

**2017-2018 3 Year Plan Updates**  
**Spring Update - April 17, 2018 Board of Trustees Meeting**

**4/17/18 UPDATE: Ed Services Goal #1.a:** By June 30, 2018, 65% of SUSD students will meet or exceed grade level standards in Language Arts as measured by the SBAC assessment, and/or district multiple measures. Current Reality: 46%

**Metric:** SBAC Language Arts assessment; District Multiple measures; Universal Screening Tools; IEP goals; CELDT/ELPAC scores; CA School Dashboard ELA Indicator.

*Update to Metrics: The following metrics do not adequately measure this goal and will be removed: Universal Screening Tools*

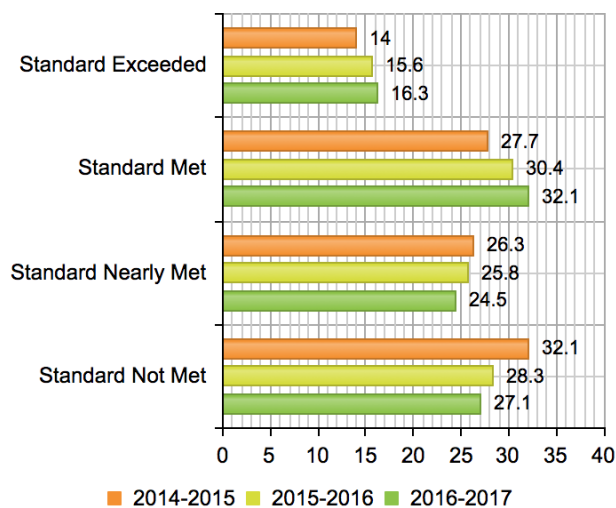
**Current Reality:** Below are graphs reflecting our current reality as measured by District Benchmarks in Language Arts and Writing. We are seeing moderate growth in grades 1,2,3,5, and 6; with declines in grades 7 and 8. Writing is assessed in grades 6-8; those grade levels all showed growth.

**Next Steps:**

- SBAC Language Arts Assessment and District Multiple Measures - Through Breakthrough Coaching and during Professional Learning at Leadership Meetings, we continue to work with site administration, teacher teams, and site-level guiding coalitions to ensure that the level of rigor at which essential standards are assessed in large scale summative measures aligns with the rigor of shorter-cycle CFAs.
- IEP Goals - We have identified the need to more easily capture the data associated with this.
- CELDT/ELPAC - The current CELDT data is from 2016-2017 as only new students to California were tested with the CELDT this year. We currently do not have that data back from the State. This year is a transition year for the language proficiency assessment moving from the CELDT to the ELPAC. The ELPAC was administered in February 2018 to all English Learner students. We are not anticipating to have the official results back until late summer 2018.
- CA School Dashboard ELA Indicator - The Fall 2017 update was added showing growth in both the ELA and Math Indicator.

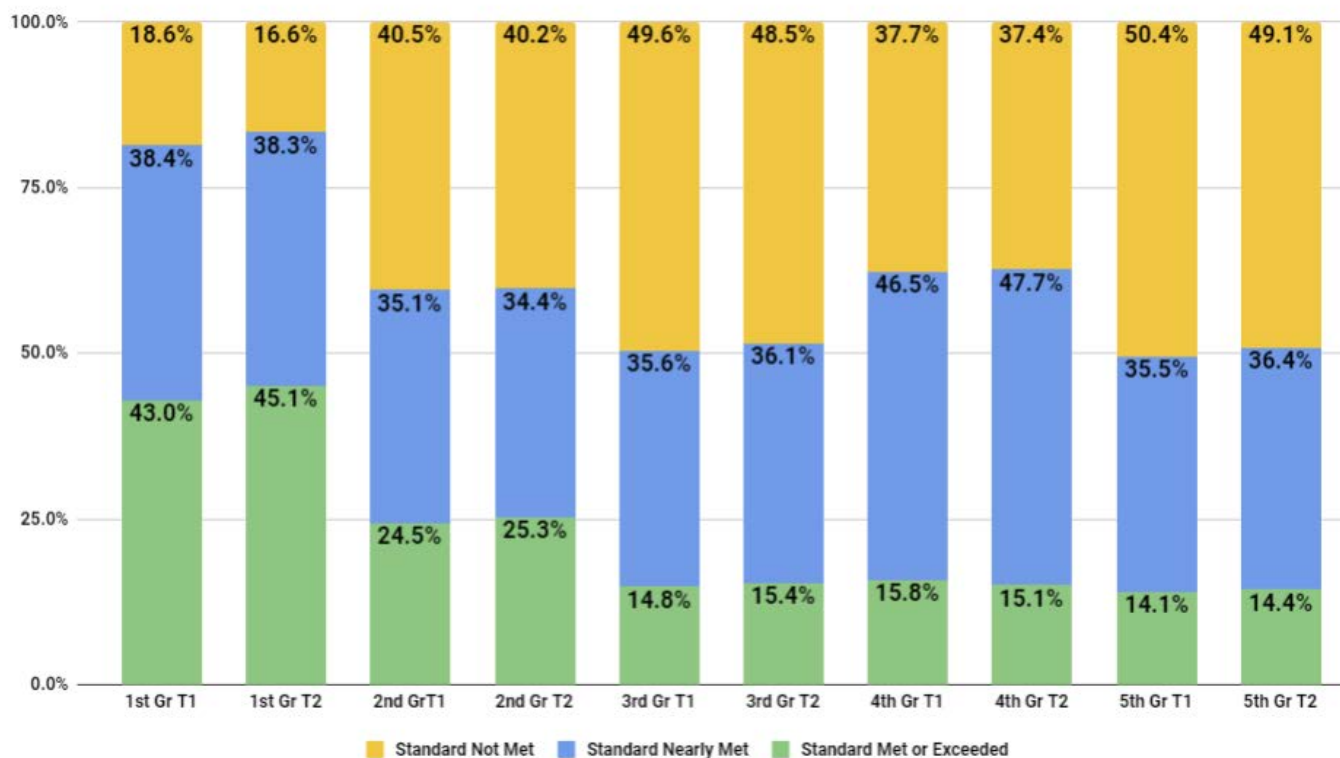
Based on our current reality, the Ed Services Team has identified needs for continued Professional Learning in the areas of Vocabulary Instruction in all content areas, Balanced Literacy, Writing, Assessment, and ELD strategies for both Integrated and Designated ELD. Plans are in development for Professional Learning Modules for all of these topics in the Summer of 2018 and District Inservice Days in August. These days will also include training on new Screening, Diagnostic, and Progress Monitoring tools for use with both English Language Arts and Math. We will continue to support our schools in the PLC process through a variety of measures, and have plans for onboarding new Administrative Staff members in all of the above.

*SBAC English Language Arts Districtwide Results:*

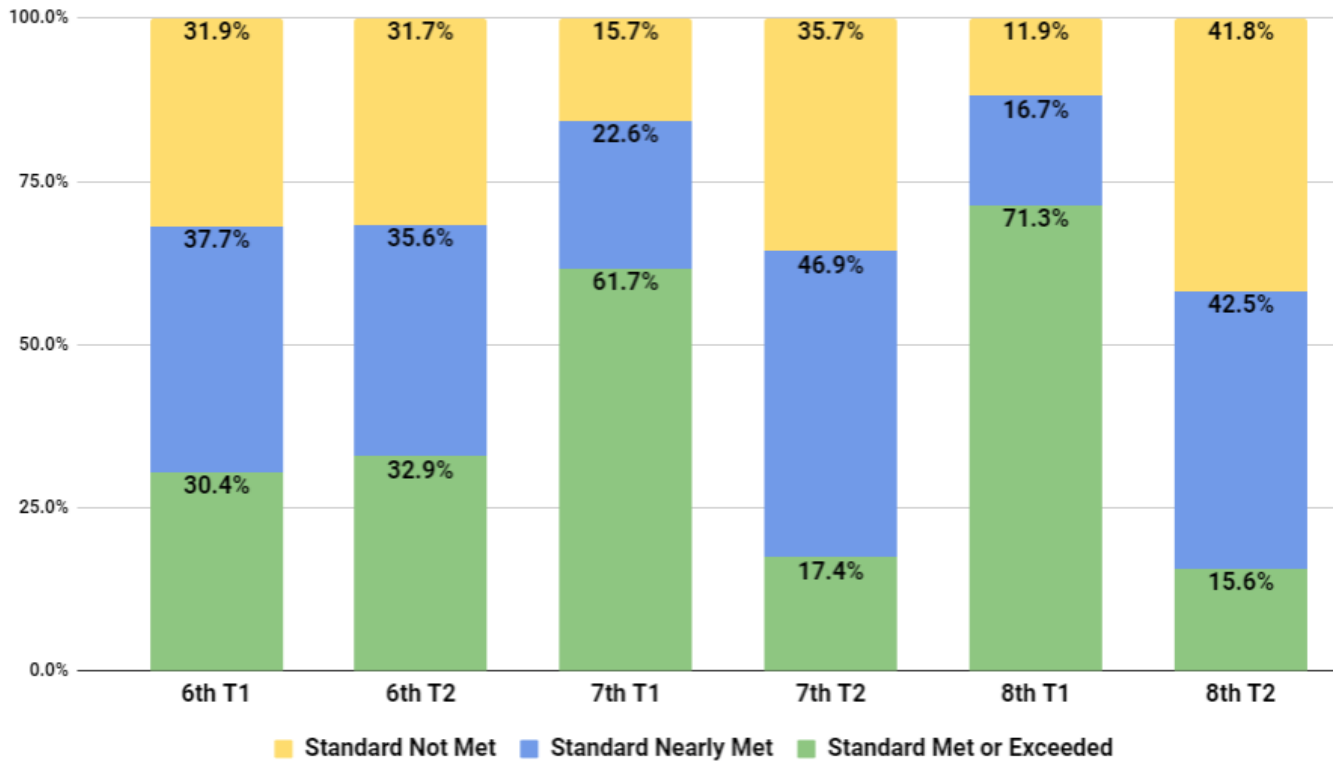


*District Multiple Measures - ELA Benchmark 1st & 2nd Trimester 2017-2018:*

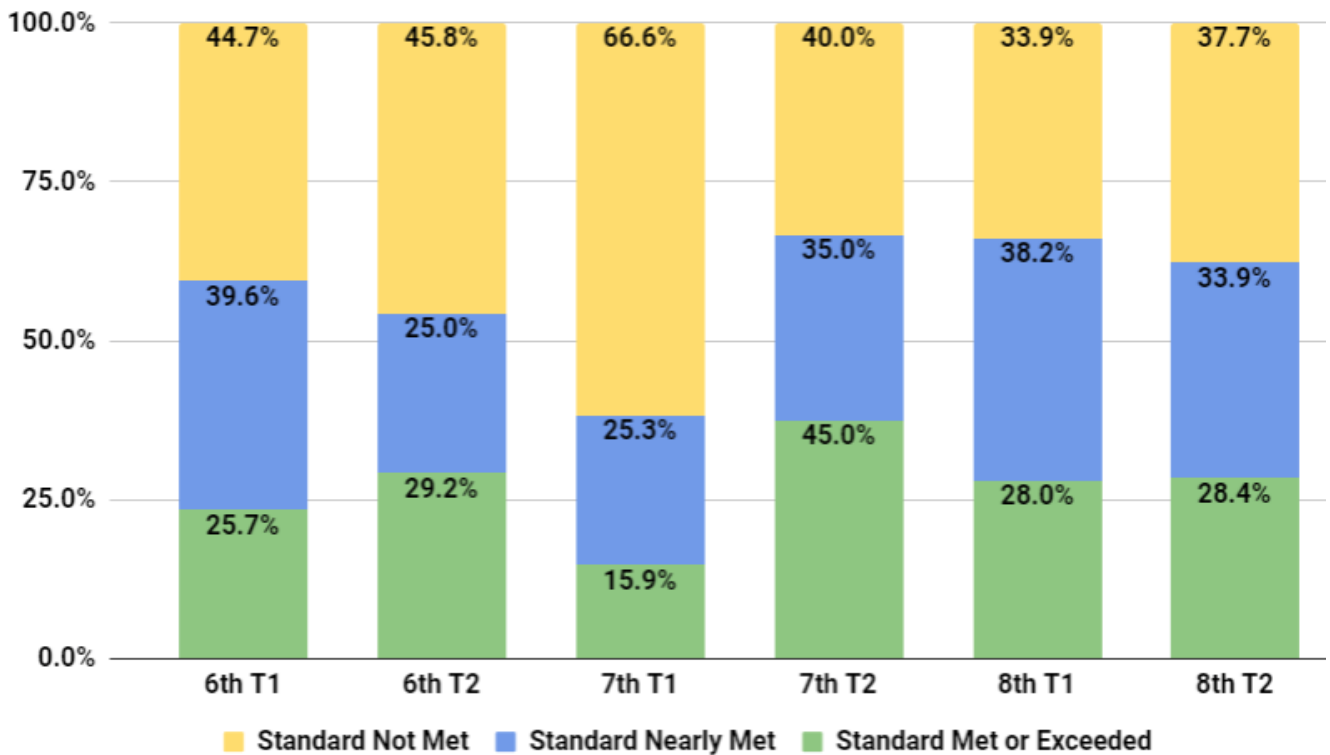
**Sylvan District Grades 1-5 ELA Benchmarks - Tri 1 and Tri 2 2017-2018**



