



FIRST
100
DAYS

Dr. Stefanie P. Phillips
Superintendent

SANTA ANA
UNIFIED SCHOOL
DISTRICT

EXECUTIVE SUMMARY

The following document is the progress of my initial entry plan in which I described the activities and targeted goals that I would undertake during my first three months as the Superintendent of the Santa Ana Unified School District. With the guidance and support of the Board of Education and expertise and dedication of our Administrative Team, I am proud to submit an update on the outcomes of my first 100 days and a coherent vision, set of strategic recommendations, and processes to ensure stability of leadership and programs as well as continuing the work addressing our student and community needs.



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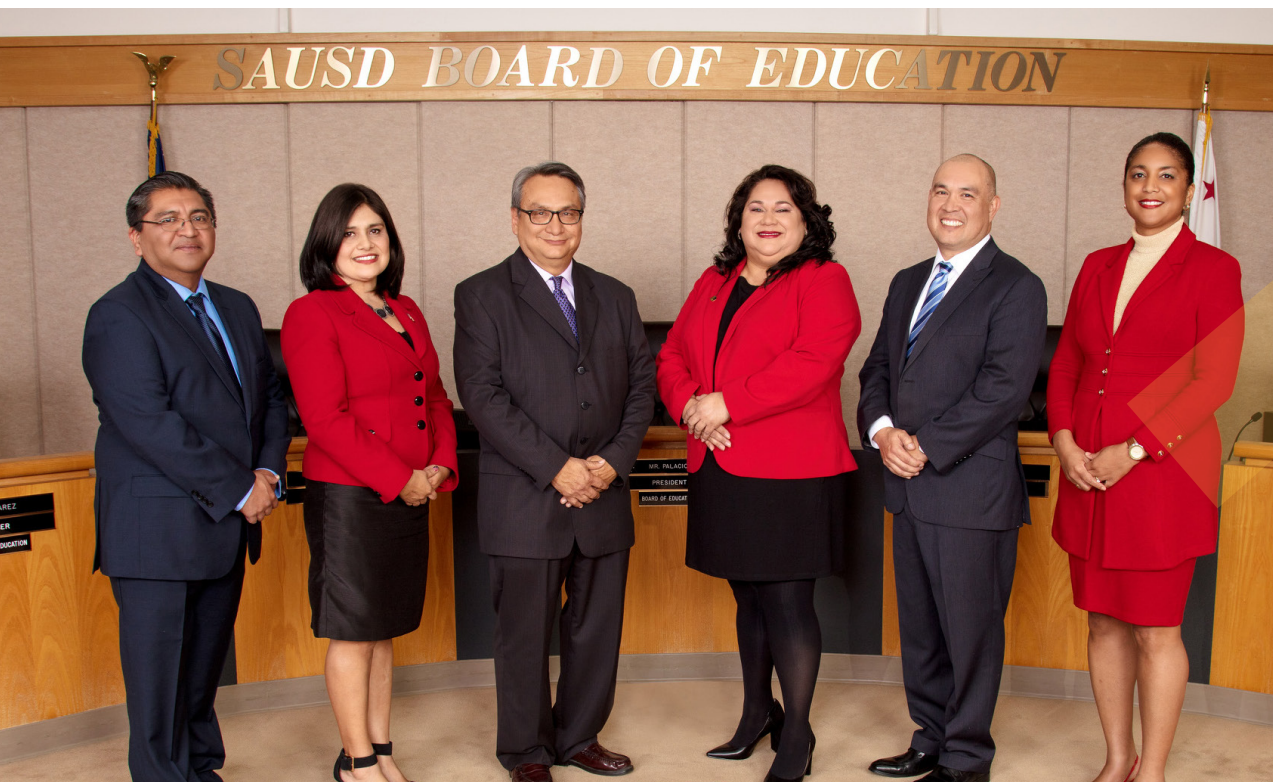
Increase organizational effectiveness and efficiency and maintain fiscal solvency

GOAL ONE

ENSURE EFFECTIVE FUTURE
DISTRICT GOVERNANCE THROUGH
POSITIVE AND PRODUCTIVE BOARD-
SUPERINTENDENT RELATIONSHIPS

OBJECTIVES

- A. Establish the Board and Superintendent as a cohesive governance team with a student-centered agenda.
- B. Build a positive, respectful, trusting, and productive working relationship with Board members as individuals.



