# *Santa Ana Unified School District*
# *Board of Education*

# **<u>Board Meeting Workshop Agenda</u>**

## **Tuesday, January 26, 2016**
## **5:30 p.m.**

## **Board Room**
**1601 E. Chestnut Avenue**
**Santa Ana**

| | | |
|---|---|---|
| **Rob Richardson**<br>**Vice President** | **John Palacio**<br>**President** | **Rick Miller, Ph.D.**<br>**Secretary /**<br>**Superintendent** |
| **José Alfredo Hernández, J.D.**<br>**Member** | **Valerie Amezcua**<br>**Clerk** | **Cecilia "Ceci" Iglesias**<br>**Member** |

**If special assistance is needed to participate in the Board meeting, please contact Board Recording Secretary, at (714) 558-5515.  Please call prior to the meeting to allow for reasonable arrangements to ensure accessibility to this meeting, per the Americans with Disabilities Act, Title II.**

### *Mission Statement*

*We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country and a global society.*

# BOARD OF EDUCATION MEETING INFORMATION

## Role of the Board

The Governing Board is elected by the community to provide leadership and citizen oversight of the District's schools. The Board works with the Superintendent to fulfill its major role, including:
1. Setting a direction for the District.
2. Providing a basic organizational structure for the SAUSD by establishing policies.
3. Ensuring accountability.
4. Providing community leadership on behalf of the District and public education.

Agenda Items provided to the Board of Education that include the description of items of business to be considered by the Board for approval at Board Meetings. These items contain recommendations; the Board may exercise action they believe is best for the SAUSD.

## Board Meeting Documentation

Any and all supporting materials are made available to the public by the Public Communication Office. They may be reached from 8:00 a.m. – 4:30 p.m. at (714) 558-5555.

## Public Comments at Board Meetings

The agenda shall provide members of the public the opportunity to address the Board regarding agenda items before or during the Board's consideration of the item. The agenda also provides members of the public an opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board.

Individual speakers are allowed three minutes to address the Board on agenda or nonagenda items. The Board may limit the total time for public input on each item to 20 minutes. With the Board's consent, the Board President may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The Board President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

The Board urges that complaints and derogatory remarks against a District employee be made in writing on forms available in the Office of the Superintendent. This allows the District and the Board to examine more carefully the complaint and to initiate the appropriate investigation.

Persons wishing to address the Board on an item on the agenda or an item of business in the Board's jurisdiction are requested to complete a card. This card is to be submitted to the Recording Secretary. The *Request to Address the Board of Education* cards are located on the table in the foyer.

## Televised Meeting Schedule

The Regular Board of Education meetings are broadcast live on the second and fourth Tuesdays of each month on Channel 31. The meeting is replayed on Tuesdays at 6:00 p.m. and Saturdays at 3:00 p.m., following the Board of Education meeting.

Agenda and Minutes on District Website at http://www.sausd.us

SANTA ANA UNIFIED SCHOOL DISTRICT
1601 EAST CHESTNUT AVENUE
SANTA ANA, CA 92701


**BOARD MEETING WORKSHOP**

A Board Meeting Workshop of the Santa Ana Unified School District Board of Education will convene at Santa Ana Unified School District, 1601 E. Chestnut Ave., Santa Ana, California, in the Board Room located on the First Floor at 5:30 p.m. – 7:30 p.m., Tuesday, January 26, 2016.


# AGENDA


5:30 P.M.     CALL TO ORDER


PLEDGE OF ALLEGIANCE


PUBLIC PRESENTATIONS (Pursuant to Government Code 54954.3)

- Individuals or groups may make presentations or bring matters to the Board's attention that is within the Board's subject matter jurisdiction. Individual speakers are allowed three minutes to address the Board on agenda or non-agenda items.


REGULAR AGENDA – PRESENTATION – No Action Required

1.0     Every Student Succeeds Act and California Office to Reform Education Partnership


ADJOURNMENT


FUTURE MEETING:  The next Regular Meeting of the Board of Education will be held on Tuesday, February 9, 2016, at 6:00 p.m.