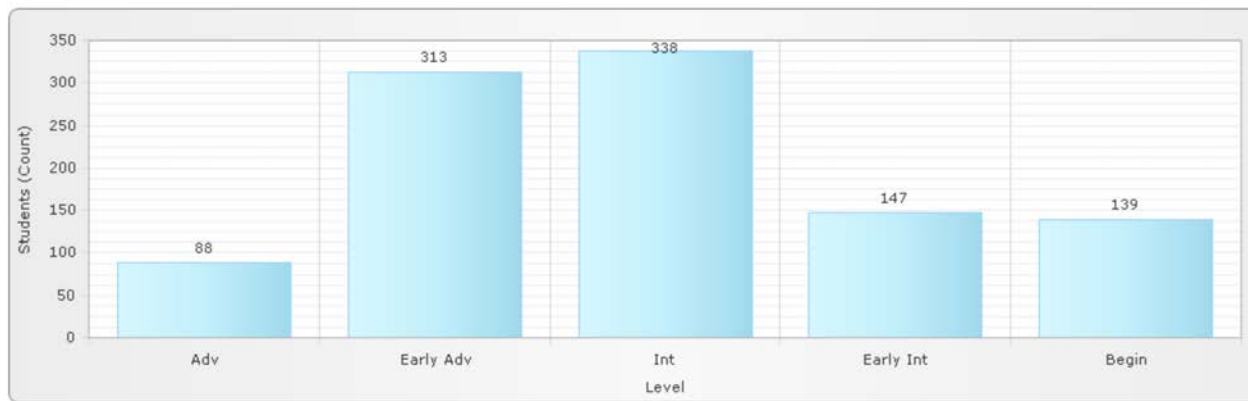
**Sylvan District Grades 6-8 ELA Benchmarks - Tri 1 and Tri 2 2017-2018**



**Sylvan District Grades 6-8 WRITING Benchmarks - Tri 1 and Tri 2 2017-2018**



### CELDT 2016-2017 Overall Results:



### CA School Dashboard Fall 2017 Release:

#### Academic Indicators (Grades 3-8): Distance from Level 3

	2015	2016	2017
ELA	-20.6 pts	-13.5 pts	-10.5 pts
Math	-43.8 pts	-36.5 pts	-31 pts

**4/17/18 UPDATE: Ed Services Goal #1.b:** Goal: By June 30, 2018, 40% of SUSD third grade students will be reading at grade level. Current Reality: This is a baseline year.

**Metric:** District Multiple measures; Universal Screening Tools; IEP goals; CELDT/ELPAC scores; CA School Dashboard ELA Indicator.

*Update to Metrics: The following metrics do not adequately measure this goal and will be removed: CELDT/ELPAC scores; CA School Dashboard ELA Indicator*

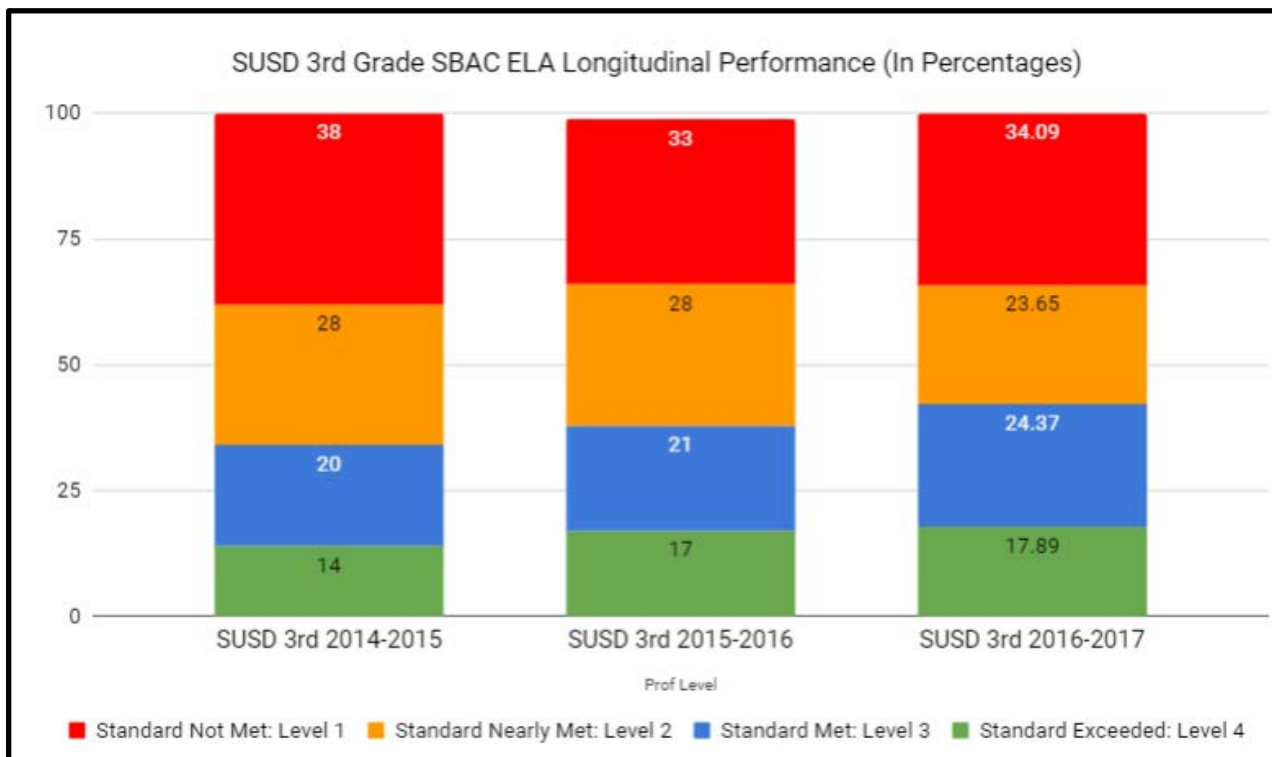
**Current Reality:** Below are graphs reflecting our current reality. 42% of SUSD third graders met or exceeded standards as measured on the 2017 SBAC as compared to 15% of SUSD third graders met or exceeded standards as measured on the Grade 3 ELA Trimester 1 and Trimester 2 Benchmark Assessment. We also note a 4% drop in the number of students not meeting standards on the Trimester 2 Benchmark.

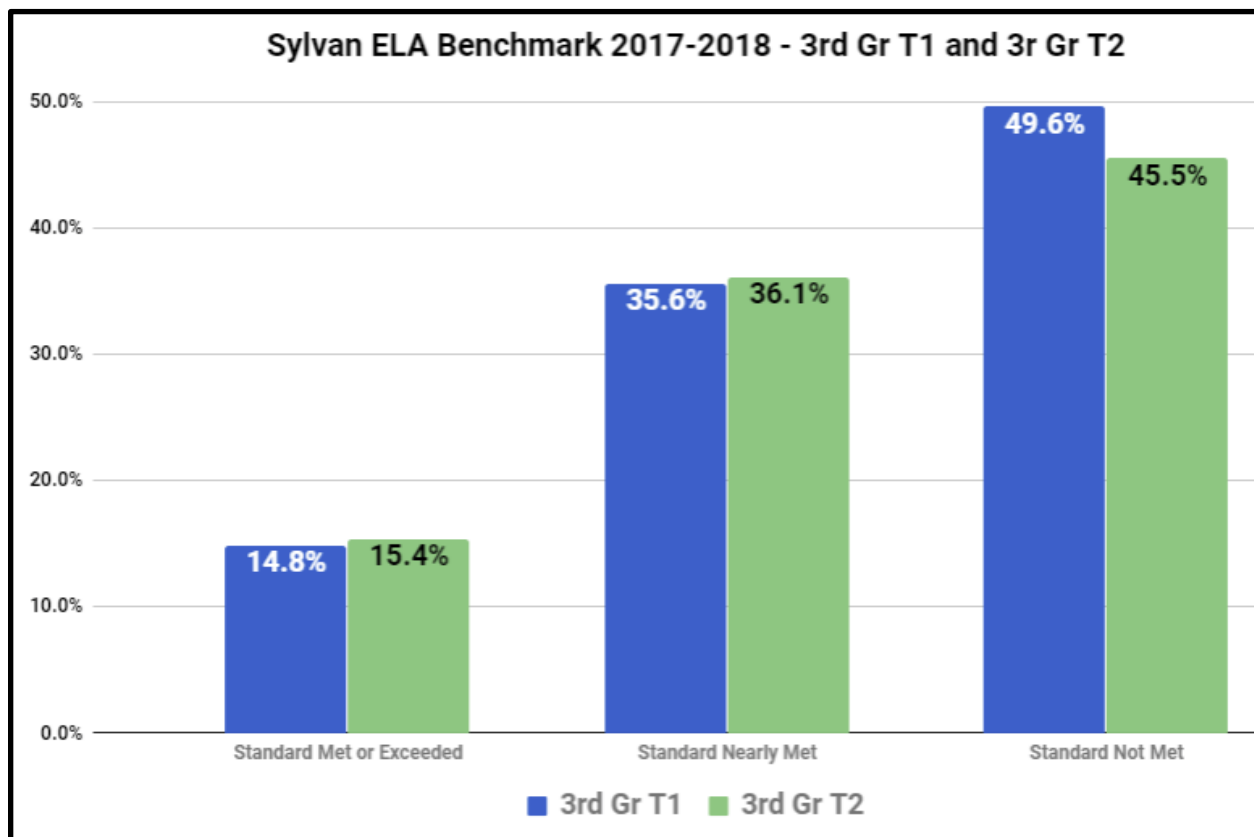
#### Next Steps:

- District Multiple Measures - We continue to work with site administration, teacher teams, and site-level guiding coalitions to ensure that the level of rigor at which essential standards are assessed in large scale summative measures aligns with the rigor of shorter-cycle CFAs. In addition, teachers in Grades K-3, elementary ELD/Literacy Specialists, District Instructional Coaches, and site and district administration, participated in reading professional learning in Spring 2018 with a focus on district-wide literacy implementation based on the California ELA/ELD Literacy Framework to increase reading achievement within a balanced literacy framework.
- Universal Screening Tools - Teachers in Grades K-5 have accessed and used screening tools available through Benchmark Advance (ELA curriculum) with varying degrees of success. We

have discovered that some tools are not producing valid results. A norm-referenced screener, Basic Phonics Skills Test (BPST) is available to teachers in K-8 for use in identifying student reading deficits. In addition, a small group of ELD/Literacy Specialists are working with Laura Granger in evaluating a potential screening tool for use district-wide beginning in 2018-19. Tools that have been reviewed include components for measuring both reading accuracy and comprehension. Final selection of these tools (Screening, Diagnostic, and Progress Monitoring) will be made in the Spring of 2018; training on the implementation and use of these tools will be provided during the District Inservice Days in August. See also the update for Ed Services goal #1.a

### *SBAC ELA 3rd Grade Longitudinal Results*





**4/17/18 UPDATE: Ed Services Goal #1.c:** By June 30, 2018, 57% of SUSD students will meet or exceed grade level standards in Mathematics as measured by the SBAC assessment, and/or district multiple measures. Current Reality: 35%

**Metric:** SBAC Mathematics assessment; District Multiple measures; Universal Screening Tools; IEP goals; CELDT/ELPAC scores; CA School Dashboard Math Indicator.