1. Scheduled and held the first of several Board-Superintendent Retreats on August 23, 2016, for the purpose of establishing initial protocols. The follow-up retreat held on January 17, 2017 focused on the expected outcome was achieved by establishing roles and responsibilities of the Board and Superintendent.
2. Established a clear understanding of roles, responsibilities, and systems for accountability. The initial work began at the Annual California School Board Association Conference that was held on November 30th - December 3rd. As previously stated, the Board and Superintendent did further work to cement their roles and responsibilities at the Board-Superintendent Retreat held on January 17, 2017. Although this is an on-going process, all members of the team were excited about the progress that was made. To that end, each of the newly elected Board Members, as well as the Superintendent are enrolled in the CSBA Masters of Governance training program that is scheduled to begin in February 2017.
3. Created a schedule for review of the Board Policy Manual. A calendar and timeline has been created for Cabinet Members to review, update, and submit Board Policies related to their areas of responsibility for the Board and the Community to review. Once a Board Policy has been approved, the appropriate Administrative Regulation will be created, revised, or updated. The executive leaderships team is reviewing and prioritizing the work flow on a weekly basis in each division. This work is ongoing and evidenced by the number of policies appearing on the Board agendas and the Administrative Regulations placed for information purposes in the weekly Bulletin to the Board.
 - a. We have updated the format of the Board Policies, which is being implemented as the Divisions bring board policy revisions forward. We will bring approximately 10 to 20 per board meeting until all policies have been reviewed, updated, and/or approved.
4. Established regular communication systems with the Board. To ensure that the lines of communication remain open and that the Board Members and the Superintendent are kept informed of activities that are or will be happening in the District, as well as ensuring that no one is blind-sided by any incident that occurs, the Superintendent provides a weekly update to the Board and makes personal calls to each Board Member. The Superintendent also meets bi-weekly with each individual Board Member to discuss topics of their choice, as well as review the upcoming Board Agenda Items. In addition, when there are emergent issues, the Superintendent sends out specific and direct emails to the members and responds promptly to Board communications.
5. Schedule individual in-depth meetings with each Board member. The Superintendent meets bi-weekly with each Board member, as well as coordinates meetings on an ad-hoc basis to discuss issues that are important to individual Board Members. The Superintendent will continue this practice, as it has shown great return on investment. Additionally, the Superintendent has ensured that the Board's two new members have had individual meetings with each major department head to receive background information on processes and practices within the District.

GOAL TWO

CREATE A PLAN FOR ACCELERATING STUDENT SUCCESS THAT BUILDS UPON THE WORK OF THE CURRENT SUCCESSES OF THE DISTRICT

OBJECTIVES

- A. Create a plan for the community and stakeholders to understand current strategies, strengths, and opportunities for improvement in the District's instructional program.
- B. Understand the current staffing plan/personnel placement strategy in place for district and school improvement.
- C. Establish formal and informal plans for internal and external monitoring and evaluation of instructional support and intervention systems.