# Board Meeting Workshop

**TITLE:**     Every Student Succeed Act and California Office to Reform Education Partnership

**ITEM:**     Presentation

**SUBMITTED BY:**     Michelle Rodriguez, Ed.D., Assistant Superintendent, K-12 Teaching and Learning

**PREPARED BY:**     Michelle Rodriguez, Ed.D., Assistant Superintendent, K-12 Teaching and Learning

## BACKGROUND INFORMATION:

The purpose of this agenda item is to present to the Board an overview of the Every Student Succeed Act (ESSA) and the California Office to Reform Education (CORE) Partnership.

| ITEM SUMMARY: |
|---|
| Presented for discussion and informational purposes. |

## RATIONALE:

The passage of the ESSA represents a significant shift in education policy. Following years of an enhanced federal role under No Child Left Behind, the current reauthorization gives State Educational Agencies, school districts, and Local Education Agencies (LEAs) much broader autonomy in shaping education policy, particularly on issues related to funding, access, data, and accountability.

For the last three years, the CORE waiver relieved LEAs from requirements of Elementary and Secondary Education Act to implement currently required improvement actions, allowed LEA flexibility in how it uses its Title I and Title II funds, allowed priority or focus schools to operate a school-wide program. The passage of ESSA will modify the collaboration amongst the CORE districts.

LCAP Goal 2.1: Ensure access to the core instructional program by providing highly qualified teachers at each site and ongoing professional development for all staff to ensure full implementation of the new CA State Standards and assessments.

## FUNDING:

Not Applicable

## RECOMMENDATION:

Presented for information.

MR:ez

# EVERY STUDENT SUCCEEDS ACT
# AND
# CALIFORNIA OFFICE TO REFORM EDUCATION
# PARTNERSHIP

**Board of Education Workshop**
**January 26, 2016**

**Michelle Rodriguez, Ed.D.**
**Assistant Superintendent, Teaching and Learning**

**Lucinda Pueblos**
**Assistant Superintendent, Performance and Culture**

# CORE DISTRICTS ARE OUR KEY COLLABORATION PARTNERS

**10 CORE Districts:**
Like minded Districts focused on:
- College and Career Ready Standards
- Continuous Improvement of Schools
- Teacher and Administrator Support

Sacramento

Oakland

San Francisco

Fresno  Clovis
Sanger

**No Child Left Behind (NCLB) Waiver:**
- Own Accountability System Focused on Whole Child
- Increased Collaboration
- Flexible Use of Funding

