annual implementation plans and establish monitoring and progress reporting schedule.</p>	

III. KEY FINDINGS FROM THE STRATEGIC PLANNING PROCESS

The purpose of the information-gathering step in strategic planning is to examine the internal and external influences that impact the students, the schools and the community. As the District continues its rapid growth, strong leadership and alignment between the schools, as well as increased focus on 21st Century learning expectations will be critical to success. Strategic planning participants discussed the ways the curriculum can address these elements through core courses, extracurricular activities, technology, and community involvement.

The following themes emerged during the information gathering process.

This is our school, this is our community, let's make it great.—Teacher at Questa

- **Leadership.** Strategic planning provides an opportunity to provide direction, clarify the decision-making (resource allocation), and align the schools' efforts. Many staff stressed the importance of taking an innovative approach towards growth. Opening a high school offers the opportunity for stronger alignment between elementary, middle and high school to prepare students well for their future education and careers. Respondents identified the community's dedication and commitment to a quality education as a key strength of the District and a leadership quality to foster.
- **21st Century Learners.** To thrive in the 21st Century students need a range of skills beyond an excellent academic core, particularly: critical thinking, creativity, communication (written and verbal), and collaboration. Many students, parents and staff feel students need a strong work ethic, independence, accountability, and the skills to solve problems and learn from past mistakes.
- **Curriculum.** Many students and parents think the curriculum should provide more project-based learning so students have an interactive method to understand how their education will apply outside the classroom. A large number of students would also like a curriculum that is individualized, providing extra help to those who need it while giving advanced students the chance to progress. Many parents are pleased with their children's academic progress. Some parents recommended evaluating the effectiveness of homework and to consider more project-based learning.
- **Extracurricular.** There is a widespread desire among students and parents for expanded extracurricular options such as Math Olympiad, GATE, student performances (i.e. music, drama), field trips, sports, student clubs and other educational programming that challenge and engage their interests. Few parents believe the schools' current extracurricular activities challenge their children, while many parents want more activities that celebrate student achievement and develop stronger relationships with the school community.
- **Communication.** Within an increasingly inter-connected world, well-developed social skills to communicate effectively have become essential. Most respondents stated that students must

learn to be “global thinkers” and communicators who embrace cultural differences, interact well with people from diverse backgrounds, and convey their thoughts and ideas clearly and appropriately.

- **Technology.** Every site mentioned the importance of technology, with many suggesting that it can be better integrated into the curriculum and instruction. Many respondents believe students need to learn to use technology as an educational resource and be able to evaluate the information they acquire from it with a critical eye. Some teachers feel improved technology in the classrooms would foster more interactive student learning, with some students suggesting online textbooks and additional computers.
- **Community.** The schools have the potential to be the foundation for a strong and diverse community that supports the education of their young people and develops lifelong learners.

What we learned from Students, Staff and Parents

Students

- **Aspirations.** Students described a wide range of aspirations for their future that included becoming scientists, writers, health care providers, lawyers, and professional athletes. Many students want classes and extracurricular programs that will prepare them for these roles and support their exploration of other potential interests.
- **Teachers.** Students describe their favorite teachers as those who are fun, enjoy what they are doing, and make learning interesting, engaging and relevant. Many students appreciate strict but fair teachers who can keep the class focused on learning and minimize potential distractions in the classroom.

Parents and Families

- **Life Skills.** Many parents voiced the importance of a well-rounded education built on fundamental knowledge. Many parents feel their children will need to communicate well with diverse groups, be competent users of technology, and have the skills to make sound and healthy choices.
- **Parent Involvement.** There are many parents who want to be more involved in their student’s education. The diverse community that makes up the student body is composed of parents that have a wide range of experience and education as well interest in offering support to the school. However, long commutes make weekday meetings difficult to attend for many parents.
- **Communication.** Most parents would like more communication from the school and district. Many parents feel the teachers provide adequate information about their children’s academic progress, but only some parents believe the school website is regularly updated and provides

adequate information about activities and events. Others responded that more online access to information and student grades would be helpful.

- **School Environment and Culture.** Most parents feel the schools are safe with well-maintained facilities and competent, dedicated staff. Most parents also believe that there is a healthy respect for diversity throughout the school district.