1. Stakeholder engagement strategies are largely embedded in the ongoing Local Control Accountability Plan (LCAP) process, but also facilitated through community events (e.g., School Choice Faire, Superintendent's State of the District Breakfasts, open houses, etc.). LCAP meetings, district fairs and breakfasts, as well as our annual parent conference have also been expanded to provide additional opportunities for stakeholders to learn about the school and district instructional program. We have also collaborated with various district staff / employees, parents, and community stakeholders to enhance efforts to "share our story" and publicize our successes via media, banners, flyers, marketing materials, etc. Various parent education programs (AVID, GATE, Special Ed.) incorporate instructional priorities, as well as direct instruction on how parents can be engaged supporters of their children's instructional plan which enhances parenting skills in English, College Readiness, and school. (Appendix 1 LCAP)
2. Work has begun to take the outcomes of each of our current plans to align into ONE instructional and operational plan for student success aligned to Board priorities (Educational Opportunity Audit (EOA) Blueprint for Action, AB 602 Special Education Plan, ELL Plan, LCAP, Title 1 LEA Plan, and Smarter School Spending Design Team Recommendations). We have already created the College and Career Readiness Plan that is aligned with the LCAP and EOA Blueprint for Action. Continued work is occurring to align that plan with Special Education, ELL and other district plans. (Appendix 2 Blueprint for Action College and Career Readiness for All Students)
3. Conducted a site visitation to the five highest performing and the five lowest performing elementary schools and to all secondary schools with the goal of reviewing the current state of teaching and learning in the District. Prior to conducting site visits, the Superintendent reviewed the student performance data, student and staff attendance and any issues that had been brought to her attention. During the visit, the Superintendent met with staff, the site leadership team, as well as students. The Superintendent also participated in Annual Principal Summits where school achievement data and metrics were reviewed from the previous years. The Superintendent visited teachers and students on their campuses and will continue site visits to ensure the goal of visiting all schools is achieved by the end of the school year.
4. Reviewed District curriculum, scope, and sequence and assessment plans for high expectations, alignment to standards, and appropriate instructional modifications for English learners and students with disabilities. My team has embarked on a deep review and an initial needs assessment to identify gaps. This work will include recommendations for curriculum adoptions and modification to the Elementary and Secondary Education Professional Development plans. As part of this program review process, an Algebra Readiness Blueprint Plan has been developed. An Early Literacy Plan is also in current development that ties in the various early learning initiatives the District has implemented and future plans for next steps. We are doing similar work with the special education, including implementing findings from the recent FCMAT audit. (Appendix 3 Algebra Readiness Blueprint Plan)
5. Reviewed secondary student data such as dropout rates, A-G requirements, AP course enrollments and offerings and overall program. We are working with District and schools site staff to develop a

timeline for the development or revision of a secondary reform plan that includes internal and external stakeholders. The initial review in 2014 was embedded into the Educational Opportunity Audit (EOA) and the resulting actions outlined in the Blueprint for Action. The EOA Steering Committee involved internal and external stakeholders, including parents, students, higher education representatives, and community members. The EOA Action plan has a specific timeline for the revision of the secondary program. The LCAP process also engages a wide range of stakeholders and results in specific action steps that review these indicators to expand on strengths and address areas of weakness. Additionally, the Superintendent's Cabinet is reviewing the current student data and planning for the upcoming year. (Appendix 2 Blueprint for Action College and Career Readiness for All Students)

6. Assessing the current professional development program, paying particular attention to the current capacity and the training needs of principals, teachers, classified staff, and senior District staff. The Professional Development Department now reports to the Human Resources Division and has created a framework that includes the trainings needs of all employee types. Human Resources has developed a Leadership Academy for certificated personnel. The goal is to be able to build capacity from within and eventually promote from within, where possible. Acceptance into the Leadership Academy is a competitive, application process. The Academy meets after work hours on monthly basis. Participants are required to attend, read supporting materials, and complete various activities including written assignments. The focus of the Academy is to build leadership skills, as well as to provide a snapshot of what it means to be a school site level administrator.