*Update to Metrics: The following metrics do not adequately measure this goal and will be removed: Universal Screening Tools, CELDT/ELPAC Scores*

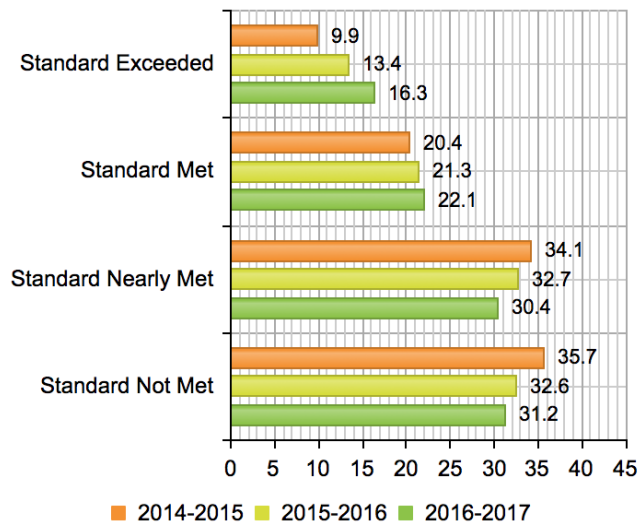
**Current Reality:** Below are graphs reflecting our current reality. Trimester 1 Benchmark results for grades 3-8 (i.e. those grades assessed by SBAC as well) reveal that 45.63% of students in those grades met or exceeded the standards; on the trimester 2 benchmarks, 46.18% of students met or exceeded standards. Teachers in grades 3 through 6 received professional development on the critical areas of math for their grade level. We saw significant growth in grades 3 and 6 on the math benchmarks.

**Next Steps:**

- SBAC Mathematic and District Multiple Measures - Working with site administration, teacher teams, and site-level guiding coalitions to ensure that the level of rigor at which essential standards are assessed in large scale summative measures aligns with the rigor of shorter-cycle CFAs.
- Universal Screening Tools - The Ed Services Team has identified a tool to use for screening, diagnostic, and progress monitoring for a tier 3 math intervention. Training for this tool will be provided during the August Inservice dates.

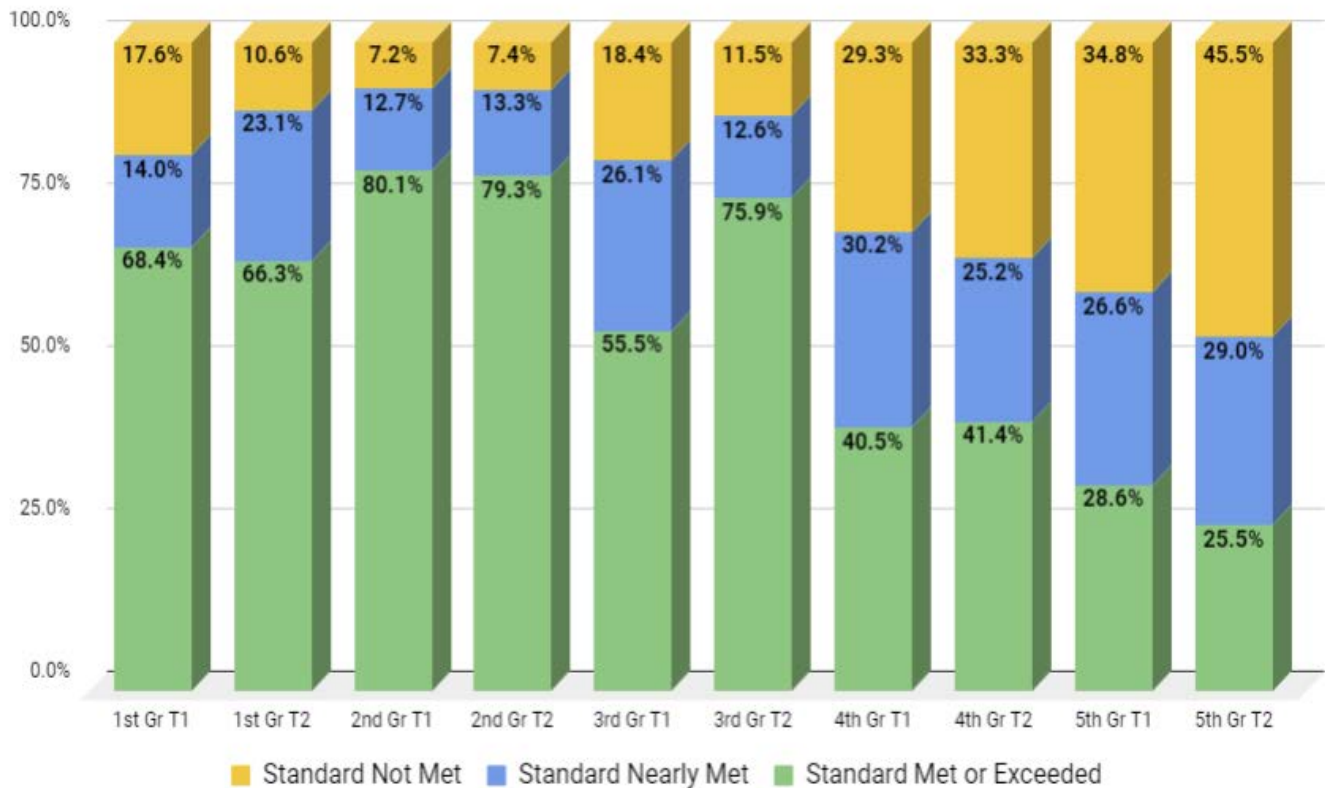
- IEP Goals - We have identified the need to more easily capture the data associated with this.
- CA School Dashboard Mathematics Indicator - The Fall 2017 update was added showing growth in both the ELA and Math Indicator.

*SBAC Mathematics Districtwide Results:*

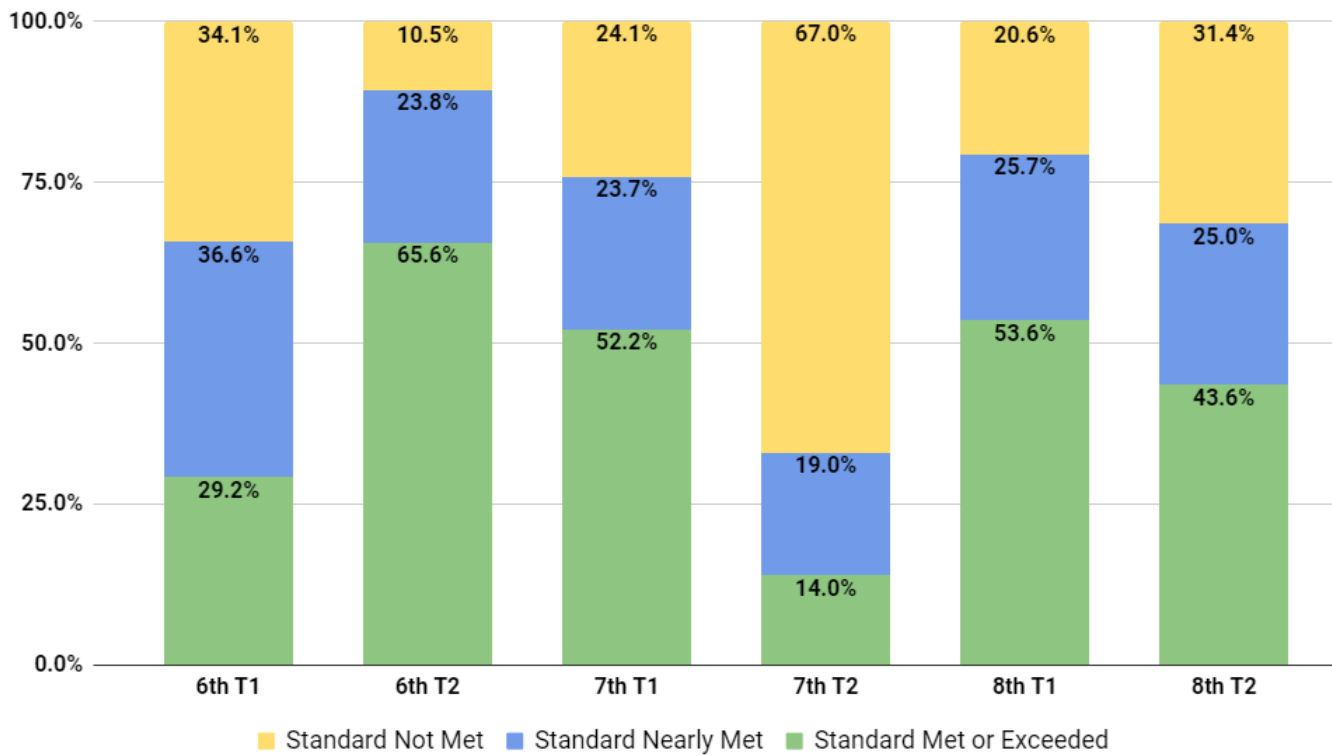


*District Multiple Measures - Math Benchmark 1st Trimester & 2nd Trimester 2017-2018:*

**Sylvan District Grades 1-5 Math Benchmarks - Tri 1 and Tri 2 2017-2018**



Sylvan District Grades 6-8 MATH Benchmarks - Tri 1 and Tri 2 2017-2018



CA School Dashboard Fall 2017 Release:

### Academic Indicators (Grades 3-8): Distance from Level 3

	2015	2016	2017
ELA	-20.6 pts	-13.5 pts	-10.5 pts
Math	-43.8 pts	-36.5 pts	-31 pts

**Ed Services/Technology Goal #1:** By the end of June 2018, Technology will support leadership in addressing professional development that includes blended delivery for staff. Current Reality: At this point in time we have not been offering any structured, online professional development for staff. However, over half of our staff is familiar with online coursework as they have taken courses online in their post secondary education (28.4% have taken 1 to 3 courses online, 24.5% have taken more than three courses online.) In addition, since becoming teachers, 53.3 % have taken online course to improve their skills or learn new content. If presented with the opportunity to learn new content online, 93.4% of our teachers (57.9% yes 35.5% maybe) expressed they would be willing to participate in online learning opportunities. Goal: Increase the number of teachers who have taken online courses from 53.5% to 70%.

**Metric:** BrightBytes and teacher survey feedback. Access and usage logs of LMS.

**Current Reality:** Below is data reflecting our current reality.



**Next Steps:** Initial strategies in address this three year goal focused around using existing systems, Google Classroom, and identified needs via data in our previous Brightbytes survey date. In supporting teachers delivery of digital citizenship instruction three Google Classrooms were created, Cyber Citizenship Grades K - 2 Professional Development, Cyber Citizenship Grades 3- 5 Professional Development, and Digital Citizenship Grades 6-8 Professional Development. Content in these teacher professional development course consisted of organized Common Sense Media resources, and instruction on how to effectively deliver the content to students.