Staff

- **Leadership.** The schools are new and staff stressed the importance of being thoughtful and innovative in how the District grows into the future. A connection with the high school should be established early on, along with courses to prepare students for high school and their future careers.
- **Professional Development.** Most teachers asked for more professional development opportunities to prepare for the implementation of the Common Core State Standards as well as training on what it will entail and how to explain it to parents (i.e., a model curriculum). Many teachers asked for more time to collaborate with peers from other grades and schools, including release time to observe other teachers at work. Many also want training for integrating technology and science resources into the curriculum, while others requested more training to work with special needs students and students with behavioral issues.
- **Parent Engagement.** Some staff shared hopes for a stronger relationship between “school and home”. The implementation of Common Core State Standards offers an opportunity for outreach to parents to explain the changing curriculum and instruction. Staff added considering ways to leverage parents as resources through career days that showcase parent skills and professions.

IV. LAMMERSVILLE UNIFIED SCHOOL DISTRICT STRATEGIC PLAN 2013-2018

The Strategic Plan for Lammersville Unified School District (LUSD) provides a multi-year framework for leading and managing change, analyzing resources, and planning for an uncertain future.

LUSD Mission and Vision

The Mission of the Lammersville Unified School District, as a collaborative partnership of families, community members and staff, is to graduate all students with the knowledge and ability to make good choices, to act responsibly, to eventually enter the workforce in a profession of their choice, and to continue lifelong learning.

- To accomplish this, LUSD will celebrate literacy, problem solving, and building a successful future by ensuring that all first graders can read and comprehend at grade level, that all fourth graders can read and write at grade level, that all eighth graders are proficient or proficiency prepared for Algebra, and that all twelfth graders graduate college and career ready.

Lammersville Unified School District Commitment

The Mission will be achieved by providing every child with:

1. rigorous educational programs
2. effective research based teaching practices
3. standards-based curriculum and technology learning
4. well trained, innovative, and committed staff
5. educational and community based commitment to assisting all students in realizing their goals and aspirations

Our Core Beliefs

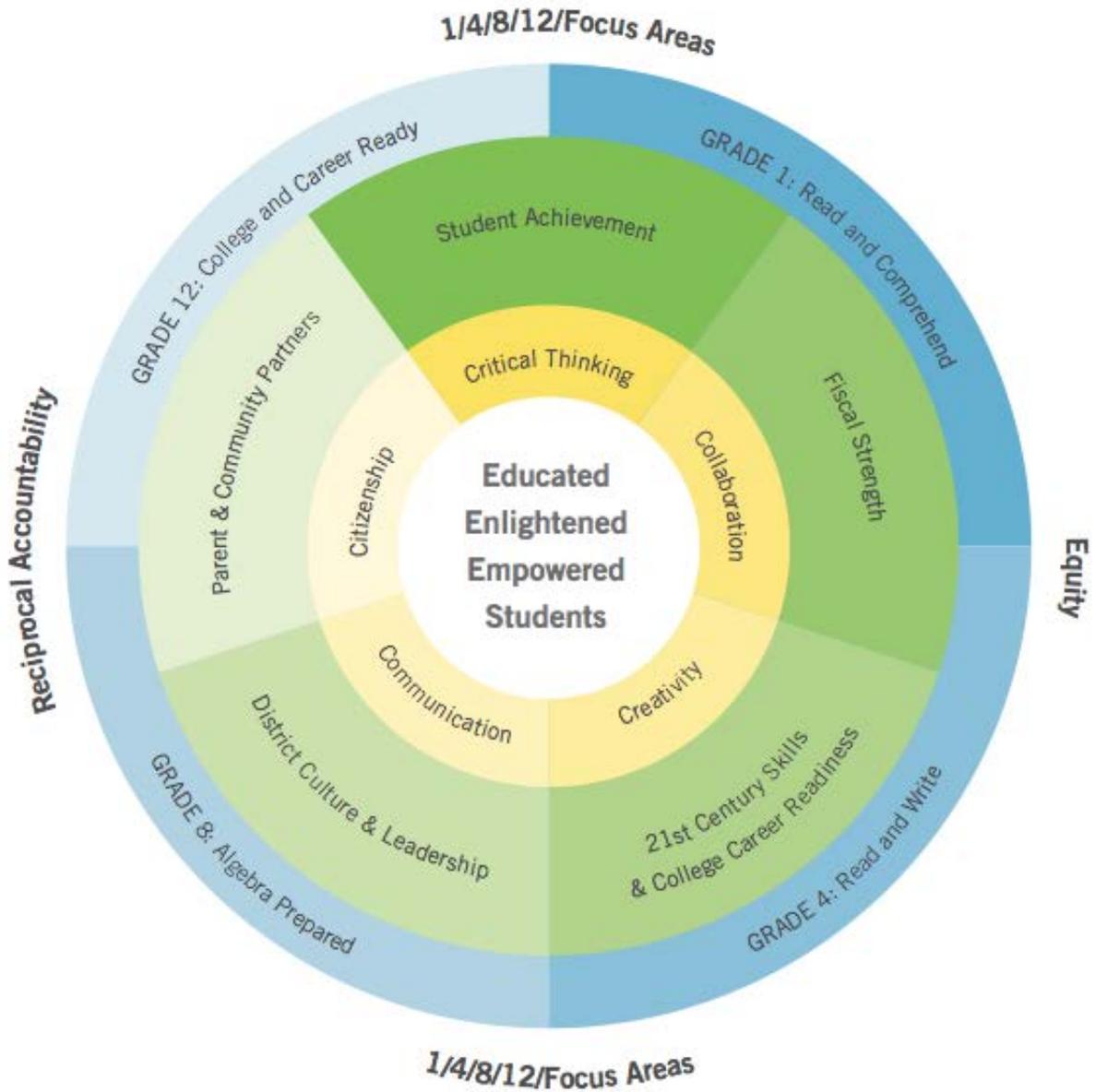
We believe that...

