

2017-2018 3 Year Plan Updates
End of Year Update - June 12, 2018 Board of Trustees Meeting

6/12/18 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: 52.8% on 2018 SBAC; 35.45% on Trimester 3 Benchmarks.

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 good growth in grades 1,2,3, and 8; moderate growth in grades 4 and 5; and significant declines in grades 6 and 7. Writing is assessed in grades 6-8. We observed growth from the beginning of the year to the end in grades 6 and 7; grade 8 declined during that same interval. It should be noted that each trimester represented a different genre of writing; this could certainly account for growth and/or decline.

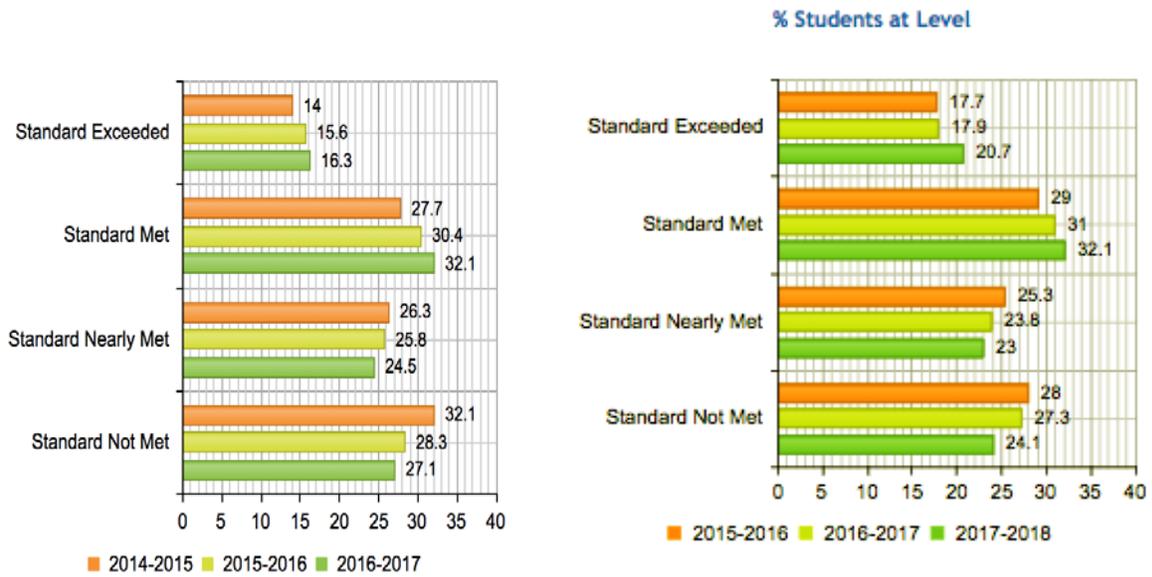
Next Steps:

- 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 have received the official results; the graph appears later in this document.
- CA School Dashboard ELA Indicator - The Fall 2017 update was added showing growth in both the ELA and Math Indicator.

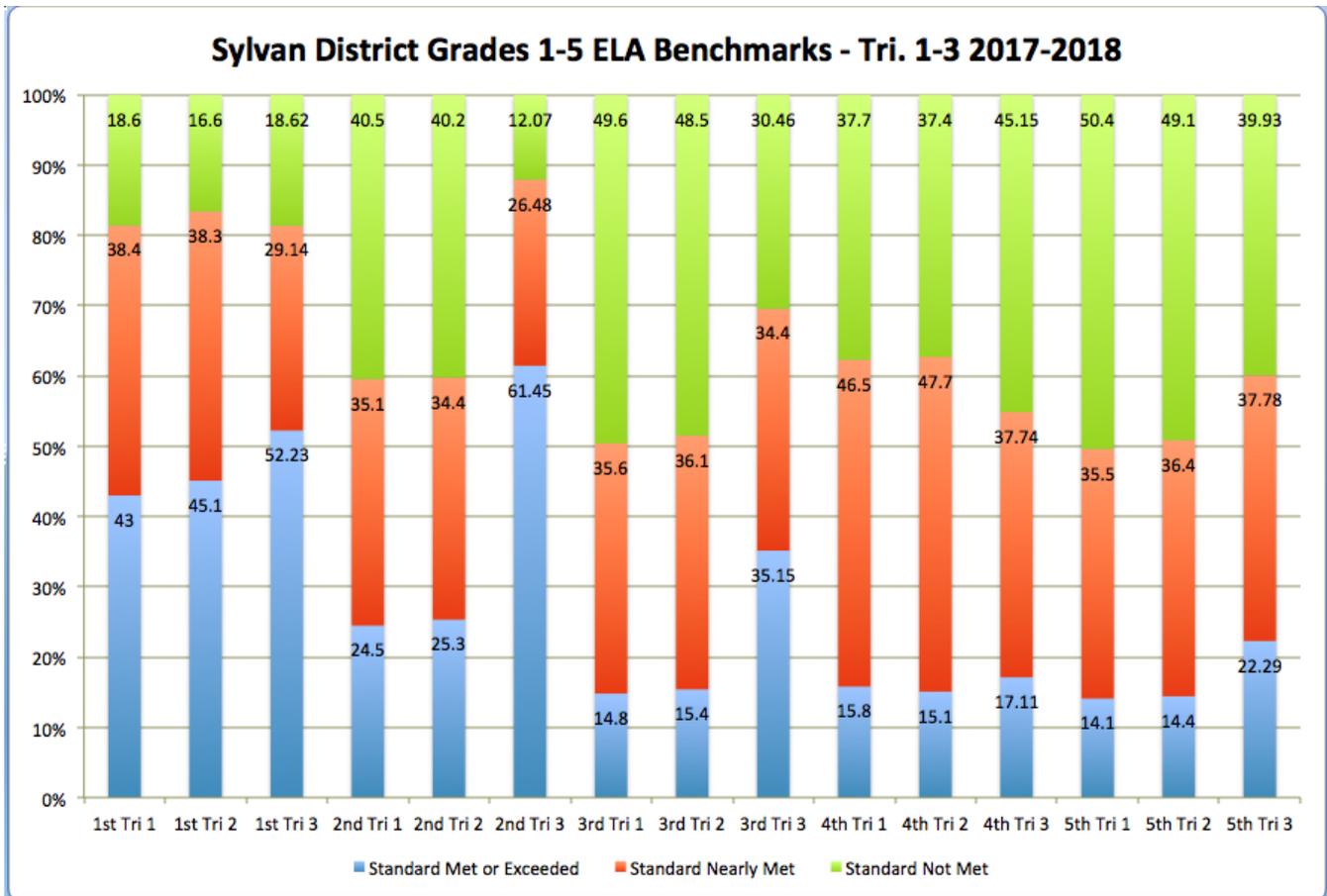
Based on our current reality, the Ed Services Team has identified needs for continued Professional Learning in the areas of Vocabulary Instruction in all content areas, Balanced Literacy, Writing, Assessment, and ELD strategies for both Integrated and Designated ELD. Over 100 teachers and administrators spent June 6 and 7 together studying backward mapping, assessment and alignment under the tutelage of Paula Rogers, one of our embedded coaches. We are seeing good growth in our PLC process and believe that this growth, coupled with our planned professional learning for the 2018-2019 school year, will continue to yield positive results. 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.