Middle School Teachers Signed Up in Google Classroom: 47

3-5 Teachers Signed up in Google Classroom: 105

K-2 Teachers Signed up in Google Classroom: 121

Informal content from the October 16 Professional Development Day is also being collected and shared. Thought delivered in what can be considered a strategic online professional development course, content could be repurposed in a more structured format to support online professional development. Next steps involve more investigation into the needs of teacher and staff (BrightBytes/4Cs), incentivizing the online professional development, and piloting of online professional development with teachers.

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**Ed Services/Technology Goal #2:** By the end of June 2018, learning management system will be in place and initial Cyber Citizenship content will have been delivered to staff. Current Reality: 84% of teachers spend 3 hours or less on this per year. Goal: Decrease this percentage to 64% by the end of 2018.

**Metric:** Number of staff competing Cyber Citizenship PD, BrightBytes Spring 2018 data collection, number of school referrals/suspension (missed classroom instruction time) dealing with infractions in Cyber Responsibility (compared between 16-17 & 17-18, need to collect that data from this year,) effectiveness measurement of blended and online PD (staff survey, BrightBytes).

**Current Reality:** 100% of students received instruction on digital citizenship, meeting the CIPA requirement for E-Rate.

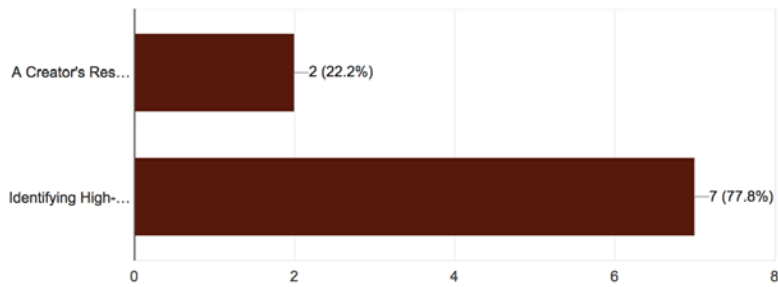
**Next Steps:** Continue promoting digital citizenship instruction, utilizing instructional coaches and the Common Sense Media curriculum. Facilitate school site certification process for meeting requirements to become Common Sense Media certified school sites and a Common Sense Media certified district. Continue monitoring BrightBytes data to measure improvement on goal.

First sets of Common Sense Media digital citizenship curriculum instruction  
(A Creator's Responsibility, Identifying High Quality Sites, Strategic Searching)

## **Middle School 6th Grade Teachers**

### Grade 6 Digital Citizenship Lesson

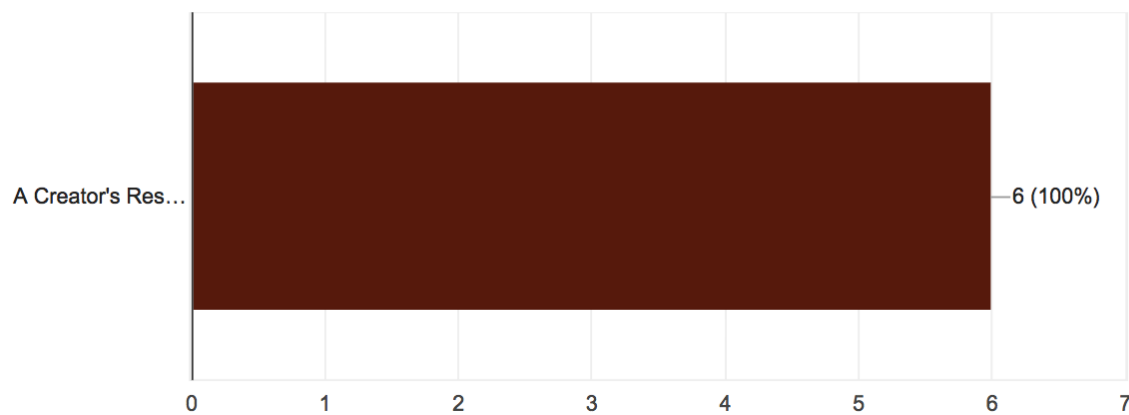
9 responses



### 7th Grade (Social Studies Teachers)

#### Grade 7 Digital Citizenship Lesson

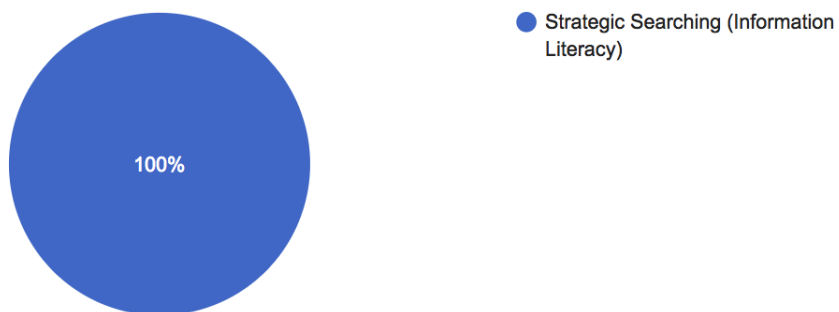
6 responses



### 8th Grade (Social Studies Teachers)

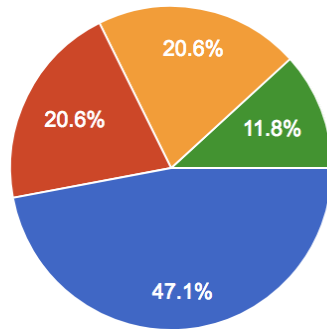
#### Grade 8 Digital Citizenship Lesson

9 responses



### Digital Citizenship (CIPA Compliance) Grade 6-8

34 responses

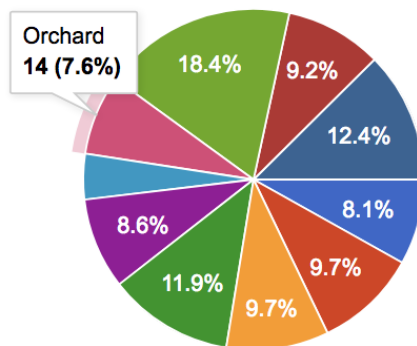


- 6th - 1) Safe Online Talk & 2) Scams and Schemes
- 7th - 1) Trillion Dollar Footprint & 2) Cyberbullying: Crossing the Line
- 8th - 1) Cyberbullying: Be Upstanding & 2) Which Me Should I Be?
- 7th/8th - 1) Trillion Dollar Footprint & 2) Cyberbullying: Crossing the Line/ 1) Cyberbullying: Be Upstanding & 2) Which Me Should I Be?

## Grades K-5

### CIPA Compliance Common Sense Media Instruction School Site

185 responses

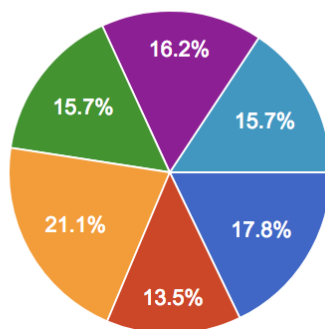


- CF Brown
- Sherwood
- Standiford
- Stockard Coffee
- Sylvan
- Woodrow
- Orchard
- Freedom

▲ 1/2 ▼

### Grade Level & First Lesson

185 responses



- Kinder - 1) Going Places Safely
- 1st - 1) Sending Email
- 2nd - 1) Show Respect Online
- 3rd - 1) Talking Safely Online
- 4th - 1) The Power of Words
- 5th - 1) Digital Citizenship Pledge

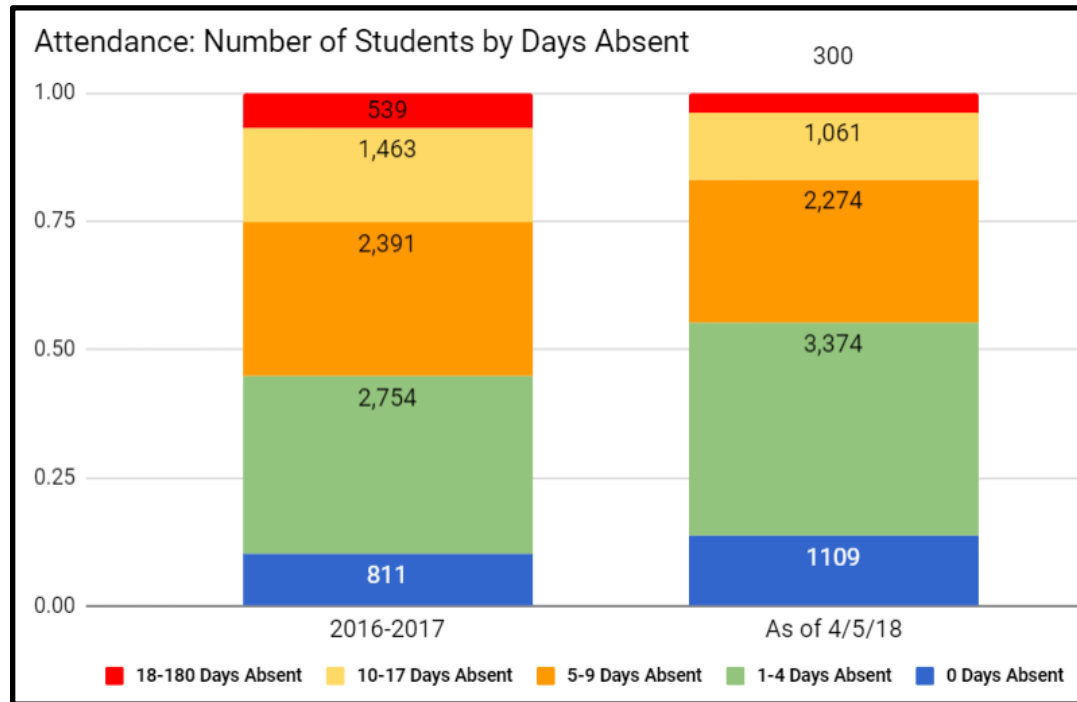
**Student Service Goal #1:** By June of 2018 total school suspensions/expulsions will be decreased by 25% from the total suspension rate for 2016-2017. Current Reality: 71 Admin Hearing panels in 16-17; 33% of which were Special Education students.

**Metric:** Aeries; CALPADS; DART data; CA School Dashboard Suspension Indicator.

**Current Reality:** See data below

**Next Steps:** This data will be reviewed with staff. Middle school Assistant Principals have taken the lead to start meeting as a group to calibrate and discuss how we are handling discipline issues district wide at this age level.