- Every human being is important and has value.
- The freedom and rights enjoyed in society require that individuals take responsibility for their actions.
- The family is the critical element in an individual's development.
- Reaching one's potential requires great effort.
- Expectations profoundly influence our own performance and the performance of others.
- Every person is responsible for making the community a better place.
- Honesty and integrity are essential to building trusting relationships.
- People learn best in a safe, healthy environment.
- Meaningful accomplishment enhances the motivation essential for continues success.

Lammersville Unified School District Strategic Plan – 2013-2018

Lammersville Unified School District's strategic plan is based on five comprehensive areas of concentration:

- Student Achievement
- District Culture and Leadership
- Fiscal Strength
- Parent and Community Partners
- Building 21st Century Skills – College and Career Readiness



Student Achievement

<p>Rationale</p>	<p>The strategic plan must be based on a set of goals with measurables the district defines in its mission statement and calls 1/4/8/12. The district measurables are the focus point for all programs, practices, procedures, and policies. All initiatives will be viewed through a lens tied to the 1/4/8/12/ Focus areas. We need to be able to answer the following questions: Are our students meeting the goals? Who are the students ‘getting it’? Who are the students not ‘getting it’? Who needs enrichment and advancement and who needs to catch up? Every child in LUSD will attend schools that know when they became literate, how they are building their thinking and problem solving in math and writing, and conscious of what aspirations each child has as he/she becomes college and career ready.</p> <p>This priority emphasizes a focus on acquiring 21st century skills (critical thinking, creativity, communication, collaboration and global citizenship), and on fostering our students’ individual interests to allow each student to achieve to his or her highest ability.</p>
<p>Goal</p>	<p>To provide the tools, resources, technology, and learning environment that supports all students to reach their highest potential.</p>
<p>Outcome/s</p>	<ul style="list-style-type: none"> • Every student has an individualized learning plan and a path to graduation • By 1st grade read and comprehend at grade level • By 4th grade read and write • By 8th grade proficient or proficiency ready in algebra • By 12th grade graduate college and career ready • Decrease in the achievement gaps • Reduction in student absenteeism
<p>Key Strategies/Objectives</p>	
<p>Capacity Building</p>	<ul style="list-style-type: none"> • Attract, recruit, support and retain a highly effective and diverse workforce • Develop Instructional Leaders • Align professional development with LUSD strategic priorities • Expand support systems to effectively implement Common Core State Standards
<p>Curriculum and Instruction</p>	<ul style="list-style-type: none"> • Transition to: Common Core State Standards (CCSS); Blended/flipped learning; Project based learning classrooms • Develop assessment systems to support teacher collaboration, lesson planning, and the LUSD Professional Learning Community • Expand digital/technology Learning and online education pedagogy • Build a system of strategic support based on the RtI model
<p>Accountability</p>	<ul style="list-style-type: none"> • Define student achievement goals with measurables • Develop and implement a balanced assessment system that accurately reflects