Human Resources, in collaboration with Facilities and Business Services is currently developing an Academy for classified personnel. The Classified Leadership Academy will operate in similar fashion to the certificated academy, but with a focus on particular classified needs. The first Classified Leadership Academy is scheduled to begin second semester of the 2016/2017 school year. (APPENDIX 4 SAUSD'S Aspiring Administrative Academy)

Human Resources will also work with Administrative Services to determine career pathways and compliance needs that will inform a Professional Development plan that spans all departments and address the needs of Classified employees. Human Resources will establish an online Professional Development system that translates to greater employee accessibility and a wide range of data sources to inform our practices district wide. (APPENDIX 5 Create the Visions of Professional Learning)

In Collaboration with Facilities, Educational Services, and Business Services, Human Resources is reviewing and revising teacher allocations and classified staffing to school sites in accordance with Board Policy, collective bargaining agreements as well as Education Code requirements. The goal is to provide appropriate staffing levels to support an effective learning environments, while also being fiscally prudent when determining actual staffing needs.

The District's strategy is to ensure that every school has an Instructional Leadership Team that can inspire the staff while holding them accountable for student success. A major focus of this school year

has been to create an administrative staffing formula that is fair for all school sites while continuing to focus on direct classroom investments. The review and revision of staffing guidelines will provide greater consistency when addressing support staffing needs.

7. Review alignment and organization of central office staff in support of student achievement and student data. We have made some key changes in the Human Resources and Professional Development areas. With the findings of various audits and reports that are becoming available, as well as employee shifts and vacancies, the Superintendent will make key recommendations for realignment of the 2017-18 organization chart.
8. Met with District's instructional leadership team to discuss performance data, instructional program alignment, budget alignment, and priority action areas for the district. Results will be incorporated into the LCAP, which also serves as the District Academic Plan. (Integration of Instructional Technology, Early Literacy and Writing across Curriculum, Teaching Critical Thinking and Problem Solving Skills, and District-wide Professional Development Plans.) (Appendix 6 Tech Plan A Vision for 2018)

January 2017 a series of Cabinet Retreat meetings were held to discuss and compare data and establish priority areas for LCAP as well as the District's College and Career Readiness Plan. All of these discussions will influence revisions to staffing, organization charts, and instructional plans for the subsequent years.

Additionally, the Educational Services Executive Leadership Team meets weekly to focus on this alignment work and the monthly BORG meeting ensure a wider conversation by including site and department leadership in the process. Dr. Haglund and Dr. Heatley have planned combined meetings between the leadership teams in each division to broaden the scope of this work and to ensure system alignment and coherence in the planning and budgeting processes. Further data analysis and monitoring occur as part of the Educational Services Director's weekly meeting as data becomes available of key local data indicators.

GOAL THREE

ESTABLISH CLEAR AND DEFINITIVE STRATEGIES TO ADDRESS PERCEPTUAL AND FACTUAL CONCERNS RELATED TO SCHOOL SAFETY, SECURITY, AND CLIMATE FOR ALL SCHOOLS

OBJECTIVES

- A. Review District Safety plans and make recommendations on action steps to improve student and staff safety.
- B. Connect school safety, security, and climate perceptual data and quantitative data to existing strategies for determining and closing gaps.
- C. Review all District, university, and community relationships to determine opportunities to collaborate and expand partnerships with other service providers.
- D. Review Restorative Justice (RJ) and PBIS implementation plans and compare with discipline data as well as teacher, parent, and community feedback on the actual implementation of both programs.



1. A District Emergency Management Committee representing an array of District divisions - including Risk Management, Police Services, Pupil Support Services, Special Education and Human Resources, among others - was created and meets monthly to review and discuss the District's Master Emergency Operations Plan. The final plan is scheduled to be completed by June 2017 and will be submitted to the to the Board of Education and the California Office of Emergency Services for final review and approval. The approval is required to ensure National Incident Management System (NIMS) compliance and Federal Emergency Management Administration (FEMA) reimbursement in the event of a catastrophic emergency.
2. Crisis response training is being planned for staff members in an effort to better prepare them to address emergencies and critical incidents on our school campuses. In June, the District will offer training to staff members on how to defend themselves against an active shooter.