*Aeries: Attendance as of 4/5/18 of students by number of days absent compared to 2016-2017:*



*Suspensions 2016-2017:*

DISTRICT TOTALS	YEAR	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	TOTAL
Total K-5	2016/2017	4	28	42	44	24	30	38	42	22	26	300
Total 6-7-8	2016/2017	21	55	63	64	45	38	47	79	12	47	471
<b>TOTAL</b>	<b>2016/2017</b>	<b>25</b>	<b>83</b>	<b>105</b>	<b>108</b>	<b>69</b>	<b>68</b>	<b>85</b>	<b>121</b>	<b>34</b>	<b>73</b>	<b>771</b>

*Suspensions 2017-2018:*

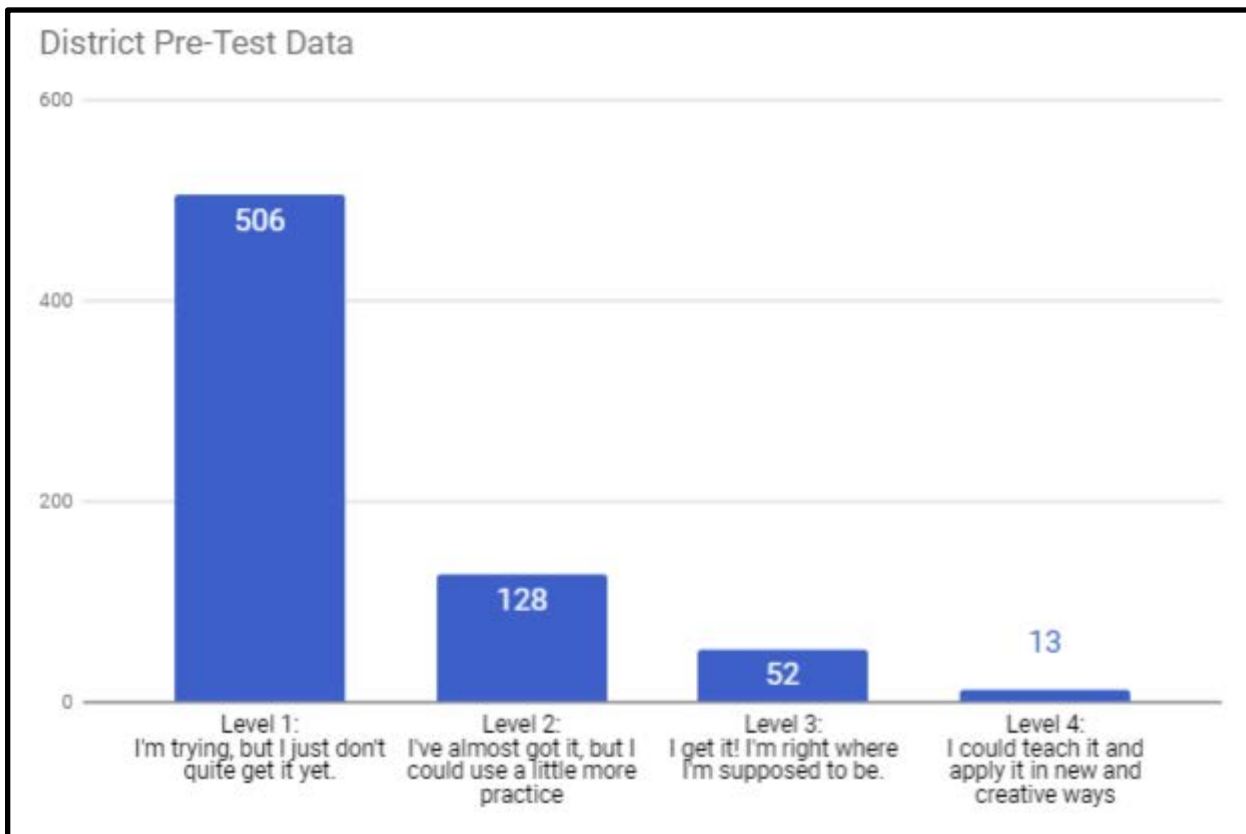
DISTRICT TOTALS	YEAR	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	TOTAL
Total K-5	2017/2018	2	16	22	8	22	10	17	23	0	0	120
Total 6-7-8	2017/2018	5	27	62	34	33	73	57	65	0	0	356
<b>TOTAL</b>	<b>2017/2018</b>	<b>7</b>	<b>43</b>	<b>84</b>	<b>42</b>	<b>55</b>	<b>83</b>	<b>74</b>	<b>88</b>	<b>0</b>	<b>0</b>	<b>476</b>

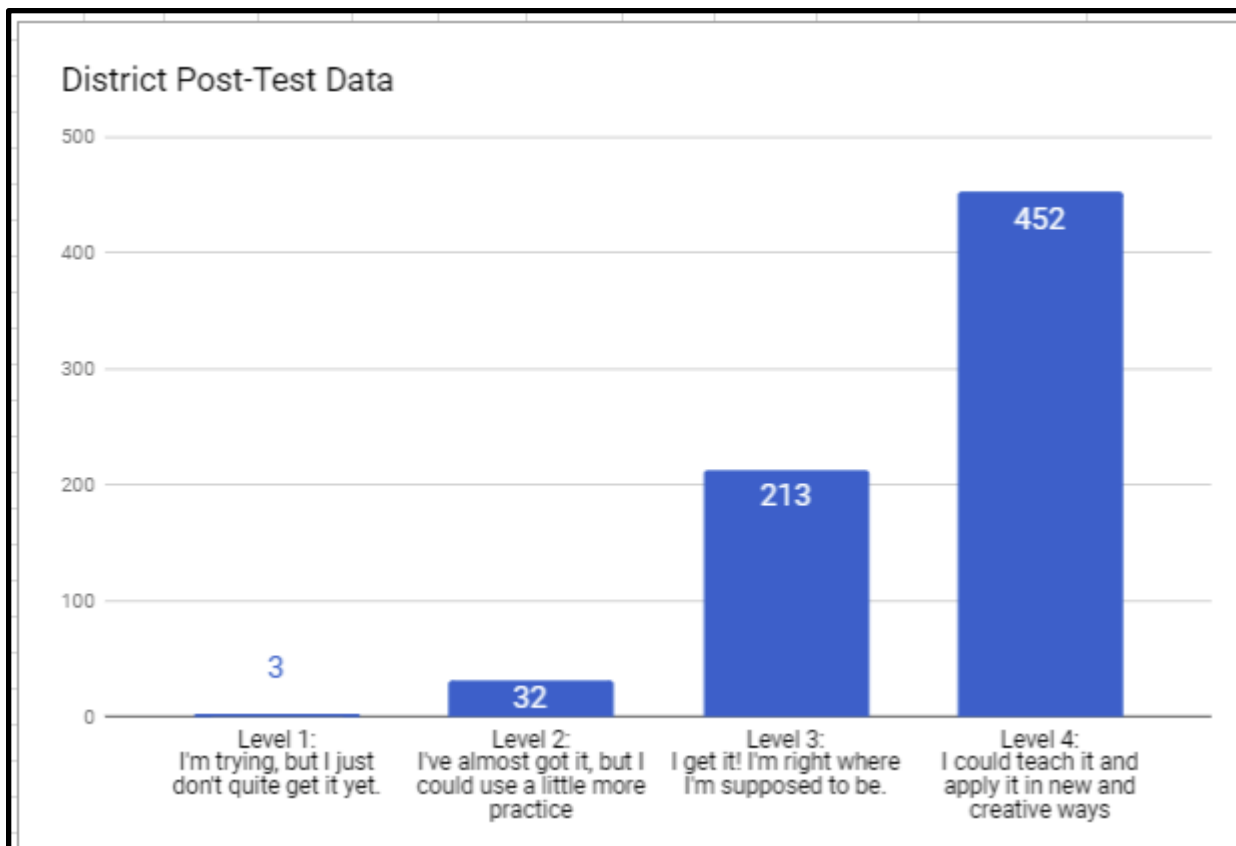
**Counselor Recidivism Rate:**

# Students Suspended 16-17	# Students Attending in 17-18	# of These Students Suspended in 17-18	% of Students Seen by Counselors Suspended in 16-17 Who Were Suspended in 17-18
196	136	20	14.71%

**Counseling Data 2017-2018:**

Group/Individual Counseling	Classroom Presentations
715	310

**Counselors - 2017-2018 Zones of Regulation Pre and Post Data:**



*CA School Dashboard Suspension Indicator:*

*This data will be updated with 2016-2017 suspension data in December 2017. This data is from 2014-2015.*

	Student Performance	Number of Students	Status	Change
<a href="#">All Students</a>		8,876	Medium 2.8%	Increased +0.3%

SUMMARY-We saw an overall decrease in August and September. We also saw a decrease in suspensions for K-5 in October and November and an increase in 6,7, and 8th grades for the same months.

**Student Service Goal #2:** By June of 2018 District wide attendance rate will increase by at least 0.5% in comparison to the 2016-2017 rate. Current reality: 96.1% average 2016-2017.

**Metric:** Aeries; CALPADs; DART data; CA School Dashboard Chronic Absenteeism Indicator; nurse-provided monthly snapshot of student visits, IEPs and 504s.

**Current Reality:** See data below

**Next Steps:** Attendance continues to be a focus for us. DART and SARB will continue to be used to support families in ensuring attendance at school. School sites will be encouraged and supported to make plans to improve attendance for the 2018-2019 school year.

**2016-2017 Data:**

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	CUMULATIVE TOTAL
DIST	97.50%	97.00%	96.40%	95.90%	95.60%	94.80%	95.60%	95.90%	96.20%	96.00%	96.09%

**2017-2018 Data:**

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
DIST	97.80%	97.20%	96.54%	96.05%	95.62%	94.96%	95.43%	95.20%

*CALPADS Report 14.1: Student Absenteeism 2016-2017*

Students Absent <5%		Students Absent >=5% and <10%		Students Absent >=10% and <20%		Students Absent >=20%	
#	%	#	%	#	%	#	%
5850	67.55%	2002	23.12%	668	7.71%	150	1.73%

*CA School Dashboard Chronic Absenteeism Indicator:*

*The Chronic Absenteeism Indicator currently has no data. Data will be uploaded in December 2017 by the California Department of Education.*

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A

**Student Service Goal #3:** Student Service Support will promote student social/emotional growth and intelligence to close the achievement gap. Current reality: CHKS.

**Metric:** Surveys (CHKS, student input on bullying, school climate, etc.) Rubrics for soc/emotional inventory for identified students; monthly snapshot reports from counselors indicating number of student/group sessions and summary of issues; counselor-produced trimester calendar of activities that support the site.

**Current Reality:** Counselors have been looking at ways to create goals and capture data in the area of social emotional growth and intelligence. They have started piloting a program in third grade called the Zones of regulation which provides students with a toolkit of options both socially and emotionally. Counselors will also work on developing a rubric to use in social emotional areas on the report card and begin training teachers towards the end of this school year and the start of next school year.

**Next Steps:** Implement Zones of regulations in all third grade classrooms and develop rubric for use on report cards. Finalize training of teachers on the rubric.

*2016-2017 CHKS Survey Data*

**Caring Relationships Scale Questions**

	Grade 7 mean/%
<b>Caring adults in school</b>	
<i>Average Scale Score</i>	2.84
<b>At my school, there is a teacher or some other adult... who really cares about me.</b>	
Not at all true	12
A little true	31
Pretty much true	32
Very much true	25
<b>who notices when I'm not there.</b>	
Not at all true	15
A little true	25
Pretty much true	29
Very much true	30
<b>who listens to me when I have something to say.</b>	
Not at all true	6
A little true	20
Pretty much true	34
Very much true	40

**High Expectations Scale Questions**

	Grade 7 mean/%
<b>High expectations-adults in school</b>	
<i>Average Scale Score</i>	3.21
<b>At my school, there is a teacher or some other adult... who tells me when I do a good job.</b>	
Not at all true	7
A little true	20
Pretty much true	36
Very much true	37
<b>who always wants me to do my best.</b>	
Not at all true	4
A little true	11
Pretty much true	28
Very much true	57
<b>who believes that I will be a success.</b>	
Not at all true	6
A little true	14
Pretty much true	30
Very much true	49

Bias-related reasons include race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability within last 12 months.

Grade 7  
%

<b>Harassment or bullying due to five bias-related reasons<sup>A</sup></b>	
Hispanic or Latino	24
American Indian or Alaska Native	42
Asian	19
Black or African American	42
Native Hawaiian or Pacific Islander	
White	27
Mixed (two or more) races	27

**Human Resource Goal #1:** Effective immediately, Leadership will support employee success and build individual capacity through the identification of, and follow through with employees regarding their performance and conduct.

**Metric:** Compare sat/unsat evaluation data, employee attendance data, FOD Squad participation, attendance and implementation levels of mandated (FRISK, sexual harassment/bullying prevention) and voluntary training content.