	<p>student demonstration and mastery of LUSD outcomes for student success</p> <ul style="list-style-type: none"> • Complete an annual evaluation of LUSD instruction and programs • Provide quarterly reports to the Board and community on progress toward meeting district measurables
Technology	<ul style="list-style-type: none"> • Develop student skills in information literacy--accessing digital and print media, evaluating and using it effectively • Ensure equitable access to technology • Assist teachers in the transition to technology based and blended learning strategies

District Culture and Leadership

Rationale	<p>This priority recognizes the important role that leadership and culture play. The trust and confidence of our school community is vital for our success. As the district continues to grow, uniformity across campuses in academics, culture, student support, and student discipline will unify the district and keep leadership clear, consistent, and cohesive.</p> <p>Critical to our success is a transparent communication plan that defines the instructional conversation and connection to 21st Century Skills, that promotes understanding of our district's educational direction, builds support for students and pride in our programs, engages participation and fosters cooperative relationships with our community.</p>
Goal	To build a 21st century educational model that embraces the future while respecting the history and values of our district.
Outcome	<ul style="list-style-type: none"> • LUSD's core beliefs and 21st century learning expectations are reflected in the culture of the district and drive curriculum, instruction and, assessment in every classroom • Instructional leadership is the norm
Key Strategies/Objectives	
Governance Leadership	<ul style="list-style-type: none"> • Develop a clear vision for Pre K-12 articulation • Model core values and 21st century learning expectations at all levels • Align Board workshops and study sessions with LUSD Strategic Plan • Provide a safe learning environment for students based on the best models for school/community safety
Capacity Building	<ul style="list-style-type: none"> • Engage principals as instructional leaders • Revise and align assessment instruments to align with strategic direction
Employee Relations	<ul style="list-style-type: none"> • Prioritize student and staff wellness • Reach out to all staff members and employee organizations communicating roles

	<p>and responsibilities in support of the LUSD Strategic Plan</p> <ul style="list-style-type: none"> • Provide on line and in person professional development in support of the five areas of concentration as identified in the Strategic Plan • Implement a district culture survey, gathering input from staff on progress towards successful implementation of the Strategic Plan
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Fiscal Strength

Rationale	<p>The mission of the Lammersville School District is to provide the best possible learning environment for students in their development as caring people, as critical thinkers and as life-long learners. The community expects an educational environment that is safe, innovative and academically sound. All functions in a district affect the instructional programs. Sustained and stable finances are indispensable to these broader objectives.</p> <p>A new state funding system, the Local Control Funding Formula (LCFF) offers an opportunity to implement locally tailored approaches to resource allocation while being held accountable for student outcomes.</p>
Goal	To ensure the short and long-term fiscal health and stability of the district through effective stewardship of financial assets, facilities, community funding sources, and program enhancements.
Outcome	<ul style="list-style-type: none"> • A commitment between the district and the community on behalf of student that prioritizes fiscal resources as the means to implement the five areas of concentration. • The investment of district funds to support the strategic plan will be deemed successful based on student outcomes within the student achievement measurable • The district will maintain a sustainable budget with frequent monitoring, communication and exploration of opportunities for revenue enhancement and organizational efficiency
Key Strategies/Objectives	
Alignment	<ul style="list-style-type: none"> • Align the LUSD Strategic Plan with budget planning and resource allocation • Revise the organizational chart to align and clarify roles and responsibilities based on the LUSD Strategic Plan
Communication	<ul style="list-style-type: none"> • Engage the community in the creation of the local accountability plan by establishing a District Advisory Committee (DAC) consisting of all district stakeholders
Accountability	<ul style="list-style-type: none"> • Develop, implement and annually evaluate the Local Control Funding Plan (LCAP)

Resource Development	<ul style="list-style-type: none"> Enhance revenue by developing a District Foundation, writing grants and forming community and business partnerships Plan, construct, and maintain top level school facilities by working with CSD, developers and community within the Community Master Plan
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Parent and Community Partners