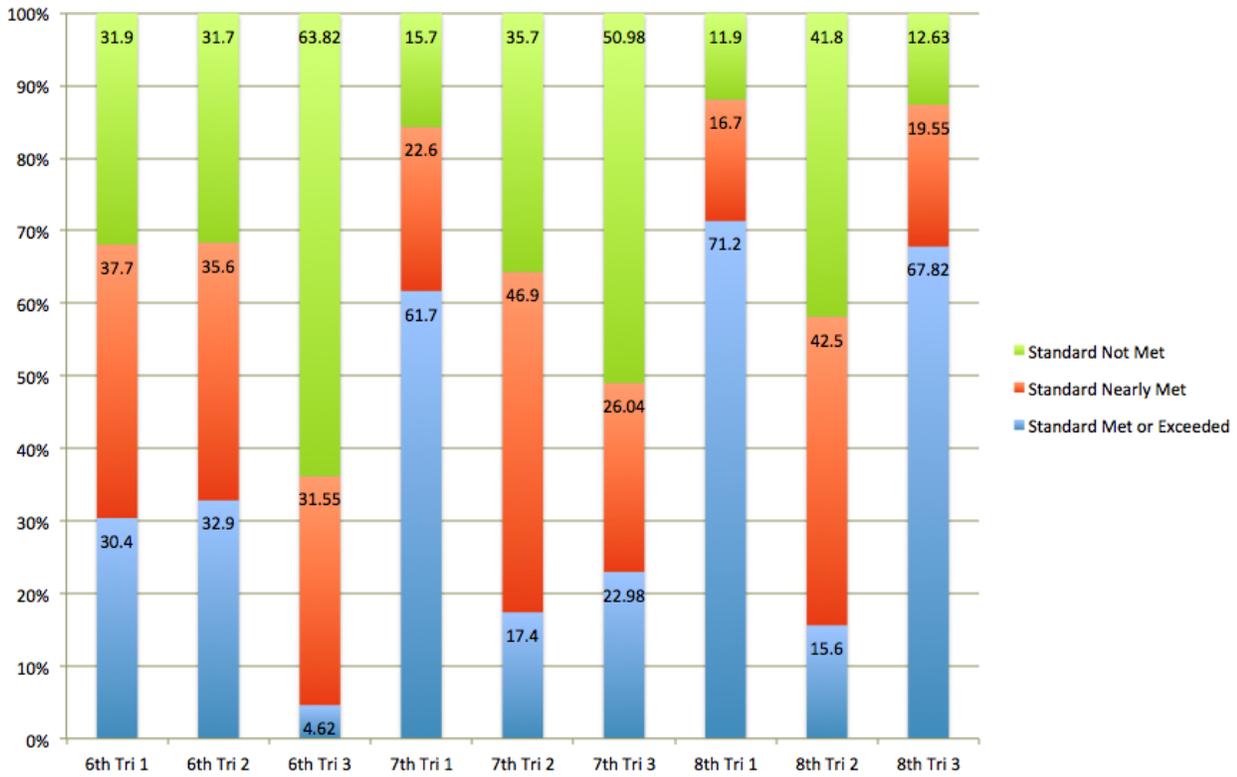
SBAC English Language Arts District-wide Results:



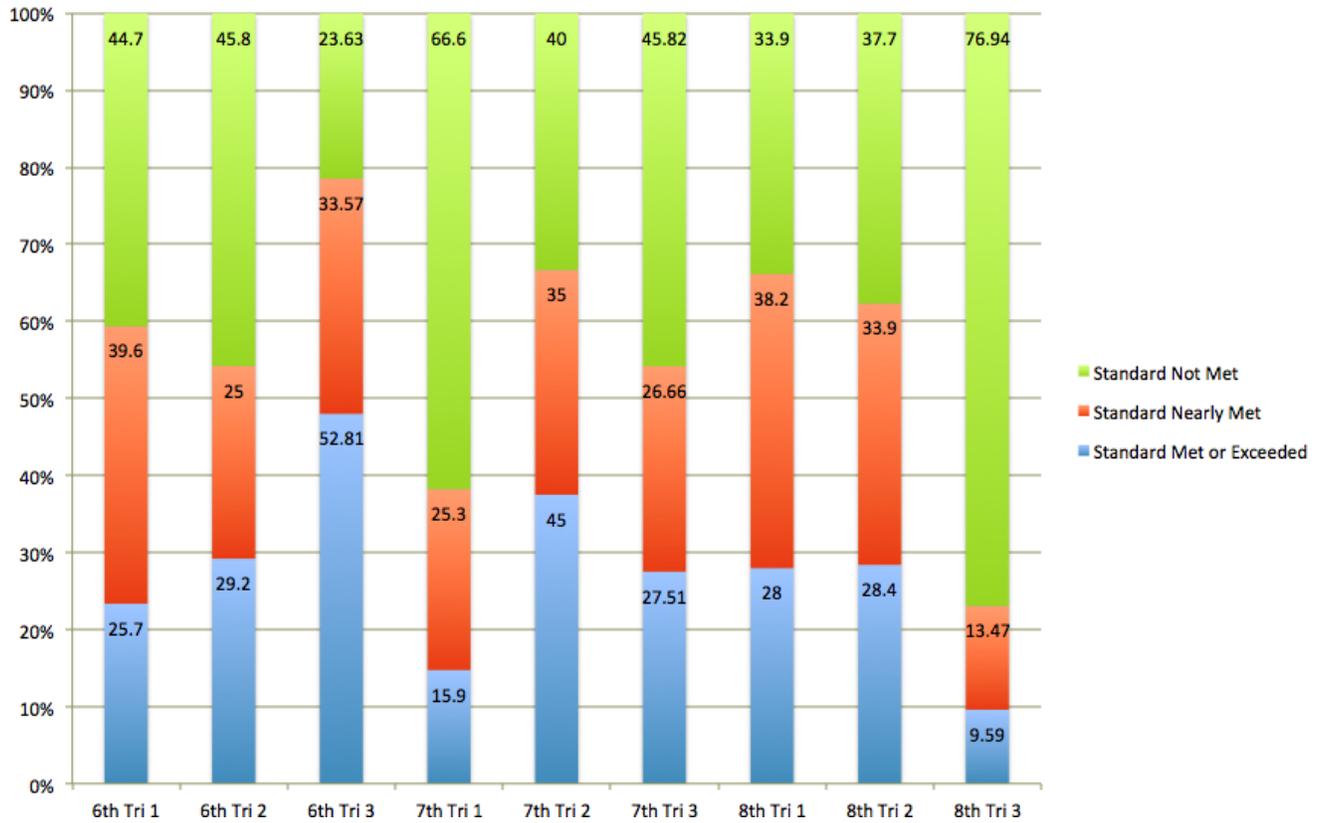
District Multiple Measures - ELA Benchmarks 1st-3rd Trimesters 2017-2018:



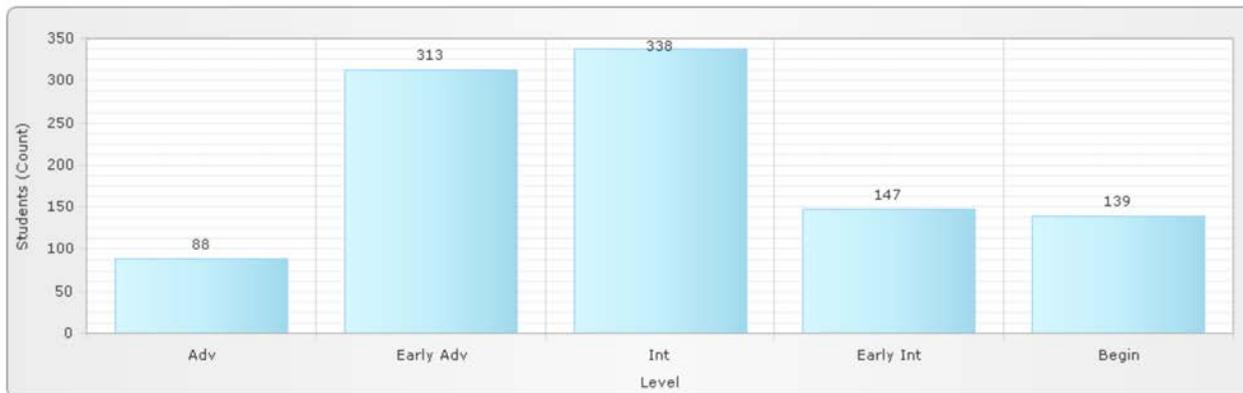
Sylvan District Grades 6-8 ELA Benchmarks Tri. 1-3 2017-2018



Sylvan District Grades 6-8 Writing Benchmarks Tri. 1-3 2017-2018



CELDT 2016-2017 Overall Results:



ELPAC 2017-2018 Official Results:

Grade Level	ELPAC (Overall) 2017-2018 Scale Score	ELPAC Oral Language 2017-2018 Scale Score	ELPAC Written Language 2017-2018 Scale Score
Transitional & Kindergarten	Expanding	Expanding	Expanding
First	Bridging	Bridging	Bridging
Second	Bridging	Bridging	Bridging
Third	Expanding	Expanding	Expanding
Fourth	Expanding	Bridging	Expanding
Fifth	Expanding	Bridging	Expanding
Sixth	Expanding	Expanding	Emerging
Seventh	Expanding	Expanding	Emerging
Eighth	Expanding	Expanding	Emerging
ELD Standards	Emerging - requires	Expanding - requires	Bridging - requires light
<i>**Based on IO Education "Mean" of grade level results</i>			

The progression is Emerging, Expanding, Bridging

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

6/12/18 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: 2018 SBAC is 49.9%; Trimester 3 Benchmark scores is 35.15.