**Current Reality:** FOD Squad is a Human Resource support team for district administrators that provides leaders time and space to proactively address HR issues that come up at sites and in departments. FOD Squad has been modeled after military “FOD walks” where soldiers walk together to prepare and secure the safety of the aircraft carrier before a mission. FOD Squad has been held on 8/22, 9/26 and 10/24. Future meetings are scheduled for 11/30, 1/25, 3/1 and 4/12. The HR Department offers



ongoing and targeted professional development based on the FRISK model embedded in FOD Squad meetings and in Leadership meetings. The primary purpose of FRISK is to increase an administrator and evaluator's skill, knowledge and ability to support employee performance. HR has included interactive presentations utilizing the FRISK model covering Chapters 1-6. The Assistant Superintendent held mandatory FRISK trainings in Spring and Fall, 2017, for all district administrators. HR continues to support administrators and supervisors with informal and formal conversations and documentation to improve employee attendance and performance. The HR Department regularly monitors employee attendance and shares data with site administrators and department supervisors. Most recently this has included the use of Time and Attendance for classified employees.

**Next Steps:** Continue utilizing FOD Squad meetings and the FRISK model in Leadership trainings to support administrative staff; share attendance data and notify administrators of leaves and any areas of concern regarding employee absences. HR will facilitate staffing progress meetings in December to identify and create action plans for certificated employees who may have below-standard performance, including those who earned an unsatisfactory summative evaluation.

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**Business Resource Goal #1:** Supporting Business Departments will prepare a budget aligned with instructional strategies, while remaining fiscally solvent, ensure children receive proper nutrition, provide clean classrooms and facilities in good repair, and safely transport students to and from school on time to support the learning process.

**Metric:** Budget data from Estimated Actuals to Actuals comparisons; Facilities Inspection (FIT); Williams Act Annual Review data; Transportation Accident Data; Transportation Delivery and pick up data; Meal participation data; Drop In Cleaning Inspection Tool.

**Current Reality:**

**Fiscal Services:**

- Budget adjustments are complete for the Second Interim Reporting Period (July to January)
- Adjustments to align dollars accurately to the LCAP have been completed.
- Budget Assumptions Draft is complete
- Two Budget Study Sessions have been completed

**Maintenance and Operations:**

- Facilities Inspection Tool (FIT) has been completed for all schools by Jason Gales and the information was provided to Curriculum for the SARCS report. All schools received a rating of "Good" except for Woodrow which received a rating of "Excellent".
- Williams Act Annual Report is prepared and presented to the board on a quarterly basis.
- The Clean Site Inspection Tool Development is in process. A committee of 3 head custodians, one night custodian, and the Director of M&O have met 8 times to develop a Sylvan District Cleaning Time Standard for implementation in the 2018-19 fiscal year.

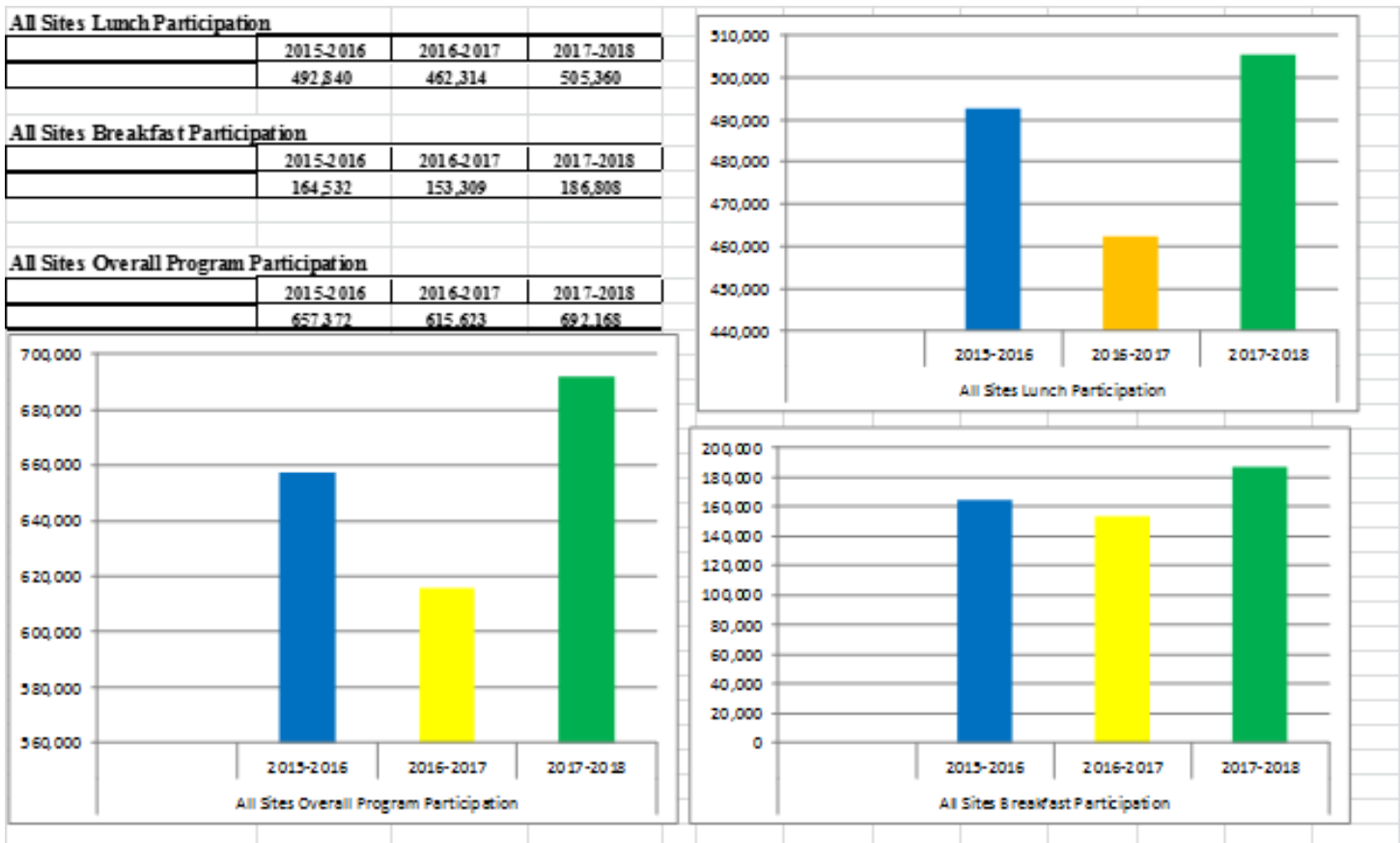
**Transportation:**

- Two minor accidents have occurred in the Transportation Department in the 17/18 school year.
- Number of students transported daily: 1,050 students average
- Number of miles driven daily: 644 miles
- Number of miles driven since the beginning of the year to date: 98,043
- Number of field trips to date: 49

- Number of students suspended from bus for 3/5 days:
  - 14/15= 43
  - 15/16= 18
  - 16/17= 24
  - 17/18= 18
- Number of students expelled from bus all year
  - 14/15= 8
  - 15/16= 3
  - 16/17= 4
  - 17/18= 7
  - Number of buses getting students to school on time: ALL
  - Number of students getting picked up late from school: 0 except early outs on Wednesday. Ustach buses are arriving 10 to 20 minutes late due to the amount of students transported out of site.

**Food Services:**

- Overall breakfast and lunch participation is up 11.05% from the 2016/2017 school year. Breakfast participation is up 17.89% and lunch participation is up 8.52%. The participation rates are the accumulation of all students that have received a reimbursable breakfast and lunch from the beginning of the school year through February 2018. The increase in participation is the result of the addition of the County programs and adjustments to the breakfast and lunch menus that were in response to feedback received from the Sylvan Union School District students.



- To monitor the effectiveness of the operation the productivity index of meals per labor hour is used to determine appropriate staffing. This is an important piece of information that indicates to administrators whether they are using their resources efficiently and productively. It can help in determining how many employees are needed in a single production unit or throughout the district. The essential services provided by school food service programs are measured in number of reimbursable student lunches and/or meals equivalent to the reimbursable lunch. They are the prime unit of productivity of school food service programs and are essential elements in formulating budgets and determining productivity. The meal per labor hour range used to determine if a food service program is operating efficiently is 14 to 20 meals per labor hour. **As of February 2018 the Sylvan Union School District Food Service Department meals per labor hour is 18.76.** Currently the food service is operating very efficiently based on the measure of meals per labor hour.

#### Facilities Master Plan

- A Draft Plan was presented to the Board
- A Board Subcommittee was formed to develop a financial plan and prioritize the FMP. The subcommittee has met one time at Ustach Middle School.

#### Next Steps:

- Budget data from Estimated Actuals to Actuals will be available September 2018.
- Budget development for the 2018-19 FY is in progress and will be complete by June 2018.
  - Meet with all programs and sites to develop the 2018-19 budget aligned to programs.

- Budget will be prepared in collaboration with the Curriculum Department to ensure dollars are allocated to programs that are most effective towards student achievement.
- Continue to track meal participation rates, and meals per man hour rates.
- Continue to track transportation data.
- Weekly Wednesday meetings with custodial sub-committee to develop the Sylvan Cleaning Time Standards will continue and a tool will be completed by June 30, 2018
- The clean school inspection tool will build from the time standards and will be complete by June 30, 2018.
- The Board Subcommittee for Facilities will continue planning

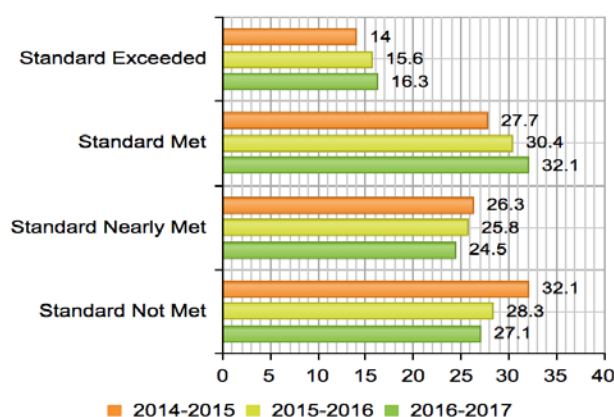
**Superintendent Goal #1:** By January 2018 all administrative staff will be practicing Breakthrough Coach procedures with a schedule that ensures principals are in classrooms 2 full days per week, and assistant principals are in classrooms 1 full day per week. Current Reality: Site administrators are in classrooms on an average of 1 day per week.

**Metric:** Data collection: The amount of time administrative staff is out in classrooms/sites. (Artifacts: calendar, classroom visit schedule, staff feedback); Discipline referrals; Student achievement - ELA and Math Benchmarks (Multiple Measures), SBAC.