Rationale	Engaging all members of the community will greatly increase our chances of successfully educating our students. We must continue to create and facilitate opportunities for parents to actively engage as partners in supporting student achievement and outcomes for student success. We must continue to seek collaborative opportunities with the Community Services District, businesses and surrounding higher education institutions to strengthen to leverage opportunities for our students.
Goal	To create a learning environment with opportunities for students, parents, and district stakeholders to actively work together to enrich the academic experience of the students and ensure their college and career readiness.
Outcome	<ul style="list-style-type: none"> A parent network that uses community and school resources to enrich the educational experience for students Increase in parents and families engaged at home and in school by providing web based communiqués and updates on district initiatives Collaboration with community organizations and partners in education to align priorities and maximize resources to support student success
Key Strategies/Objectives	
Parents as Partners	<ul style="list-style-type: none"> Broaden community and family supports by establishing and/or expanding committees such as the: District Advisory Committee, District Data Team, DELAC, extra curricular boosters, etc. Develop a Parent Volunteer System Increase parent pathways, e.g., parent education, family centered events Continue to develop and promote academic and athletic competitions
Collaboration	<ul style="list-style-type: none"> Improve partnership and collaboration with San Joaquin Delta College and Mountain House Community Services District Expand student community service opportunities
Resource Development	<ul style="list-style-type: none"> Explore extended day services Develop and improve school wide art and music opportunities for students

Building 21st Century Skills – College and Career Readiness

Rationale	<ul style="list-style-type: none"> To support 21st century learners we must have: 21st Century blended classroom environments, teachers as facilitators, collaborative project-based work space that is interactive, focused on exploring and applying learning, multiple strategies to assess mastery. Our programs must offer each student the opportunity to develop strengths and capacities in intellectual, physical, emotional, and social domains. Upon graduation, each student must be equipped with academic experience, social knowledge, life skills and the strength of character required to achieve success in college and in their life pursuits. Mountain House High School can become the hub of the Mountain House community.
Goal	<p>To prepare a diverse student population for success in college and in life and to be positively engaged members of their communities and society.</p>
Outcome	<ul style="list-style-type: none"> Mountain House High School has an on-going, comprehensive support plan for all students as reflected in our Master Counseling Plan and integrated into the total high school learning experience and culture, consistently shaping the ‘Mustang Way’ Upon graduation, each student is equipped with academic experience and the strength of character required to achieve success in college and in their life pursuits Articulation with elementary and middle school to ensure each grade level experience builds a foundational level of skills and a greater understanding amongst all instructional staff that student mastery is a stepping stone for career and college readiness.
Key Strategies/Objectives	
Accountability	<ul style="list-style-type: none"> Establish a 21st Century High School model of excellence with timeline and benchmark events
Curriculum and Instruction	<ul style="list-style-type: none"> Provide a core instructional program based on blended curriculum in a 1-1 computer environment
Learning Culture	<ul style="list-style-type: none"> Create a Master Counseling Plan that is consistently shaping the ‘Mustang Way’ Develop and implement a physical and emotional safety plan Develop the six (6) year path to graduation
Capacity Building	<ul style="list-style-type: none"> Provide on going professional development opportunities to prepare teachers and staff to transition to the CCSS and 21st century technologically based strategies
Communication	<ul style="list-style-type: none"> Develop parent and student portals

APPENDIX 1: STRATEGIC PLANNING PARTICIPANTS

Kirk Nicholas	Superintendent, Lammersville Unified School District (LUSD)
David Pombo	LUSD School Board President
Matthew Balzarini	LUSD School Board Clerk
Sharon Lampel	LUSD School Board Member
Shane Nielson	LUSD School Board Member
Michaela Vergara	LUSD School Board Member
Dale Hansen	Retired Superintendent
Khushwinder Gill	Assistant Superintendent of Administrative Services
Renee Sweeden	Director of Curriculum, Instruction, & Assessment Principal, Lammersville Elementary School
Alvina Keyser	Chief Business Official
Debbie Wingo	Principal, Bethany Elementary School
Lem Vergara	Principal, Sebastian Questa Elementary School
Chantell Tarver	Principal, Wicklund Elementary School
Ben Fobert	Principal, Mountain House High School
Samuel D'Amico	Past Principal, Lammersville Elementary School
Airika Smith-Payne	Instructional Aide, Lammersville Elementary School
Becki Bradford	President, Bethany School Foundation
Jenna Cook	Teacher, Bethany Elementary School
Lise DiMartino	Teacher, Sebastian Questa Elementary School
Dawn Edwards	Vice Principal, Wicklund Elementary School
Noel Balzarini	Executive Assistant to the Superintendent
Lorraine Bustos	Instructional Aide, Wicklund Elementary School
Tawny Zemlock	Teacher, Sebastian Questa Elementary School
Anne Goodrich	Past Special Education Teacher, Bethany School
Stacy Maslyar	Teacher, Wicklund Elementary School
Bernice King Tingle	Mountain House Community Services District
Babs Kavanaugh	BK Consult - Consultant/Facilitator