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

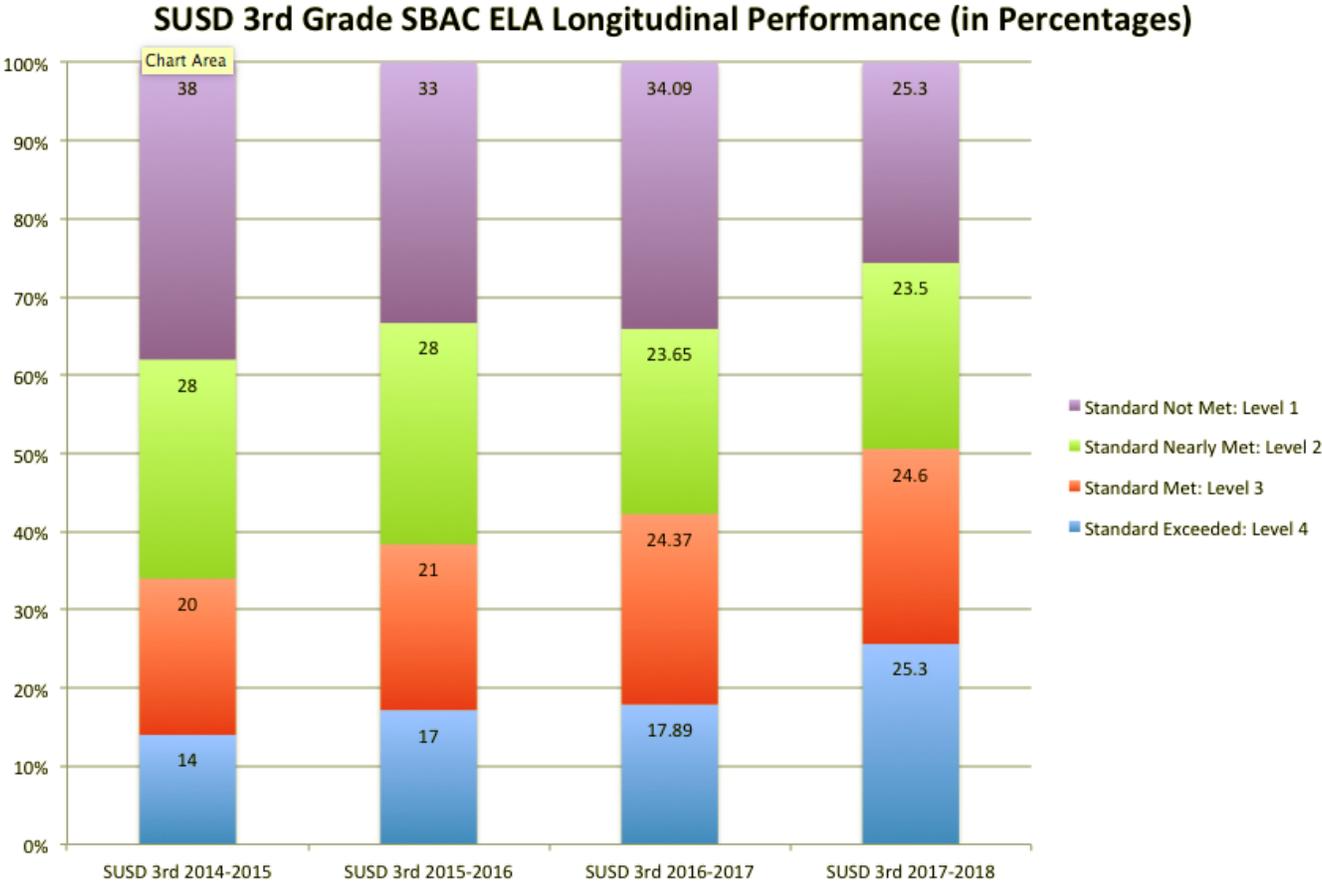
Update to Metrics: The following metrics do not adequately measure this goal and will be removed: CELDT/ELPAC scores; CA School Dashboard ELA Indicator

Current Reality: Below are graphs reflecting our current reality. 49.9% of SUSD third graders met or exceeded standards as measured on the 2018 SBAC as compared to 35.15% of SUSD third graders met or exceeded standards as measured on the Grade 3 ELA Trimester 3 Benchmark Assessment. We also note an 18% drop in the number of students not meeting standards on the Trimester 3 Benchmark.

Next Steps:

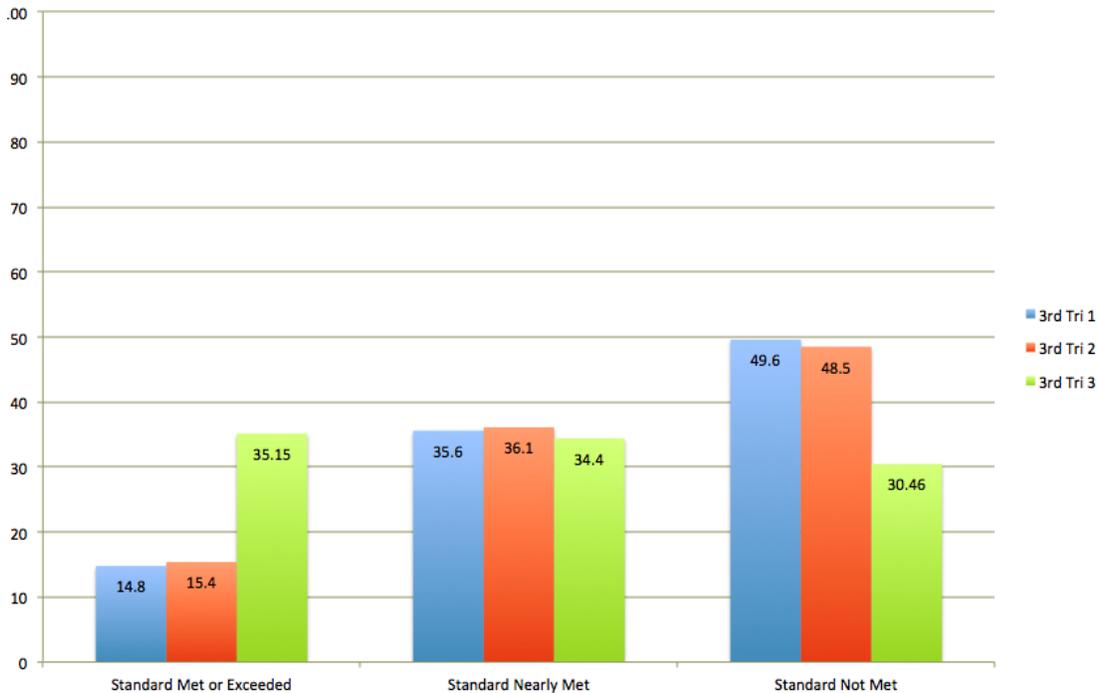
- District Multiple Measures - We continue to work with site administration, teacher teams, and site-level guiding coalitions to ensure that the level of rigor at which essential standards are assessed in large scale summative measures aligns with the rigor of shorter-cycle CFAs. In addition, teachers 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, working with Laura Granger, have selected a screening tool for use district-wide beginning in 2018-19. It includes components for measuring both reading accuracy and comprehension, and meets our needs for screening, diagnosis, and progress monitoring. 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



District Multiple Measures - 3rd Grade ELA Benchmark 1st-3rd Trimesters 2017-2018:

Sylvan District Grade 3 ELA Benchmark Tri. 1-3 2017-2018



6/12/18 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: 42.4% on 2018 SBAC; 48.5% on Trimester 3 District Benchmark.