The School Police Department has produced a training video series called "Run, Hide, Fight" on student and staff response to active shooter incidents. The department will expand on the current video training module to include hands on-practical application training modules.

3. The District is planning to enhance the District/Police Department's Emergency Medical Technician (EMT) program by certifying additional police officers as state licensed EMTs. The goal is for officers to be cross-trained so that they can give primary care to students and staff in emergency situations while waiting for paramedics and ambulances to arrive. Training is typically held during the summer over the course of a few weeks.
4. An assessment was conducted to determine which school sites provide a single point of entry. Additionally, a Surveillance Camera Master Plan was also created to identify where additional cameras could be placed to add a layer of security and accountability. These plans and assessments will be used to enhance the site safety plans and will be considered in the budget discussions moving forward. (Appendix 7 School Access and Security Projects Proposal, Appendix 8 Surveillance Camera Master Plan)
5. School Police reviews crime and incident data, including records of calls for service, is reviewed by the Department and evaluated daily to determine deployment and staffing needs, operational priorities, and allocation of resources to reduce crime and improve stakeholder confidence in the greater Santa Ana School Community. In addition, using a computer aided dispatch system, also assists us in appropriate response and has resulted in significant reductions of certain types of crimes.

De-escalation Training offered to Police Officers and District Safety Officers has resulted in a reduction of complaints against our district personnel. The most recent training session was held in January 2017. Participants learned how to de-escalate situations and better deal with students.

6. We will expand on our current restorative justice efforts along with our implementation of the Educational Opportunity Audit Blueprint for Action. The Investing in Innovation Fund (i3) Federal Grant is a competitive application that was awarded to SAUSD in the amount of \$2,999,996, to be utilized over a period of three years beginning January 1, 2017. We were awarded these funds to build upon our promising practices to improve school climate, behavior supports, and correctional education. The grant program will build on the excellent progress that SAUSD has made over the past five years and allows us to deepen our work. Resources will be used to hire additional staff, provide professional development and parent education.
7. Current mental health contracts are being reviewed against specific site needs to determine potential shifts in resources that may result in expanded services for students. This work is ongoing and will be highlighted in the Superintendent's Bulletin to the Board as recommendations come forward.
8. Construct ongoing open avenues of communication for our students to tell us what is happening on our campuses (symposiums, focus groups with alumni and current students). This work began with a student-led panel at the leadership symposium. High school students, in August of 2016, were invited to share their thoughts and perspectives of the education and support they have received from SAUSD at the Annual Leadership Symposium. This allowed for all district leaders to hear their concerns, and created a discussion of how the system can improve the areas that were addressed, as well as commitments to follow through. Throughout the year, the Administrative team will be conducting additional focus groups and listening opportunities. The student ambassadors have been trained for their participation on the Board Agenda.
 - a. Staff is planning a student SAUSD leadership symposium which will be the product of our leadership classes at the high schools and will include 7th through 12th grade students.
 - b. The Superintendent will continue to host the ASB student group monthly. This year the focus has been expanded to include underclassmen, as well as the reach of this leadership development program. In working with the ASB advisors, students will be participating in a district wide service learning project of their own determination, one that has the potential to involve their entire school community.
 - c. District and school leaders are encouraged to make contact with recent SAUSD grads when traveling to conferences and meetings out of the area. This will reinforce their connection to our district, but also further inform us on what is working in our schools.
 - d. Through the implementation of Let's Talk, an online communication tool, students are able to submit questions and comments and receive an immediate response within 48 hours from a school or district administrator.
9. Review existing data on student attendance, tardiness, suspension, expulsion, drop out, and truancy rates. This data review was a part of the process in making application for and being awarded the i3 grant.

Data from teacher, parent and student surveys were also used in development of the plan, as well as in refining the current LCAP. Through the implementation of the grant the monitoring of this data will deepen. Program funds are targeted to support ongoing RJ work which is tied to the PBIS work and related goals.