APPENDIX 2: GLOSSARY OF TERMS

- **The Mission** is a statement that communicates the District’s purpose and answers the question: “Why we exist”.
- **The Core Beliefs** are the philosophical statements that describe what the district believes in. The core beliefs guide strategic thinking and decision-making processes.
- **The Goals** are the desired end result that address the district’s key strategic issues; identify what the organization wants to achieve, and supports the mission.
- **The Objectives** are specific measureable targets for accomplishing a goal.
- **The Outcomes** are the measures that track the impact of an objective, focusing on performance results.
- **Strategic Thinking** means being informed and consciously responsive to a dynamic environment. It requires attention to the "big picture" and a willingness to adapt to changing circumstances.
- **Strategic Planning** is a disciplined effort to produce fundamental decisions and actions that shape and guide the direction for an organization.
- **Implementation - Action Plans:** Detailed action plans are developed to accomplish the goals laid out in the strategic plan. An organization should have operating plans for each major priority area.
- **Common Core State Standards (CCSS)** define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The Common Core State Standards are designed to ensure real understanding. The materials are designed to go deeper into fewer topics, so students master the material instead of memorizing. At the same time, the learning is more hands-on with a focus on what students will use in life.
- **Flipped Classroom** inverts traditional teaching methods, delivering instruction online outside of class and moving “homework” into the classroom.
- **21st Century Learning** combines mastery of core academic subjects (language arts, mathematics, science, geography, history, government, civics, and physical education) with mastery of the 5 C’s.
- **The Five C’s** are the mastery of essential skills for success, which include: 1) critical thinking/ problem solving, 2) communication, 3) collaboration, 4) creativity, and 5) citizenship.
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- **21st Century Educational Support System:** 21st Century Standards, Assessments of 21st Century Skills, 21st Century Curriculum and Instruction, 21st Century Professional Development, 21st Century Learning Environments.
- **Professional Learning Community (PLC)** is a model, as articulated by Richard DuFour and others, that has been promoted by many as successful in improving the academic success for all students, by cultivating the development of the whole child and responding to students' basic needs for safety, belonging, and autonomy. The core concepts of Professional Learning Communities are: focus on learning, focus on the development of a culture of collaboration and focus on results. The model is centered on four critical questions:
 1. What do we want each student to learn?
 2. How will we know when each student has learned it?
 3. How will we respond when some students don't learn?
 4. How will we respond when a student already knows it?

APPENDIX 3: 21ST CENTURY EDUCATION RESOURCES

- **Partnership for 21st Century Skills:** The Partnership for 21st Century Skills is the leading advocacy organization focused on infusing 21st century skills into education. The site provides a set of comprehensive tools that can be used to integrate 21st century skills into learning.
- **ICT Literacy/21st Century Skills Maps:** The Partnership for 21st Century Skills developed 21st Century Skills Maps and ICT Literacy Maps to illustrate the intersection between 21st Century Skills and core academic subjects, including geography, math, English, social studies, and science.
- **Route 21:** The Partnership's online database of 21st century skills-related information, resources, and community tools.
- **Metiri Group:** The Metiri Group is an organization that works with schools and districts to implement 21st century skills.
- **enGauge 21st Century Skills:** Based on two years of study, the North Central Regional Educational Laboratory provides background information on the skills needed by 21st century learners in the Digital Age.
- **Kay, Ken and Greenhill, Valerie. (2012) The Leader's Guide to 21st Century Education.**
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