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

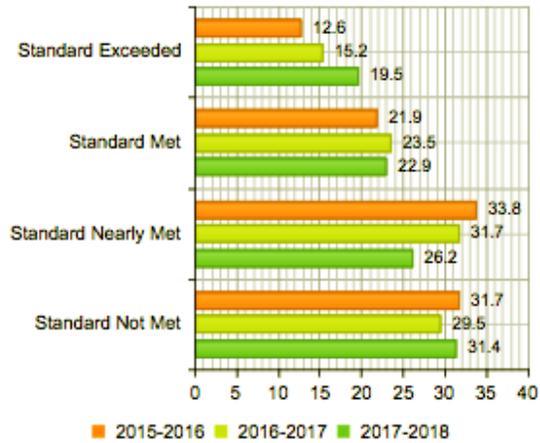
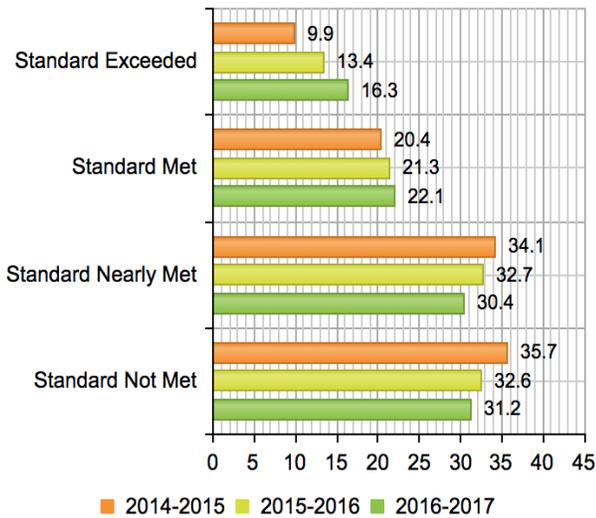
Current Reality: Below are graphs reflecting our current reality. Trimester 1 Benchmark results for grades 3-8 (i.e. those grades assessed by SBAC as well) reveal that 45.63% of students in those grade met or exceeded the standards; on the trimester 2 benchmarks, 46.18% of students met or exceeded standards. Teachers in grades 3 through 6 received professional development on the critical areas of math for their grade level. We saw an increase in achievement from the beginning of the year to the end of the year in grades 1, 2, 4, 5, and 6; a decrease in grades 7 and 8; and a significant decrease in grade 3.

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. Professional learning in math will be provided in the Fall of 2018 to grades K-2.
- 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.

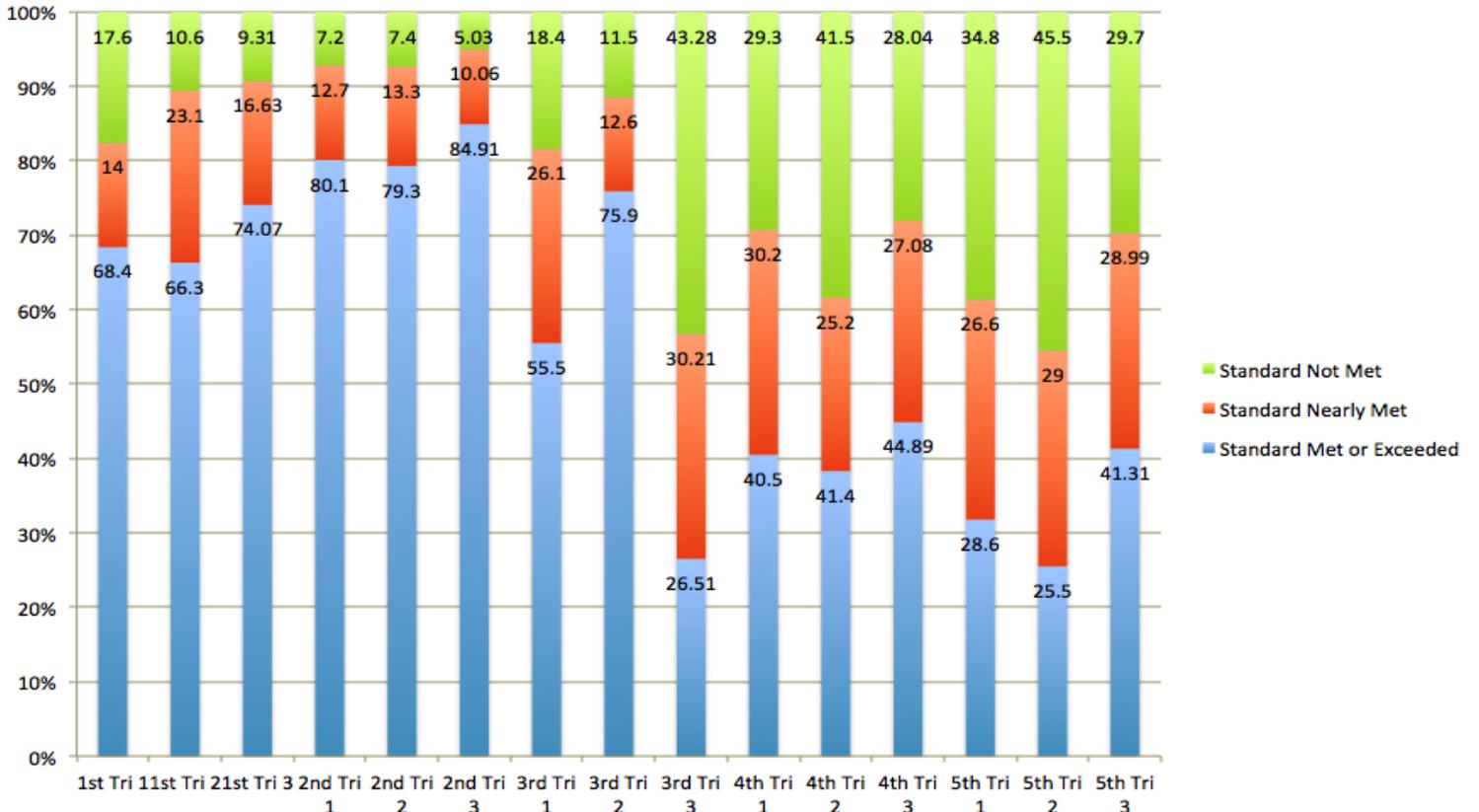
- IEP Goals - We have identified the need to more easily capture the data associated with this.
- CA School Dashboard Mathematics Indicator - The Fall 2017 update was added showing growth in both the ELA and Math Indicator.

SBAC Mathematics District-wide Results:

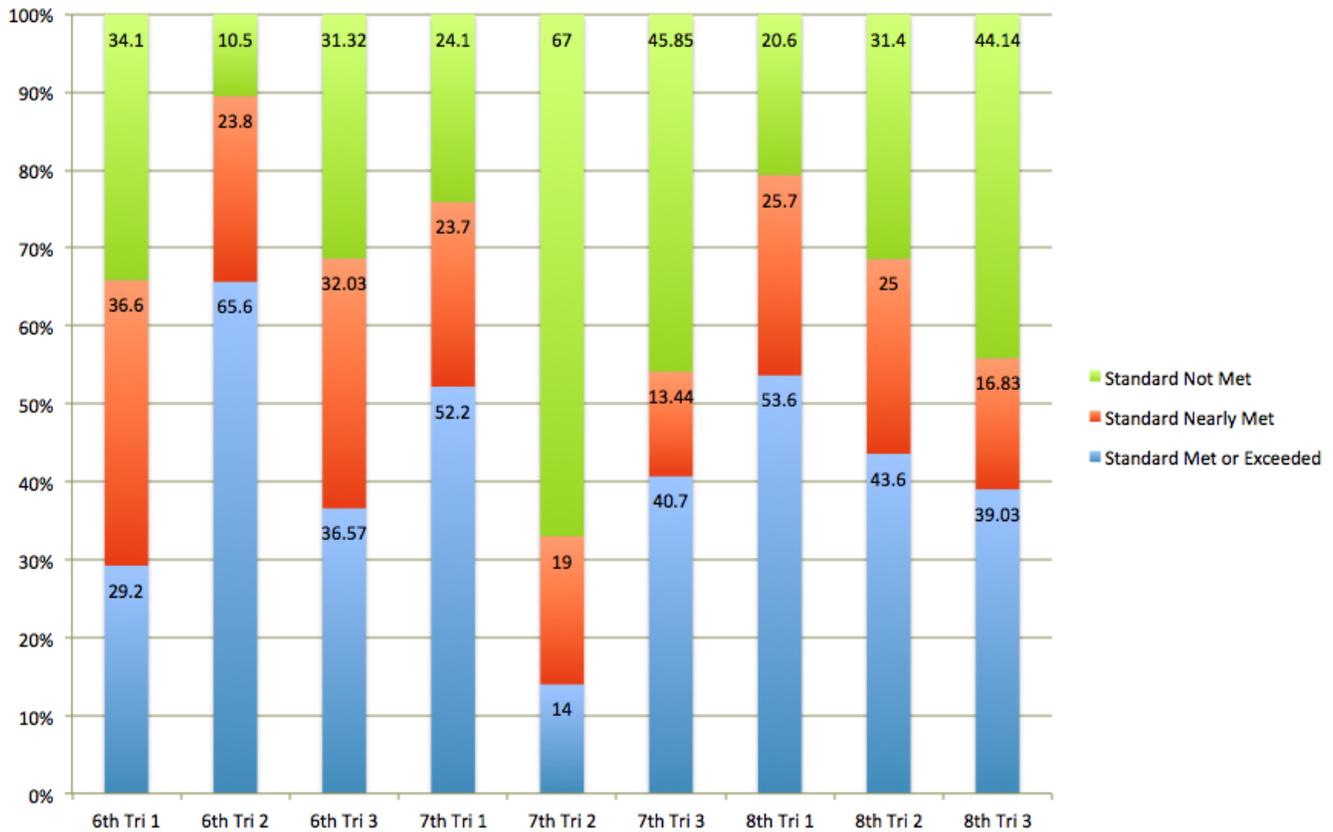


District Multiple Measures - Math Benchmark 1st - 3rd Trimesters 2017-2018:

Sylvan District Grades 1-5 Math Benchmarks Tri. 1-3 2017-2018



Sylvan District Grades 6-8 Math Benchmarks Tri. 1-3 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%.

4/17/18 UPDATE:

2020 Goal A.4 Online or Blended Professional Development for Staff

Initial Step: Cyber Citizenship Delivered via Google Classroom

Next Step: Review Low cost or Free LMS (Learning Management Systems)

Structure System to support all PD, not just tech pd.

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), incentivising the online professional development, and piloting of online professional development with teachers.

Update 6/12/18: Initial strategy of utilizing Google Classroom as a content management system for the delivery of supporting professional development content in the area of student digital citizenship was effective and cost effective. However, upon review with district coaches, and leadership, a more streamlined professional development oriented content management system is more desirable. To address this need and stay within a cost effective solution, we will be installing and deploying the Moodle content management system on an existing server. A preliminary installation of this solution has been completed and planning with the instructional coaches is underway. We will be transferring the current cyber citizenship professional development content to this platform during the summer break.

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.

4/17/18 UPDATE:

2020 Goal B.3

Cyber Citizenship

Benchmark: 84% of teachers spend 3 hours or less on this per year

Target by June 2018: 64% of teachers spend 3 hours or less on this per year

Current Reality: 58% of teachers spend 3 hours or less on this per year

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

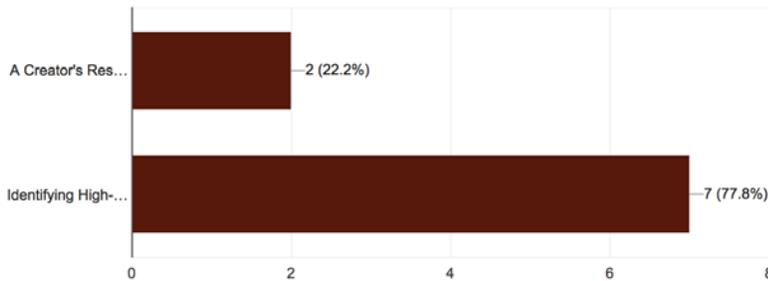
to become Common Sense Media certified school sites and a Common Sense Media certified district. Continue monitoring BrightBytes data to measure improvement on goal.

Update 6/12/18: Cyber citizenship content will be updated within the new Moodle content management system. Modules will be developed to support the delivery of content in the classroom, with an emphasis of insuring balanced delivery of content throughout the school year. First components 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

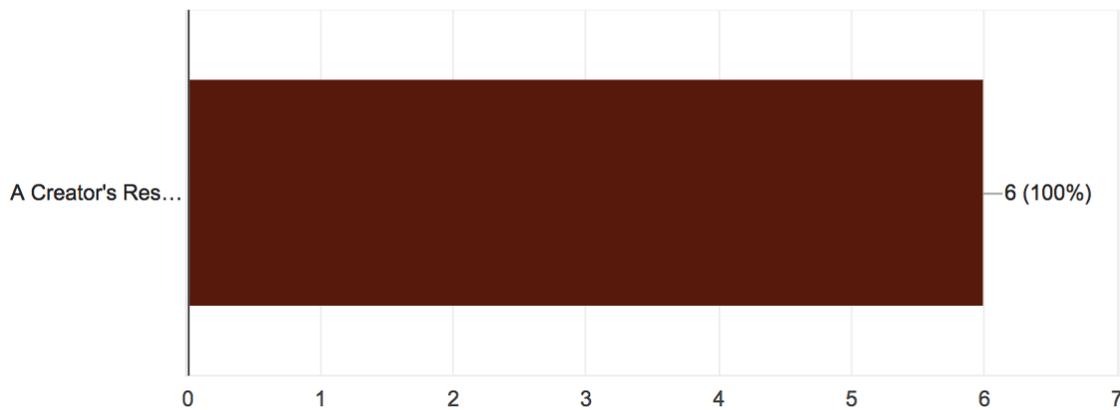
9 responses



7th Grade (Social Studies Teachers)

Grade 7 Digital Citizenship Lesson

6 responses

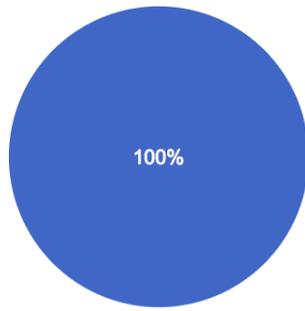


8th Grade (Social Studies Teachers)

Grade 8 Digital Citizenship Lesson



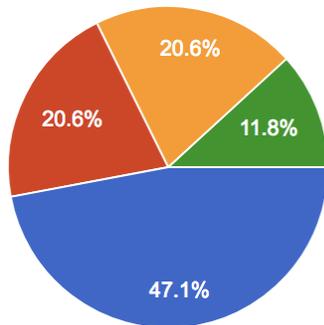
9 responses



- Strategic Searching (Information Literacy)

Digital Citizenship (CIPA Compliance) Grade 6-8

34 responses



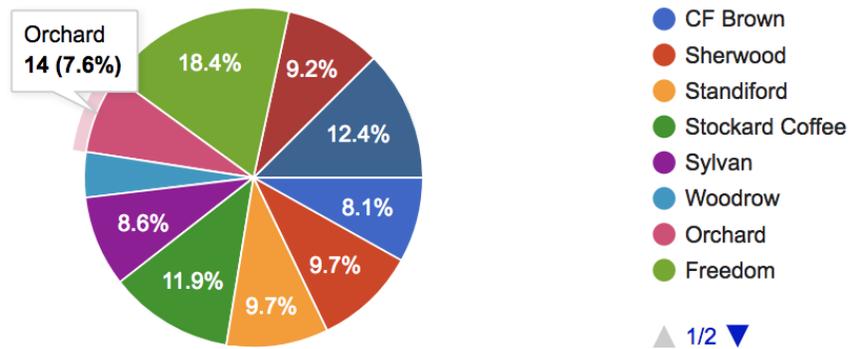
- 6th - 1) Safe Online Talk & 2) Scams and Schemes
- 7th - 1) Trillion Dollar Footprint & 2) Cyberbullying: Crossing the Line
- 8th - 1) Cyberbullying: Be Upstanding & 2) Which Me Should I Be?
- 7th/8th - 1) Trillion Dollar Footprint & 2) Cyberbullying: Crossing the Line/ 1) Cyberbullying: Be Upstanding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

