

SYLVAN UNION SCHOOL DISTRICT STATE OF THE DISTRICT

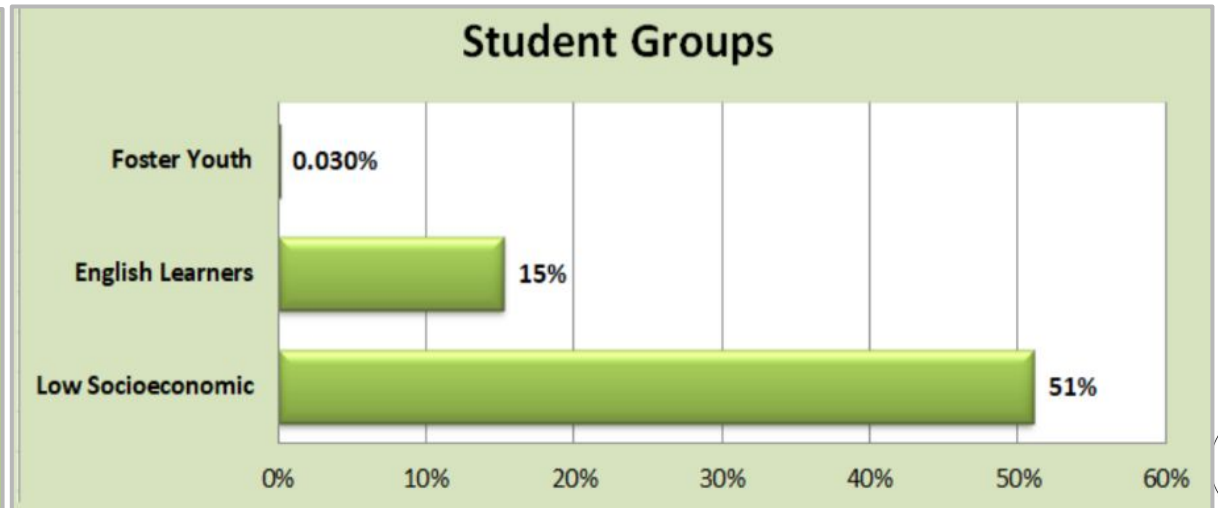
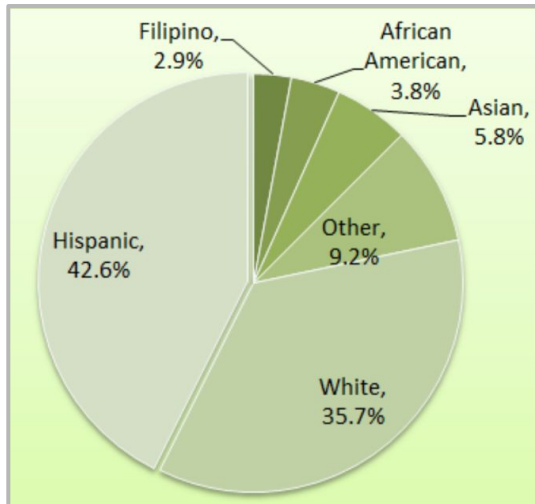


MAY 2019

OVERVIEW

The Sylvan Union School District has more than 8,300 Transitional Kindergarten through 8th grade students attending the district's 10 elementary schools and 3 middle schools. In square miles, it is the 3rd largest school district in Stanislaus County covering over 22 square miles and spans a part of the City of Riverbank, the City of Modesto, and some unincorporated areas of Stanislaus County.

The district also includes 1 child care center, and other special services. SUSD employs more than 900 full and part-time employees.