10. Review student inter-district transfer rates, both in and out of the district. Due to this review, the Pupil Services Department is currently implementing new policies and processes relating to a recent review of inter and intra-district enrollment transfer requests. Part of this process included making phone calls to parents who have recently left the District to determine why they left and offer support. In some cases, the transfers were reversed, and the student returned to SAUSD schools. This process will continue for all future transfer requests.
11. Based on student feedback, create strategies to address incidents of violence and drugs on campus. The current anti-drug and anti-violence programs will be reviewed by staff and recommendations will come forward for revisions to those programs at all grade levels. Data from teacher, parent, and student school climate surveys were used to refine the current LCAP.
12. Create an inviting, productive atmosphere for parents to participate on our campuses. The Superintendent continues to attend DAC/DELAC and CAC (special education) meetings. An open door policy is still in place, allowing for parents to obtain support with a variety of questions and to assist in accessing the resources and support needed. The expectation and focus continues to be reiterated to the leadership and school staffs will receive additional training this spring.
13. Establish open dialogue with various community agencies that are not currently working in partnership with the District. The Superintendent has ensured that District leadership is visible in the community and represents the District at community meetings, forums, events, etc. Efforts to continue building relationships with a variety of stakeholders through our role as community leaders and Board members in a variety of community organizations.

- Santa Ana Chamber of Commerce, Board Member
- Economic Development Committee, Education Chair
- Orange County Hispanic Chamber of Commerce
- Downtown Santa Ana, Collaborator
- Santa Ana Business Council, Collaborator
- Latino Health Access, Collaborator
- Centro Cultural de Mexico, Collaborator
- Segerstrom Center for the Arts, Partner/ Collaborator
- Bowers Museum, Partner
- Heritage Museum, Board Member
- Media Arts Santa Ana, Board Member
- Mexican Consulate, IME Committee Member, RedGlobal Education Member
- Influential Leaders, Board Member
- Santa Ana Police Department, Safety Task Force Member
- Santa Ana Leadership Committee, Member
- COM Link, Participant

GOAL FOUR

CULTIVATE PUBLIC TRUST AND CONFIDENCE THROUGH OPEN, TRANSPARENT COMMUNICATION AND POSITIVE RELATIONSHIPS AMONG OUR STAKEHOLDER GROUPS

OBJECTIVES

- A. Reconfigure cabinet meetings, agenda prep, and principal's meetings to ensure information flows to all departments and schools within the organization.
- B. Establish positive relationships with key District leadership and meet all central office and school staff to validate their contribution to the district's success.
- C. Communicate with parents and tell our story and vision while encouraging positive partnerships on behalf of students.



1. Re-established regular weekly Cabinet meetings that include hot topics from Division heads for fluidity of information. In addition, Board agenda preparation meetings are more detailed and involve more time to question items prior to finalization of agenda. We have added additional mid-year administrator symposium to facilitate better information and clarity around our work and the vision. This clarity has also fostered heightened positivity and relations among our administrative team.
2. The District leadership team has embarked on problems of practice to address student needs. Classified and certificated leaders are highly engaged in the problem solving and action planning. The yearlong process has built significant bridges between certificated and classified managers and school and district leaders.
3. Through a variety of modalities including face to face contact, electronic, and print communications, we have been expanding our methods to communicate and tell our story to parents.
 - a. Conducted two State of the District Breakfasts for Community Members and Parents
 - b. Website and Social Media (5 District Facebook accounts, Twitter, Instagram, and Vimeo)
 - c. Expanded the School Choice Fair to include all schools and programs for students in preschool – 12th grade.
 - d. Created a marketing framework plan to retain and recruit families to the District. (APPENDIX 9 Marketing Framework Plan)
 - e. Fully launched Let's Talk, an application and online tool that allows parents, students, staff, and community members to submit comments, questions, and concerns electronically with a guaranteed response by staff within 48 hours.
 - f. Expanded I AM SAUSD Campaign with banners throughout the city to showcase the successes of Alumni from SAUSD. (APPENDIX 10, I am SAUSD Banners)
 - g. Implemented electronic and print communications that directly reach parents to tell our story such as district magazine, weekly e-blast newsletters, as well as State of the District Annual Report. (APPENDIX 11, Examples of Publications)
 - h. Partnered with Santa Ana College to promote free tuition program for SAUSD students to attend Santa Ana College with joint marketing efforts such as high school senior breakfast and utility pole banners and to expand Early College High School options for our students at the former Remington School Site.
 - i. Expanded parent contact lists and the District's key communications contact list to ensure direct interaction weekly with the community using internal and external sources.
 - j. Increased visibility of positive images in the community with I am SAUSD images on our trucks and vans.
4. Continued attendance at a variety of parent meetings including DAC-DELAC, District PTA Council, and Community Advisory Committee.