Grades K-5

CIPA Compliance Common Sense Media Instruction

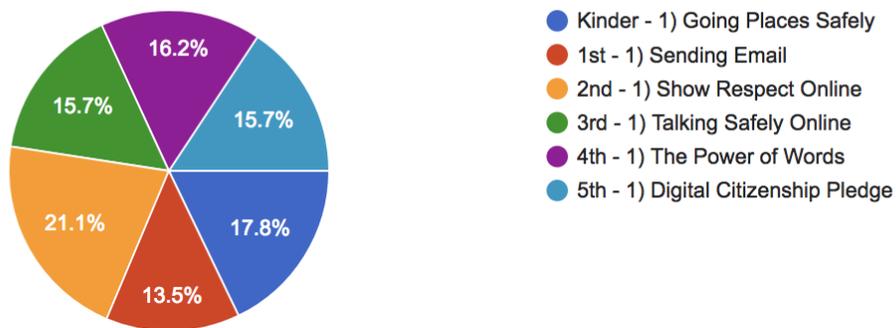
School Site

185 responses



Grade Level & First Lesson

185 responses



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/Summary: **April-**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. Code of Conduct book will be revised to address interventions and supports. **Summary-** We are still working on ways to capture this data accurately. However we know that we have decreased suspensions and expulsions dramatically this year. We had a total of 16 Admin hearings and only 11 expulsions. This is down significantly.

Suspension comparisons by site

School	2016-2017	2017-2018	Difference
CF Brown	64	28	-36
Sherwood	24	13	-11
Somerset	197	217	20
Standiford	24	10	-14
Stockard Coffee	26	13	-13
Sylvan	58	32	-26
Woodrow	11	3	-8
Ustach	124	69	-55
Orchard	55	26	-29
Freedom	19	5	-14
Dan Savage	150	156	6
Mary Ann Sanders	9	11	2
Crossroads	10	2	-8
District Totals	771	585	-186

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

CA School Dashboard Suspension Indicator:

This data will be updated with 2016-2017 suspension data in December 2017. This data is from 2014-2015. Please note that this is not current data but we added it to this document for comparison purposes.

SUSPENSIONS - DASHBOARD	2017 Spring Suspension Rate 2014-2015	2017 Fall Suspension Rate 2016-2017	Change from 2014-2015 to 2016-2017	ELs 2017 Spring Suspension Rate 2014-2015	ELs 2017 Fall Suspension Rate 2016-2017	ELs Change from 2014-2015 to 2016-2017	SocioEcon 2017 Spring Suspension Rate 2014-2015	SocioEcon 2017 Fall Suspension Rate 2016-2017	SocioEcon Change from 2014-2015 to 2016-2017	Stu with Disab 2017 Spring Suspension Rate 2014-2015	Stu with Disab 2017 Fall Suspension Rate 2016-2017	Stu with Disab Change from 2014-2015 to 2016-2017
SUSD	2.80%	2.80%	0.00%	2.00%	1.40%	-0.60%	2.40%	3.70%	1.30%	4.90%	4.70%	-0.20%

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% avg 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: Feb-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. **Summary-**Overall we increased attendance by .2%. Although, that was not the overall goal we made growth. The flu season hit hard this year. DART was put into place and has some room to improve in its effectiveness but overall proved to be helpful in addressing chronic attendance issues. Attendance meetings were held (quarterly) with office staff to analyze data and implement procedures to improve attendance.

June 2018 UPDATE-**Highlighted cells in yellow** are decreases in absences.

Sch. Name	Cumulative Enrollment*			Student with Absence Data		Students Absent <5%			Students Absent >=5% and <10%			Students Absent >=10% and <20%			Students Absent >=20%		
	16-17	17-18	Tot LEA	16-17	17-18	16-17	17-18	CHG	16-17	17-18	CHG	16-17	17-18	CHG	16-17	17-18	CHG
DIST.	8661	8631	8718	8629	8618	67.55%	69.03%	1.48%	23.12%	22.37%	- .75%	7.71%	6.85%	- .86%	1.73%	1.60%	- 0.13%
CFB	516	497	N/A	516	497	53.10%	60.76%	7.66%	31.2%	27.57%	- 3.63%	12.6%	9.05%	- 3.55%	3.10%	2.62%	- 0.48%
CR	894	910	N/A	894	910	72.26%	74.18%	1.92%	21.48%	21.43%	- .05%	6.04%	3.85%	- 2.19%	0.22%	0.55%	0.33%
DS	945	938	N/A	945	938	72.38%	73.35%	0.97%	18.52%	19.08%	0.56%	7.41%	6.50%	- 0.91%	1.69%	1.07%	- 0.62%
EU	1137	1087	N/A	1137	1087	72.21%	74.70%	2.49%	19.79%	17.76%	- 2.03%	6.16%	6.44%	0.28%	1.85%	1.10%	- 0.75%
FR	708	716	N/A	708	716	75.71%	76.82%	1.11%	20.90%	19.27%	- 1.63%	2.82%	3.49%	0.67%	0.56%	0.42%	- 0.14%
MS	610	599	N/A	610	599	68.52%	67.95%	- 0.57%	23.28%	25.54%	2.26%	7.38%	5.18%	- 2.20%	0.82%	1.34%	0.52%
SH	516	657	N/A	516	657	64.15%	70.62%	6.47%	22.48%	24.20%	1.72%	9.50%	4.72%	- 4.78%	3.88%	0.46%	- 3.42%
OR	516	521	N/A	646	521	67.80%	64.49%	- 3.31%	24.92%	23.80%	- 1.12%	6.35%	7.68%	1.33%	0.93%	4.03%	3.10%
SO	1044	989	N/A	1044	989	61.02%	60.87%	- 0.15%	24.90%	22.24%	- 2.66%	10.06%	12.4%	2.38%	4.02%	4.45%	0.43%

								%			%							
ST	464	479	N/A	464	479	67.89 %	67.85 %	- 0.04 %	25.43 %	24.63 %	- 0.80 %	5.60%	5.43 %	- 0.17 %	1.08 %	2.09 %	1.01 %	
SC	508	493	N/A	508	493	68.31 %	67.34 %	- 0.97 %	22.24 %	23.73 %	1.49 %	8.86%	8.11 %	- 0.75 %	0.59 %	0.81 %	0.22 %	
SY	298	383	N/A	298	383	52.68 %	66.58 %	13.9 %	31.54 %	22.45 %	- 9.09 %	14.09 %	8.88 %	- 5.21 %	1.68 %	2.09 %	0.41 %	
WD	427	435	N/A	427	435	63.23 %	60.92 %	- 2.31 %	25.53 %	27.82 %	2.29 %	9.84%	9.43 %	- 0.41 %	1.41 %	1.84 %	0.43 %	

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	Apr	May	District Total
DIST	97.80 %	97.20 %	96.54 %	96.05 %	95.62 %	94.96 %	95.43 %	95.20 %	96.18 %	96.14 %	96.11%

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. Pilot potential social emotional curriculum for the 2018-2019 school year based on data obtained through surveys to

administration and staff. **Summary-**The incoming Student Services Director has started the process of survey analysis and will work on implementing a social emotional curriculum and/or process at school sites next year. Counselors will continue the implementation of Zones of regulation across grade levels as it has proven effective.