Accomplishments

- Implemented districtwide Standard Safety Protocol
- Strengthened partnerships with first responders
- Decreased suspension and expulsion rates

Decreased Suspensions from 2017-2018 to 2018-2019	-183
2016-2017 Expulsions	17
2017-2018 Expulsions	11
2018-2019 Expulsions	7

Accomplishments

- Provided training to implement districtwide RTI
- Increased classroom visits by district and site administration
- Deepened the “Collaborative Culture”

Marzano High Reliability School Staff Survey	Fall 2017	Spring 2018	Fall 2018
Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.	4.36	4.42	4.43
Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.	3.33	3.36	3.61
Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.	3.64	3.65	3.78
Data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.	3.84	3.90	3.98



Professional Learning

Certificated	Classified
<ul style="list-style-type: none"> ● Balanced Literacy ● Academic Vocabulary & Discourse ● Integrated & Designated ELD in Content Areas ● Introduction to History/Social Science Framework ● Digital Citizenship ● Trauma-Informed Practices ● Equipping Educators to Address Trauma Mental Health Through MTSS ● Google Suite ● PLC/RTI Embedded Coaching ● Backwards Mapping Lesson Design ● Collaborative Assessment ● Picture Exchange Communication System (PECS) ● National Speech Pathologists Conference ● ETC! Conference 	<ul style="list-style-type: none"> ● CPI ● CSEA Para-Educator Conference

Central Focus Points

- Safety
- Professional Learning Communities (PLC)
- Response to Intervention (RTI)
- Deepening our commitment to our district vision and goals

	FUNDAMENTAL PURPOSE AVERAGE	COLLABORATIVE CULTURE AVERAGE	FOCUS ON RESULTS AVERAGE
DO Fall 2017	2.41	2.66	2.39
DO Spring 2018	2.80	3.09	2.90
DO Fall 2018	2.86	3.12	2.91

0	1	2	3	4
We have not begun yet 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 <u>approach</u> 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.



Unexpected Events

- Malware breach of the SUSD technology network
- Increase in students entering school requiring intensive support provided by staff



Strengths

- Our students
- Our staff
- Focus on safety
- Commitment to our learning community
- Participation in parent ESL classes
- Labor relations



Areas of Need

- Response to Intervention -
 - Close achievement gaps
 - Social/Emotional student needs



Areas of Continued Development

- Student achievement in literacy/numeracy to close achievement gaps
- Student engagement in middle school
- Staff awareness of their influence on students with social and emotional issues
- Family engagement

CA SCHOOL DASHBOARD - DISTANCE FROM STANDARD		
ENGLISH/LANGUAGE ARTS INDICATOR	2017	2018
All Students	-10.50	-0.90
English Learners	-37.90	-30.90
Socioeconomically Disadvantaged	-36.00	-26.20
Students with Disabilities	-95.60	-83.40
Homeless	-59.60	-41.50

CA SCHOOL DASHBOARD - DISTANCE FROM STANDARD		
MATHEMATICS INDICATOR	2017	2018
All Students	-31.00	-23.30
English Learners	-55.50	-49.60
Socioeconomically Disadvantaged	-57.40	-49.70
Students with Disabilities	-117.20	-104.20
Homeless	-104.20	-63.70

Family Engagement



Families agree schools engage the community and parents regarding school safety issues.

Scale Score of 5.00

2017-2018 ➡ 3.81 2018-2019 ➡ 3.95

Families report that schools have a system to communicate with families.

Scale Score of 5.00

2017-2018 ➡ 3.65 2018-2019 ➡ 4.35



State of Education in our Community

- Focus Groups - Increased number of groups
- Professional Learning: Embedded Coaching; Balanced Literacy; Sylvan Summer U
- Curriculum Instruction & Assessment (CIA) Council



Relationship Staff and Community

- Increase in community partnerships/collaboration: STEAM; Leader In Me; Boys and Girls Club; First Responders; Stanislaus Partners in Education; Cradle to Career; Stanislaus Partnership; Code X; Love Modesto
- SUSD is currently on stable footing financially- we are still building our budget 19/20
- State funding continues - not there yet 41/50