5. Established a positive, professional, and collaborative relationship with leadership from labor unions to ensure all decisions are made in the best interest of students and with mutual respect. Meetings are held twice monthly and intermittently when necessary.
6. Building and leveraging open relationships with leadership from the City of Santa Ana, as well as OCDE and State officials to establish clear lines of communication, advocacy, collaboration, and support for the District's students.
 - a. Monthly meetings with the City Manager of Santa Ana to discuss and coordinate long-term vision and short-term operational planning.
 - b. Quarterly meetings with the City of Santa Ana administrative team to discuss partnerships that will benefit SAUSD students including the new Resource Center at Lathrop Intermediate School.
 - c. Increased visibility in the community at City-sponsored events and programs with support of Community Relations staff.
 - d. Several trips to Sacramento to advocate with lawmakers and policy makers for SAUSD interests, including winning the legal dispute with the State Allocation Board. This effort yielded the District more than \$29 million for future facilities projects.
 - e. Monthly meetings with OCDE to advocate and build support for SAUSD students.
7. Improving and building on our positive relationship with the media, including Spanish and Vietnamese media. We have made a commitment and have followed through to our media representatives to respond in a timely manner to their requests and to support them whenever possible to Tell the Story of SAUSD. By developing a collaborative relationship with a mutual understanding, we have had increased positive stories.
 - a. Within first 30 days, visited and participated in live interview on ABC 7, Southern California's leading television station.
 - b. Maintained active social media presence on Facebook, Twitter, Instagram, and Vimeo to gain the attention of the news media of the positive stories in SAUSD.
 - c. Media coverage of over 30 stories about SAUSD in the first 100 days.
 - d. Cultivating strong relationships with Univision, Telemundo, Excelsior, El Ranchero, El Aviso, Miniondas, and Vietnamese American Television resulting in a broader reach to our Spanish and Vietnamese speaking population.
 - e. Developing partnership with California State University Fullerton (CSUF) to provide college interns in the Communications Office to assist in the creation of Spanish television and website programming for District parents.
 - f. Hired a 17-year veteran of the OC Register to support our efforts in increasing positive media coverage of the District with a particular focus on Spanish media.