2016-2017 CHKS Survey Data

Caring Relationships Scale Questions

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

High Expectations Scale Questions

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

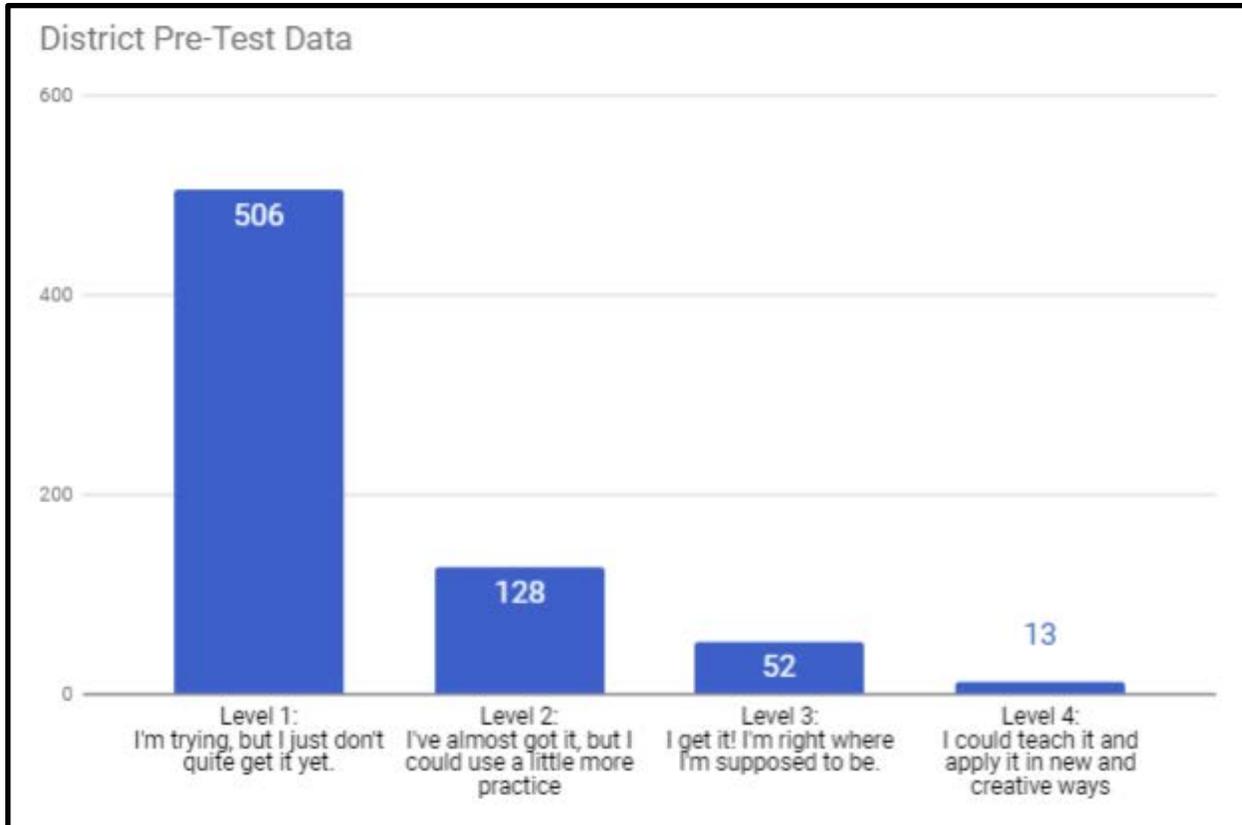
Harassment or bullying due to five bias-related reasons^A

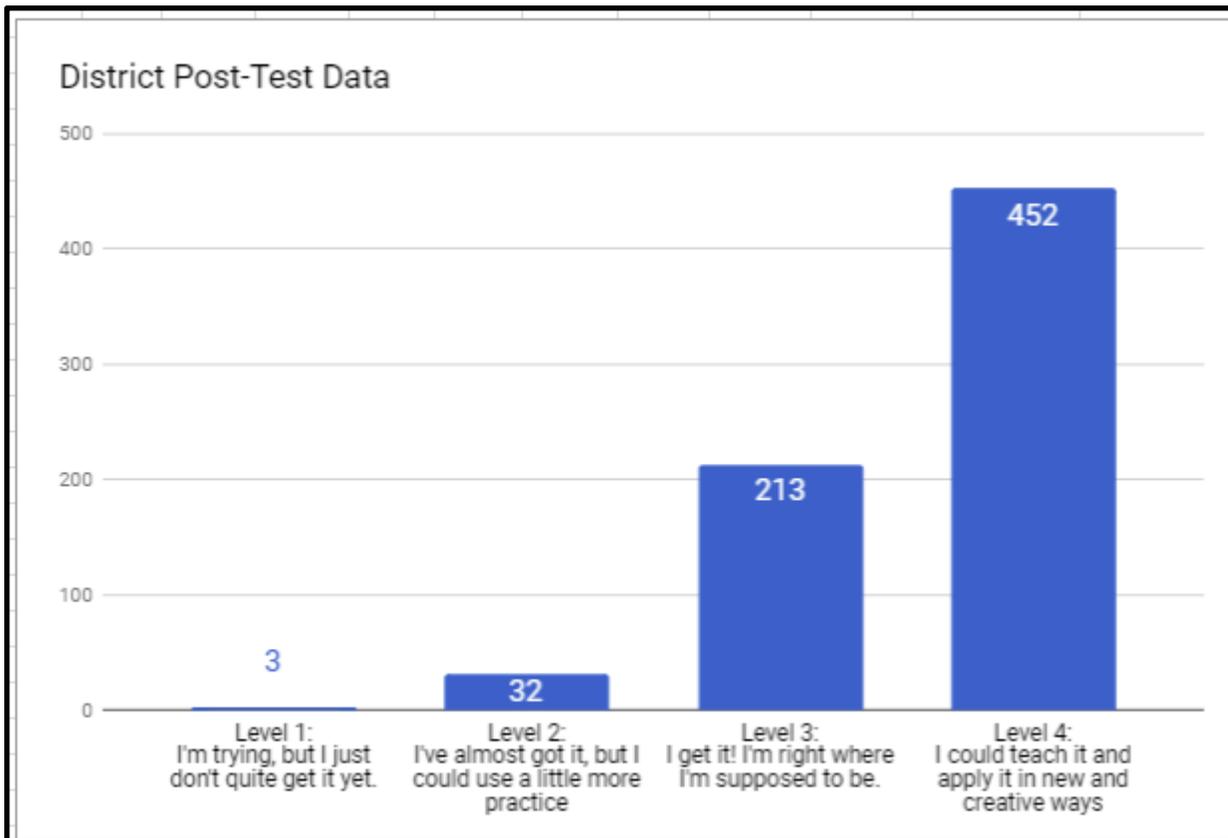
Hispanic or Latino	24
American Indian or Alaska Native	42
Asian	19
Black or African American	42
Native Hawaiian or Pacific Islander	
White	27
Mixed (two or more) races	27

Counseling Data 2017-2018:

Group/Individual Counseling	Classroom Presentations
715	310

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





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.

End Of Year Update 6/2018:

- **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 sessions were held on 8/22, 9/26, 10/24, 11/30, 1/25, and 4/12, with an average attendance of 15 Administrators.
- The HR Department offered ongoing and targeted professional development for administrators to increase their skill, knowledge and ability to support employee performance and to communicate coaching or correction in an effective and timely manner. HR continues to support administrators and supervisors with informal and formal conversations and documentation to improve employee attendance and performance. Administrator support for employees, and employee accountability for substandard performance or conduct had a marked increase in 2017-18. Many administrators reported improved or corrected behaviors after speaking with employees in an informal setting. When necessary, formal steps were taken.

- The HR Department regularly monitors employee attendance and shares data with site administrators and department supervisors. Frontline’s Time and Attendance platform was utilized this year for classified employees and substitute employees.

All Employee (950 count) Attendance (August 7, 2017-May 25, 2018)

2017-18 Absence Reasons	%	Number
Sick Self	42%	5568
Sick Family	10%	1353
Sick No Tell	11%	1408
Sick PN	1%	198
Bereavement	3%	451
School Business	11%	1493
Maternity/CFRA	14%	1220
Other	12%	1536
Total:	100%	13227

The attendance rate for all employees for the period of the student school year (August 7, 2017-May 25, 2018) was 92.4% including absences for School Business, and 93.3% excluding School Business.

Next Steps: Support for administrative staff by the Cabinet and Executive Leadership will continue to be a focus. Employee attendance will continue to be closely monitored as the interactions between certificated and classified staff with students and parents is vital to optimal learning results for students.