**Current Reality:** As of April 2, 2018, 19 out of 21 site administrators (principals and assistant principals) have met this target according to classroom visit data. See 2017 SBAC data and District Multiple Measures below as a baseline point prior to implementation

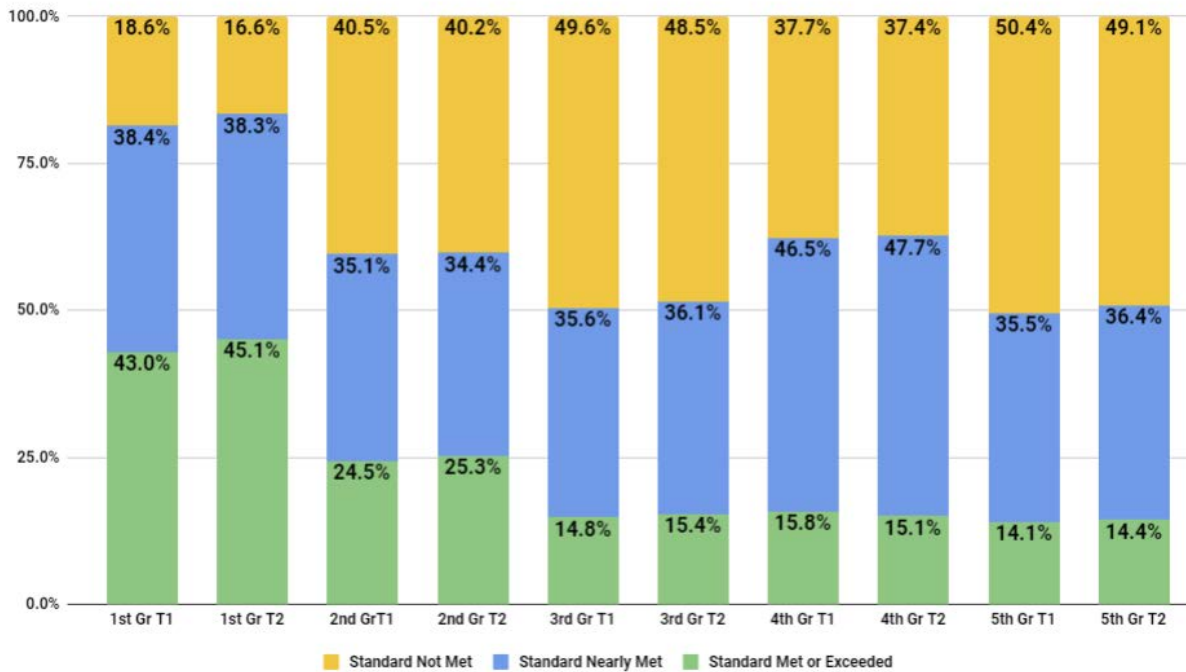
**Next Steps:** Extended training through Breakthrough Coach Zoom Cast; increase support and monitoring to ensure all site administrators are meeting the goal; additional collection of data during yearly Data Summit meetings in May 2018 with the Board receiving a final report at the end of the school year.

#### *SBAC English Language Arts Districtwide Results:*

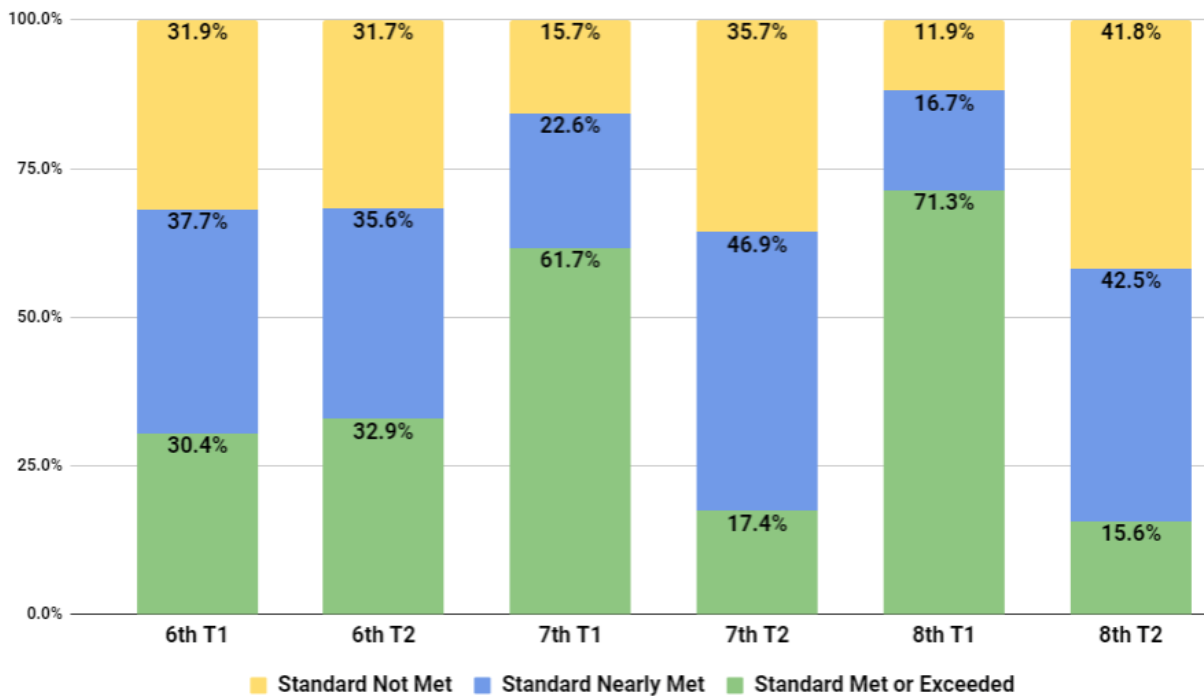


*District Multiple Measures - ELA Benchmark 1st & 2nd Trimester 2017-2018:*

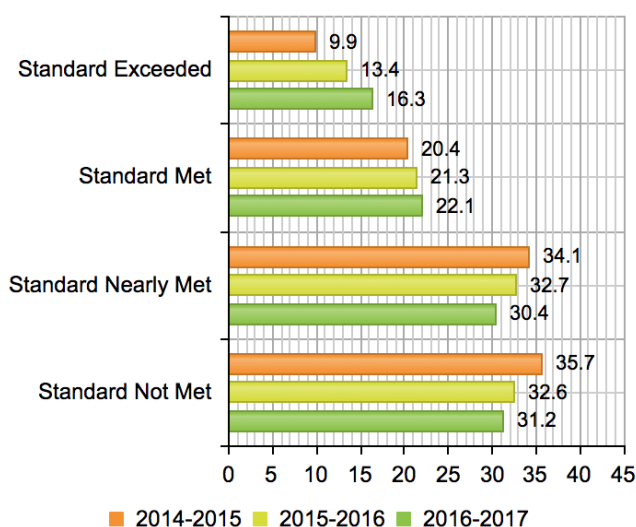
**Sylvan District Grades 1-5 ELA Benchmarks - Tri 1 and Tri 2 2017-2018**



**Sylvan District Grades 6-8 ELA Benchmarks - Tri 1 and Tri 2 2017-2018**

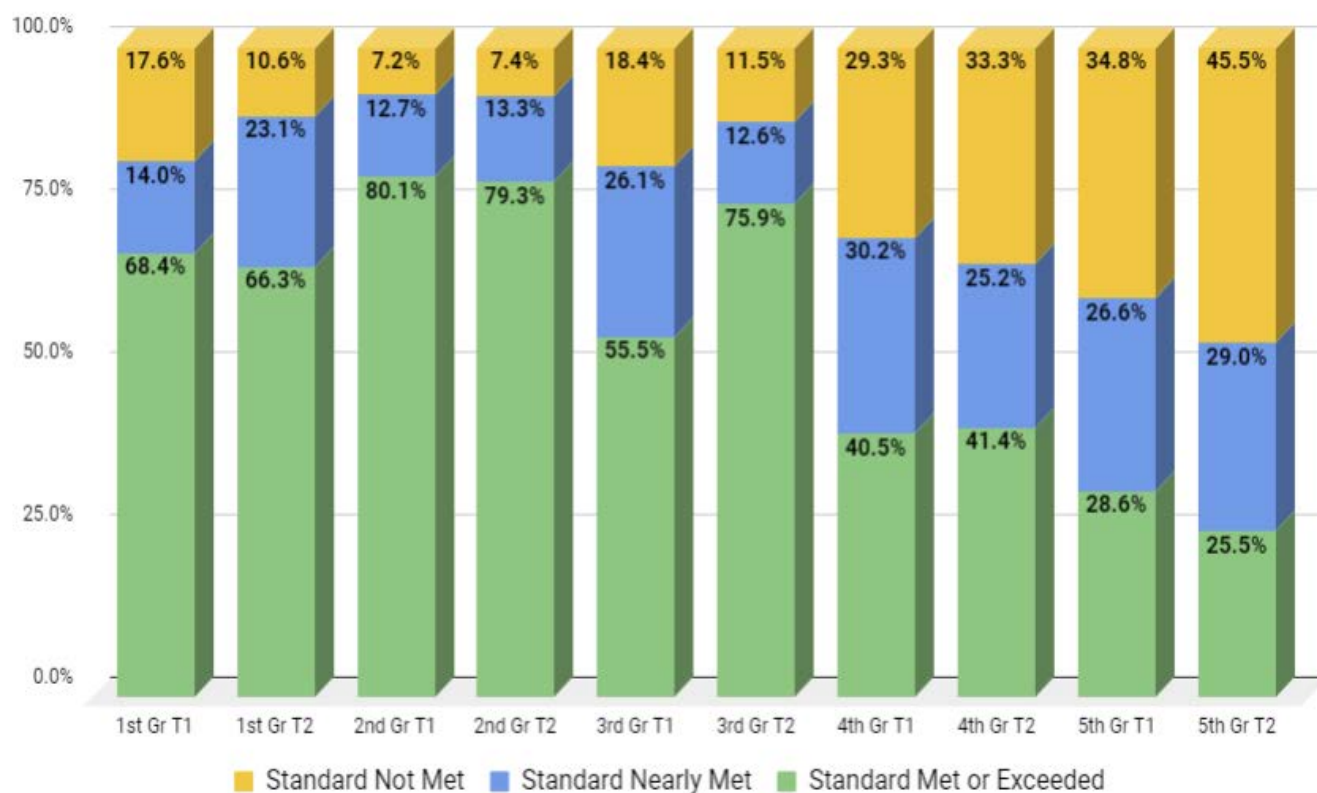


*SBAC Mathematics Districtwide Results:*

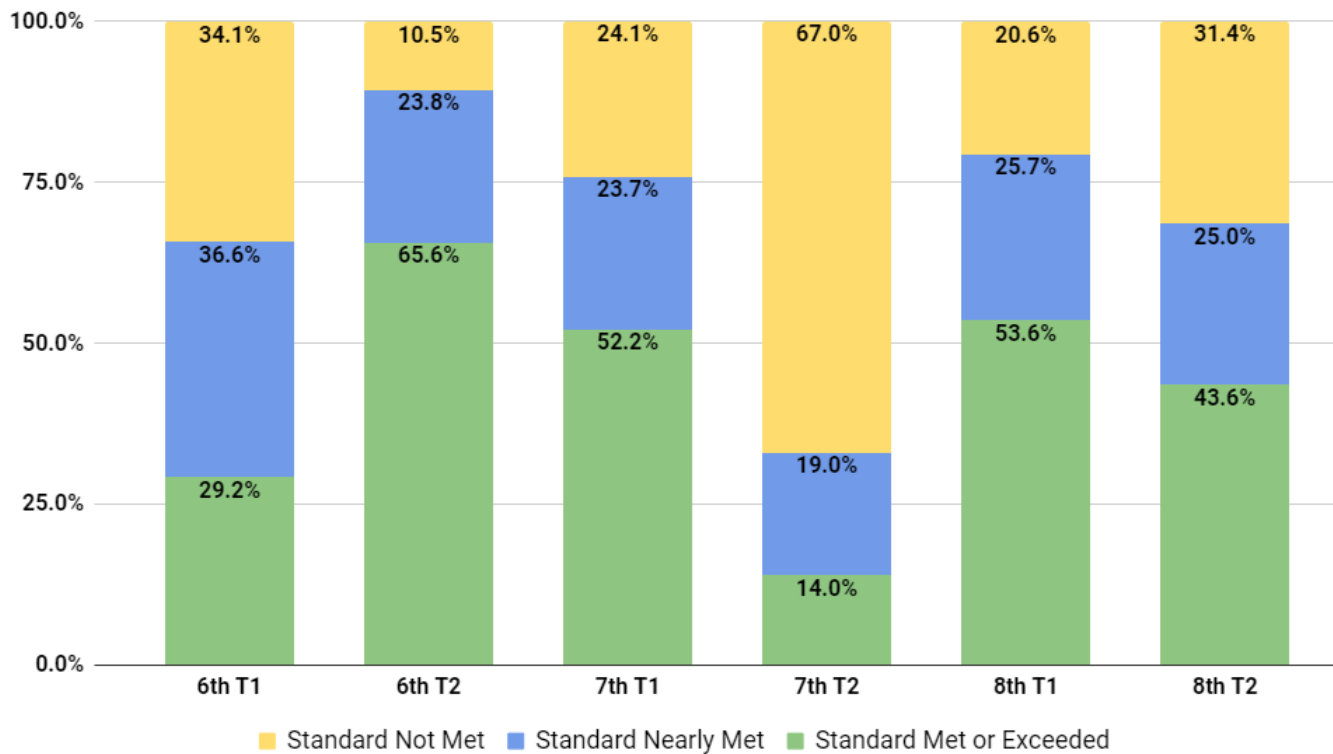


*District Multiple Measures - Math Benchmark 1st Trimester & 2nd Trimester 2017-2018:*

**Sylvan District Grades 1-5 Math Benchmarks - Tri 1 and Tri 2 2017-2018**



**Sylvan District Grades 6-8 MATH Benchmarks - Tri 1 and Tri 2 2017-2018**



**Superintendent Goal #2:** By May 2018 all administrative staff will ensure 100% of collaborative teacher teams will effectively address the "3 Big Ideas" of a PLC - Learning as Our Fundamental Purpose, Building a Collaborative Culture, and a Focus on Results". Current Reality: Districtwide there is approximately 40% of teacher teams effectively engaged in addressing the "3 Big Ideas".