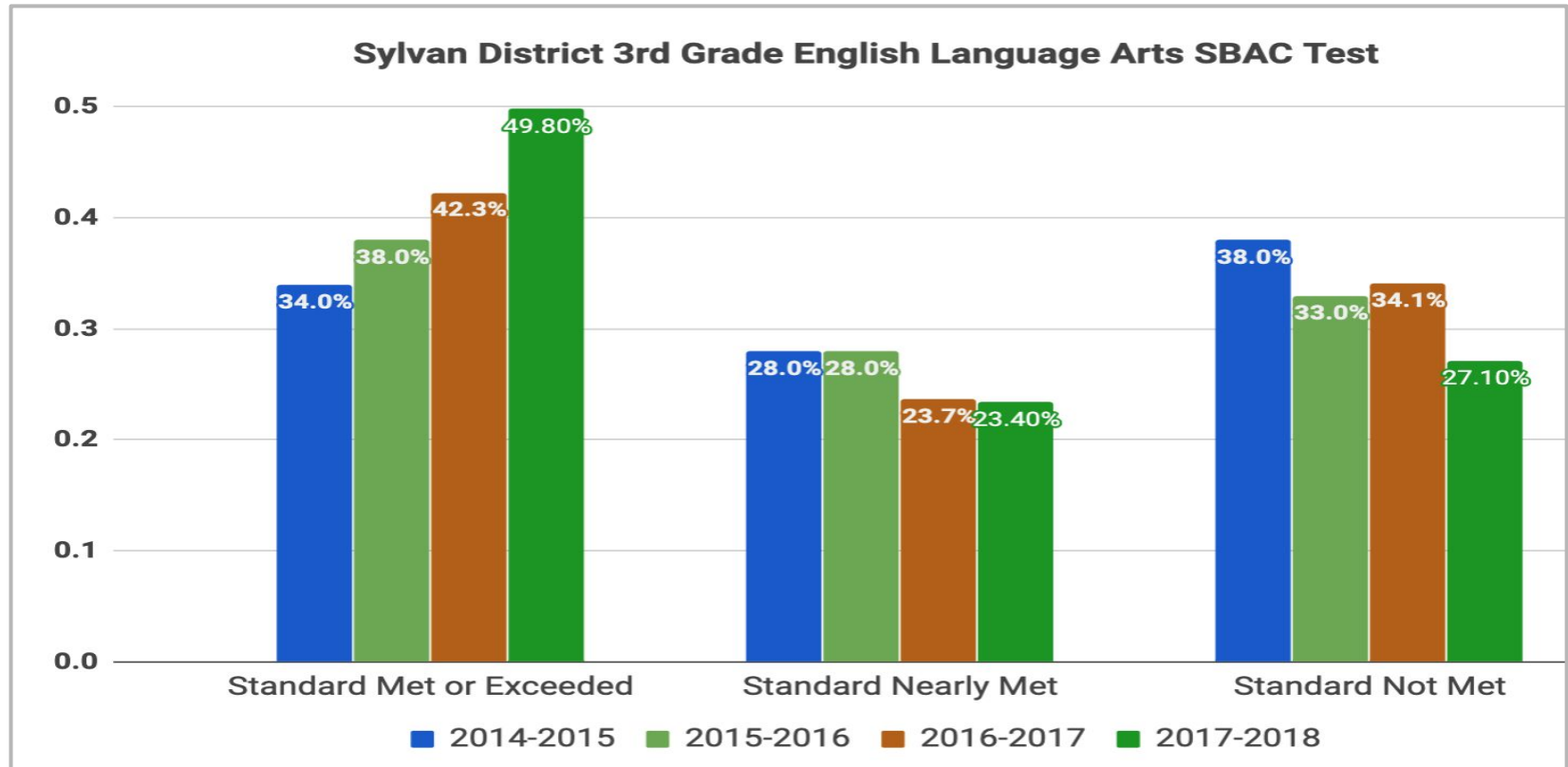


Where Do We Go

2020 “3 Year” Literacy Plan: Year 3

Focus: All third graders will be reading at grade level by
May 2020

(Training will continue in 2019-20 to support the development of grade level readers in grades K-8)



Reading-Math-SEL

Continue to focus on all components of our 2020 Plan.

Sylvan Union School District Alignment

- Communication! Communication!
- Increase staff acknowledgement and celebrations
- Professional Accountability
- Continue to market the Sylvan Union School District
 - . Community V.I.P Tour