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).
- Estimated revenue and expense projections for the 2018 Fiscal Year are complete along with the 2019 Fiscal Year Budget Draft reflecting alignment to program objectives.
- Adjustments to align dollars accurately to the LCAP have been completed.
- Budget Assumptions are complete and are reflected in the 2019 Fiscal Year Budget Draft.
- Two Budget Study Sessions were 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 maintenance supervisor has collaborated with both the principal and head custodian in identifying site/facility needs throughout the year. This collaboration resulted in a prioritized capital outlay plan presented to the board during the April 2018. As a result of those meetings work orders were identified and assigned.
- The Clean Site Inspection Tool Development is being finalized and will be provided in a Friday Update at the end of June. 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.
- Breakthrough Coach: The new secretary for the Maintenance Department started in December and began scheduling visits to sites. Interaction with principals, office managers, custodians, teachers, maintenance staff, ground staff, and construction crews has resulted in a visit to every school site on a weekly basis.

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 SY 17-18: 156,620
- Number of field trips to date: 62 not including summer trips
- Number of students suspended from bus for 3/5 days:
 - 14/15= 43
 - 15/16= 18
 - 16/17= 24
 - 17/18= 20
- Number of students expelled from bus all year

- 14/15= 8
- 15/16= 3
- 16/17= 4
- 17/18= 10
- 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.
- Breakthrough Coach Activities: The Supervisor of Transportation performed 7 ride alongs throughout the year with each driver. Sites were visited at a minimum once a week for the entire school year to observe bus loading and unloading and provided the opportunity for interaction with drivers, students, staff, teachers, and office staff. Early Release Wed were challenging at the beginning of the school year at Ustach due to buses arriving 20-30 min after the end of the day. The Supervisor of Transportation was on site each week for the first two months to assist with the new transition.

Food Services:

- **Participation Comparison:** Overall breakfast and lunch participation is up 10.88% from the 2016/2017 school year. Breakfast participation is up 17.86% and lunch participation is up 8.29%. 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 April 2018. May is not yet closed. 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 through feedback received during regular site visits.

All Sites Lunch Participation

<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
651,248	604,823	659,491

All Sites Breakfast Participation

<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
216,231	201,298	245,104

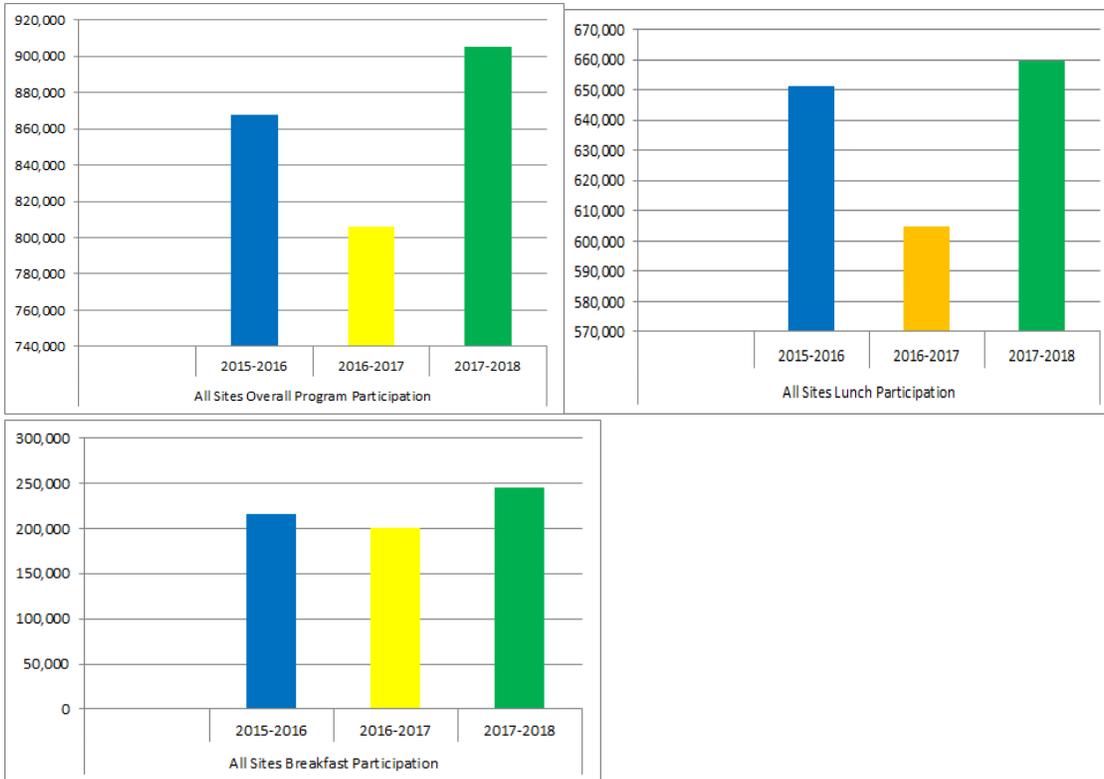
All Sites Overall Program Participation

<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
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867,479

806,121

904,959



- Meals Per Labor Hour:** 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 April 2018 the Sylvan Union School District Food Service Department meals per labor hour is 17.07.** Currently the food service is operating very efficiently based on the measure of meals per labor hour.
- Breakthrough Coach Activities:** All Classified Management staff was provided ongoing Breakthrough Coach Trainings throughout the 2017/2018 school year. The Breakthrough Coach techniques that were taught through the onsite and online trainings has enabled me the time to dedicate myself to visit sites 2 to 3 times per week observing breakfast and lunch at all Sylvan Union School District sites and our County Programs throughout the school year. Visiting sites on a regular basis has definitely helped improve overall employee morale and employee performance as I am able to observe and give feedback on a regular basis. Breakthrough Coaching provides me with the opportunity to interact with the students and bring their feedback back to the kitchen staff. Breakthrough Coaching is a key piece of our departments ultimate goal of continuous improvement which is reflected in our increased participation numbers shown above.

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 and another time at the district office. The next meeting is scheduled during the summer to continue work on the plan.

Next Steps:

- Budget data from Estimated Actuals to Actuals will be available September 2018.
- Continue to develop methods to communicate budget priorities between business and program.
- Continue to track meal participation rates, and meals per man hour rates.
- Continue to track transportation data.
- Connect the custodial time standards to the clean inspection tool to facilitate cleaning standards at all sites and departments.
- The Board Subcommittee for Facilities will continue planning activities.

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 May 25, 2018, 19 out of 21 site administrators (principals and assistant principals) have met this target according to classroom visit data. See 2018 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 data collection of all coaching notes from the site administrators to staff.

See data noted in the Educational Services goals:

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, with a differentiated approach. The sites needing additional support will get more time with the Solution embedded coach. Accountability for site administrators being fully engaged in the collaborative

process with be monitored by district level personnel, Formal Walkthroughs with Principals will continue to happen by both the Superintendent and Assistant Superintendent of Educational Services.

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).

0	1	2	3	4
We have not yet begun to address this issue.	We are talking about this, but have not taken significant action to make it a reality.	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.	We have moved beyond the initial implementation and continue to work our way through the process. Support and enthusiasm for the process are growing	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.

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:
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: The 2018 Data Summits were completed and all principals identified their growth areas and areas where they will be placing more emphasis to support all learners. 2017-2018 SBAC scores support across the district (except in Grade 8 Math) all grade levels made gains in both ELA and Math.

Next Steps: Carry goal on to Year 2 of the 2020 Plan. Strengthen coaching, training and data collection to maintain growth across all grade levels. Cabinet will put together a plan of support for all schools not meeting academic threshold.

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

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: Continue to work with site administrators to find ways to address the areas of need and implement opportunities to address needs; continue monitoring progress. In addition, continue to put into place the most effective safety measures.

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
Level 5 Indicator Average	3.59
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
Level 6 Indicator Average	3.03
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
Level 7 Indicator Average	3.31
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
Level 8 Indicator Average	3.51

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.

Summary: We had a slight decrease in number of suspensions from last year to this year.

Suspension Data:

Special Ed Suspensions 2016-2017

146

Special Ed Suspensions 2017-2018

136