**Metric:** Professional Learning Community Survey; Collaborative team artifacts (CFA, SMART goals, student data analysis, Marzano Scale, and RTI).

**Current Reality:** See data below for our current reality as April 2018.

**Next Steps:** Embedded Coaching with Solution Tree will continue at all school sites. PLC 3 Big Ideas will continue to be an ongoing topic at Leadership Meetings, Formal Walkthroughs with Principals, and at Principal Evaluation meetings.

*PLC Implementation Survey Longitudinal Results:*

	LEARNING AS OUR FUNDAMENTAL PURPOSE		BUILDING A COLLABORATIVE CULTURE THROUGH HIGH PERFORMING TEAMS		A FOCUS ON RESULTS		COLLECTIVE EFFICACY	
	FUNDAMENTAL PURPOSE AVERAGE		COLLABORATIVE CULTURE AVERAGE		FOCUS ON RESULTS AVERAGE			
	Q1-9 Average		Q10-13 Average		Q14-17 Average		Score	
DO Fall 2016*	2.54	DO Fall 2016*	2.76	DO Fall 2016*	2.61	DO Fall 2016*	n/a	DO Fall 2016*
DO Spring 2017*	2.50	DO Spring 2017*	2.72	DO Spring 2017*	2.57	DO Spring 2017*	n/a	DO Spring 2017*
DO Fall 2017	2.41	DO Fall 2017	2.66	DO Fall 2017	2.39	DO Fall 2017	501	DO Fall 2017
DO Spring 2018	2.80	DO Spring 2018	3.09	DO Spring 2018	2.90	DO Spring 2018	500	DO Spring 2018

\*Only Guiding Coalition Members took survey in 2016-2017. In 2017-2018 it was open for all staff.

The above data represents survey collections from Guiding Coalition teams. The rubric is a 0-4 rating scale (see scale below).

<b>0</b> We have not yet begun to address this issue.	<b>1</b> We are talking about this, but have not taken significant action to make it a reality.	<b>2</b> We have begun to do this, but at this stage of the implementation process, many staff approach the task with a sense of compliance rather than commitment.	<b>3</b> We have moved beyond the initial implementation and continue to work our way through the process. Support and enthusiasm for the process are growing.	<b>4</b> This practice is deeply embedded in our culture. Most staff members are committed to doing this and believe it is an important factor in the collective effort to improve our school.
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#### PROFESSIONAL LEARNING COMMUNITIES IMPLEMENTATION RUBRIC SUMMARY

PLC Characteristics District Average	Fall 2017	Spring 2018	Difference
Team Norms	2.87	2.94	0.07
SMART Goals	2.50	2.80	0.30
Evidence-Informed Dialogue	2.21	2.75	0.54
Collaborative Nature of Team	2.68	2.89	0.21
Collective Responsibility	2.65	2.94	0.29
Positive Orientation	2.87	2.96	0.09
Essential Learnings	2.55	2.91	0.36
Pacing/Unit Maps	3.03	2.99	-0.04
Instructional Strategies	2.44	2.75	0.31
Creating & Administering Common Assessments	2.67	2.86	0.19
Aligning Assessments	2.85	2.83	-0.02
Scoring Assessments & Using Data	2.55	2.80	0.25
Intervention	2.28	2.36	0.08
Intervention Differentiation	2.67	2.66	-0.01
Extension	1.84	2.08	0.24
Extension Differentiation	2.43	2.24	-0.19

The above district wide results reveal our strongest area in the collaboration process is developing and following of unit maps. Our area of greatest focus is in developing extensions.

**Superintendent Goal #3:** All administrative staff will have one evaluation goal to increase literacy levels for all students in order to meet district wide ELA and Math goals for 2017-2018 Current Reality: (see 2017 SBAC and District Multiple measures noted in data under goal#1)

**Metric:** SBAC 3rd - 8th grades in ELA & Math Trimester Benchmarks, district wide running record.

*Update to Metrics: The following metrics do not adequately measure this goal and will be removed: running records*

**Current Reality:** Goals have been set and aligned with the focus on individual student results. All site administrative staff will know where each student is scoring in ELA and Math, according to CFA data and benchmark results.

**Next Steps:** Benchmark data for the first and second trimester has been collected (see Ed Services data report) CFA individual student data was collected during the mid-year evaluations and site administrators presented data on individual students as a result of CFA data. Information will be reported to the Board in the next reporting session as a final reporting.

See Superintendent Goal #1 for SBAC and ELA & Math Trimester Benchmark data



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**Superintendent Goal #4:** All administrative staff will have one evaluation goal to ensure the site is safe, orderly, and clean to support a highly effective learning environment for 2017-2018. Current Reality: Baseline survey fall 2017.

**Metric:** High Reliability School Survey; District M&O Site Inspection data; BrightBytes; Social and Emotional Learning data; suspension data.

*Update to Metrics: The following metrics do not adequately measure this goal and will be removed: BrightBytes.*

**Current Reality:** District wide Marzano School Climate results reported by families during our Spring data collection ranged from 2.62 to a 4.3, on a 1-5 rated rubric. (see results below)

**Next Steps:** Work with site administrators to find ways to address the areas of need and implement opportunities to address needs; continue monitoring progress.

### **February 2018 - Spring Family Survey Results:**

*High Reliability School Survey:*

**1.1a Teachers and staff at my child's school consider it a safe place.**

4.15

**1.1b Teachers and staff at my child's school consider it an orderly place.** 4.08

**1.1c My child's school has clear and specific rules and procedures in place.** 3.90

**1.1d Teachers, staff, and my child know the emergency procedures for the school.** 4.12

**1.1e Teachers, staff, and my child know how to implement the emergency procedures for the school.** 4.11

**1.1f Teachers, staff, and my child have practiced implementing emergency procedures for specific incidents (for example, fire or lockdown drills).** 4.31

**1.1g The emergency procedures at my child's school are updated on a regular basis.** 4.11

**Level 1 Indicator Average** 4.11

**1.2a My child's school is a safe place.** 3.97

**1.2b My child's school is an orderly place.** 3.99

**1.2c I am aware of the rules and procedures at my child's school.** 3.89

**1.2d My child can use social media to allow anonymous reporting of potential incidents.** 2.76

**1.2e My child's school has a system that allows school leaders to communicate with me about issues regarding school safety (for example, a school auto dial system).** 4.19

**1.2f The leaders of my child's school engage the community and me regarding school safety issues.** 3.53

**Level 2 Indicator Average** 3.72

**1.3a Teachers help make important decisions at my child's school.** 3.87

**1.3b Specific groups of teachers provide input regarding specific decisions at my child's school.** 3.77

**Level 3 Indicator Average** 3.82

**1.4a Teachers at my child's school meet together on a regular basis.**

4.27

**1.4b At my child's school, teachers who teach the same subject use the same exams, quizzes, and tests.** 3.67

**1.4c Teams of teachers at my child's school look at student achievement data to figure out how to improve students' learning.** 3.74

**Level 4 Indicator Average** 3.89

1.5a The leaders in my child's school ask teachers for their opinions about how the school should function.	3.47
1.5b The leaders in my child's school collect information from teachers about their opinions.	3.71
<b>Level 5 Indicator Average</b>	<b>3.59</b>
1.6a The leaders in my child's school ask for my opinion about how the school should function.	2.62
1.6b My child's school hosts an interactive website.	3.22
1.6c I visit my child's school's website often.	3.06
1.6d The leaders and teachers in my child's school use social networking (such as Twitter or Facebook) to involve students, parents, and the community.	3.04
1.6e The leaders of my child's school conduct focus group meetings with students, parents, and the community.	3.20
<b>Level 6 Indicator Average</b>	<b>3.03</b>
1.7a The accomplishments of my child's school have been adequately acknowledged and celebrated.	3.45
1.7b The accomplishments of my child's teachers have been adequately acknowledged and celebrated.	3.05
1.7c My child's accomplishments have been adequately acknowledged and celebrated.	3.47
1.7d The leaders of my child's school acknowledge and celebrate individual accomplishments, teacher-team or department accomplishments, and whole-school accomplishments in a variety of ways (for example, newsletters to parents, announcements, school website).	3.27
<b>Level 7 Indicator Average</b>	<b>3.31</b>
1.8a Teachers at my child's school have adequate materials to teach effectively.	3.64
1.8b Teachers at my child's school have adequate time to teach effectively.	3.54
1.8c The leaders at my child's school manage time to maximize a focus on intervention.	3.34
<b>Level 8 Indicator Average</b>	<b>3.51</b>

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**Special Ed Goal #1:** The Suspension and Expulsion rate of Special Education students will not exceed 11.8% of all students that are suspended or expelled. This is the statewide average for the percent of students identified for Special Education in California school districts.

**Metric:** Discipline data from the District Aeries database system. Tracking of actual suspensions and expulsions by working with site staff and the Director of Student Services. State semi-annual tracking of suspension and expulsion data to track disproportionality.

**Current Reality:** Below is data reflecting our current reality.

**Next Steps:** In Progress

*Suspension Data:*

*Suspensions 2016-2017:*

DISTRICT TOTALS	YEAR	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	TOTAL
Total K-5	2016/2017	4	28	42	44	24	30	38	42	22	26	300
Total 6-7-8	2016/2017	21	55	63	64	45	38	47	79	12	47	471
TOTAL	2016/2017	25	83	105	108	69	68	85	121	34	73	771

*Suspensions 2017-2018:*

DISTRICT TOTALS	YEAR	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	TOTAL
Total K-5	2017/2018	2	16	22	8	22	10	17	23	0	0	120
Total 6-7-8	2017/2018	5	27	62	34	33	73	57	65	0	0	356
TOTAL	2017/2018	7	43	84	42	55	83	74	88	0	0	476

## Special Education Suspensions - 2017-2018

Sum of Days	
Description ADS_CD	Total
48900 ( R ) Bullying/electronic bullying	2
48900 (a1) Cause attempt threaten physical injury	35
48900 (A2) Use of force or violence	52.5
48900 (F) Damage property	3
48900 (G) Stealing/Attemp property	5
48900 (H) Nicotine products	3
48900 (I) Profanity/vulgarity/obscene behavior	12
48900 (K) Disruption/defiance Gr 4-12 only	19
48900.2 Sexual harassment Gr 4-12 only	7
48900.4 Intentionally engaging in hostile educational environment Gr 4-12 only	20
48900(c)Controlled Substance-posessed/sold/furnish/under influ	8
48915 (a1A) Causing serious physical injury	3
48915 (a1D); 48900 (e) Robbery/extortion; committed or attempted to commit robbery or extortion	5
48915 (a1E) Committed assault or battery on a school employee	5
Dress Code Violation	1
Violation of rules	1
Grand Total	181.5