8. Draft a District Communication Strategy for internal and external stakeholders. We have created a plan, which is being implemented, to ensure that we are utilizing all resources to effectively communicate with our internal and external stakeholders. (APPENDIX 13 Communication Strategy Plan)
9. Attend community meetings and events that provide opportunities for face-to-face engagement with stakeholder groups. To ensure the District is the heart of the community in providing access to our community and ensuring our students and parents are aware of the available resources, we are visible at City-produced events, cultural/community events, parent events, and district and school functions events. Future events include School of Choice Fair, Friends of Santa Ana Celebration, and Secondary School Expo as well as a Joint Use Breakfast, at a location in the community.
10. Schedule neighborhood forums and community meetings in addition to LCAP stakeholder meetings to solicit input and feedback from parents and community members by asking, "What is going well, and what we can do better together?" Administrators regularly attend Com Link meetings, which include representatives from all of the neighborhood associations in Santa Ana. Superintendent also attended the meeting in October 2016. In addition, schools are receiving feedback from neighborhood, community and parents at their LCAP meetings which are nearly complete.
11. Create a parent survey to determine what is going well and what we can do better. K-12 Insight, the company that we have used the last three years for our employee surveys, will work with the administrative team to design and administer a community perception survey and school quality survey during the winter and spring of 2017. A draft of the survey and timeline will be provided to the Board to receive input.
12. Establish regular meetings with PTA Council. The Superintendent has scheduled a quarterly meeting with PTA leadership to have face to face time with them to hear their input, develop strong relationships so that they can be our ambassadors in sharing important information and positive things happening in the District.
13. With Board members' input, create a list of community members and partner organizations with which to meet. The Superintendent has met with several community members and stakeholders at Board members request, in addition to other organizations and community members that have requested meetings independently.
14. Schedule visits to the remainder of the schools throughout the school year. The Superintendent has visited more than 30 schools in her first 100 days. Her goal is to visit the remaining schools in the district by the end of the school year.

GOAL FIVE

INCREASE ORGANIZATIONAL EFFECTIVENESS AND EFFICIENCY AND MAINTAIN FISCAL SOLVENCY

OBJECTIVES

- A. Determine “where we are, and where we need to go” in terms of each major division within the organization to establish a student-focused agenda.
- B. Consolidate and streamline similar functions in order to maximize service and support to schools.



1. Analyzing the critical issues and work priorities for the past year and those planned for the coming year. The Superintendent's Cabinet has been meeting to plan and determine the critical issues facing the district and planning for the upcoming year. The initial cabinet retreat agenda and the materials are included.
2. Reviewing District data systems to ensure their ability to gather, analyze, aggregate and disaggregate, as well as report, all data for students, teachers, parents, and administrators. Current data systems: Aeries-Student information; SEIS-Special Education Information System; Canvas-Teacher Lesson Plans; Illuminate-Assessment; Oracle-Fiscal, Human Resources, Payroll, Allovue-Budget Portal for Principals; Online Learning Management-Professional Development; Sub-Finder Express.

Technology Innovation Services staff is collaborating with Educational Services and Business Services staff to develop a framework for an integrated data system and will work with vendors to begin closing the gap. Currently, many of these systems do not integrate and staff is forced to go to multiple locations to find data. Furthermore, the data is not formatted in a common way. This is a complex problem that will continue to be reviewed throughout the year to determine a recommendation. The result is a series of recommendations to the Board on future software installations and licenses.

3. Establishment of leadership team standards of practice and accountability. The Cabinet will be receiving key performance indicators which mirror the indicators contained in the LCAP and/or the Superintendent evaluation. These KPI's are intended to be included in subordinate accountable process and evaluations.
4. Reviewing the District Organizational Chart is currently underway. Staffing ratios and other staffing is also being reviewed for the 2017-18 Budget and school year.
5. Review District readiness for a potential bond measure in future years

The District's financial advisors have prepared a preliminary assessment that indicates the District has a bond rating of A+ with a stable [financial] outlook, and the District's maximum bonding capacity is approximately \$400-450 million, based on the 2016 assessed valuation within the District.

- a. As a result of the passage of Proposition 51, a State-wide Facilities Bond, SAUSD is eligible for over \$37 million in Modernization Program funding, which will require a \$25 million (40%) match from the District. (Appendix 14 Facilities Master Plan)
 - b. Staff has updated the Facilities Master Plan and tracks additional district facilities needs. SAUSD's Facilities Master Plan continues to demonstrate a district-wide facilities need of over \$350 million.
6. Review the personnel evaluation processes and provide recommendations to ensure that personnel evaluations are conducted properly and focused on holding every employee accountable for their job performance and to their job description. The Human Resources department is currently undergoing an H/R audit/review which will provide findings in this area as well as general recommendations.