Los Angeles

Long Beach
Santa Ana  Garden Grove

# Accountability System Aligned With Priorities Established by the Board

## Accountability System for College & Career Ready Graduates

**Academic Progress**
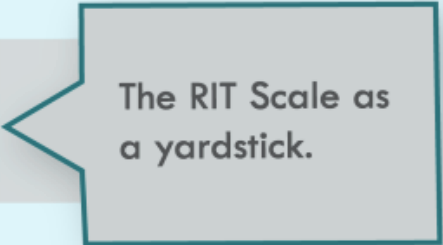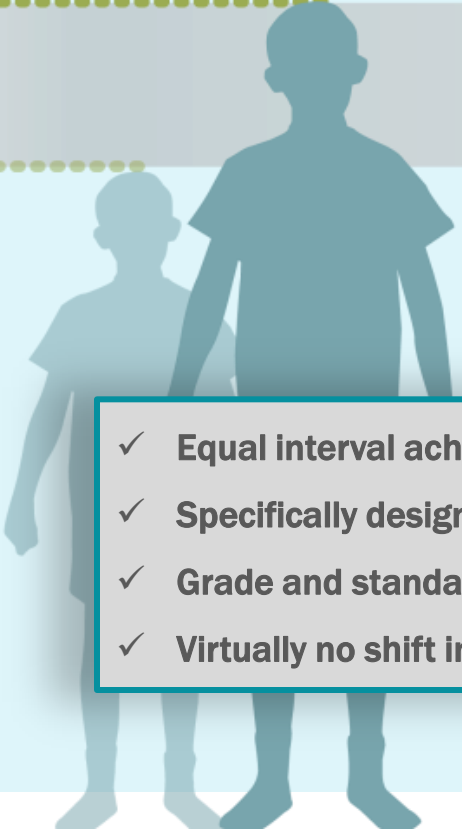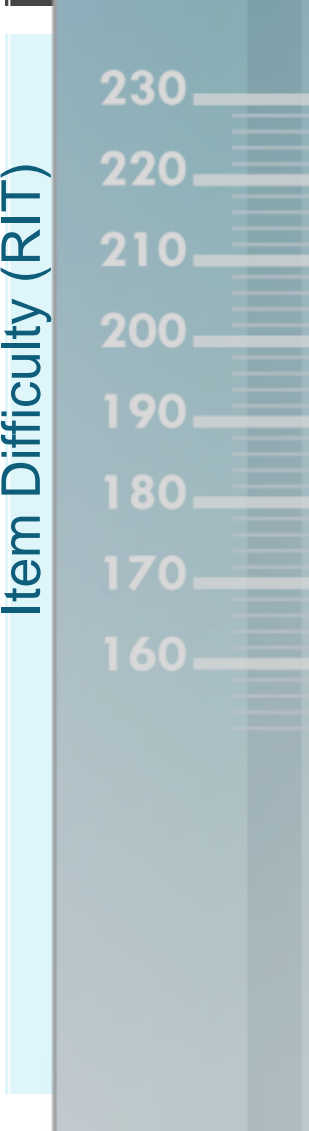
**Social-Emotional & Culture-Climate**
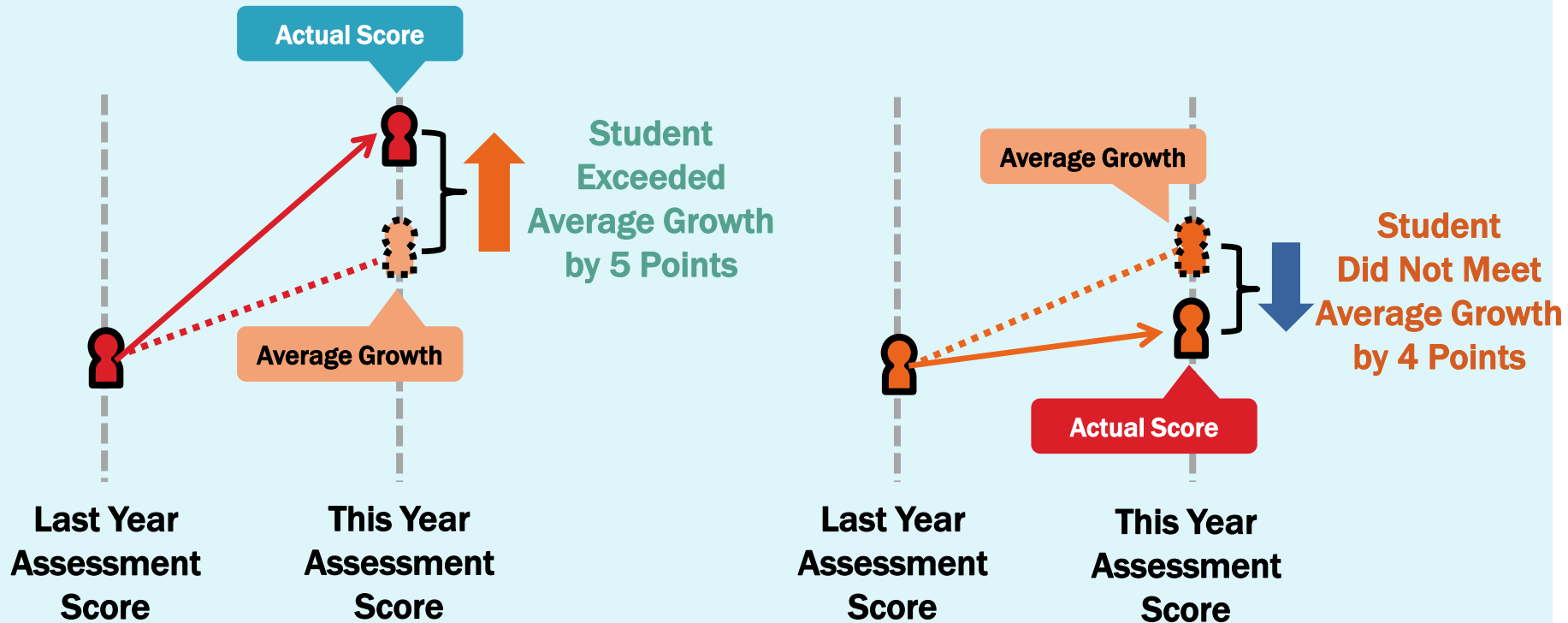
# MAP RIT SCALE

MAP's RIT scale is one of **most widely used** achievement scales. (8+ million U.S. and over 400,000 international students take MAP)

The RIT Scale as a yardstick.

**Item Difficulty (RIT)**

230
220
210
200
190
180
170
160

- ✓ Equal interval achievement scale
- ✓ Specifically designed to measure longitudinal growth
- ✓ Grade and standards independent
- ✓ Virtually no shift in NWEA RIT scale for more than two decades

# Monitoring Student Growth
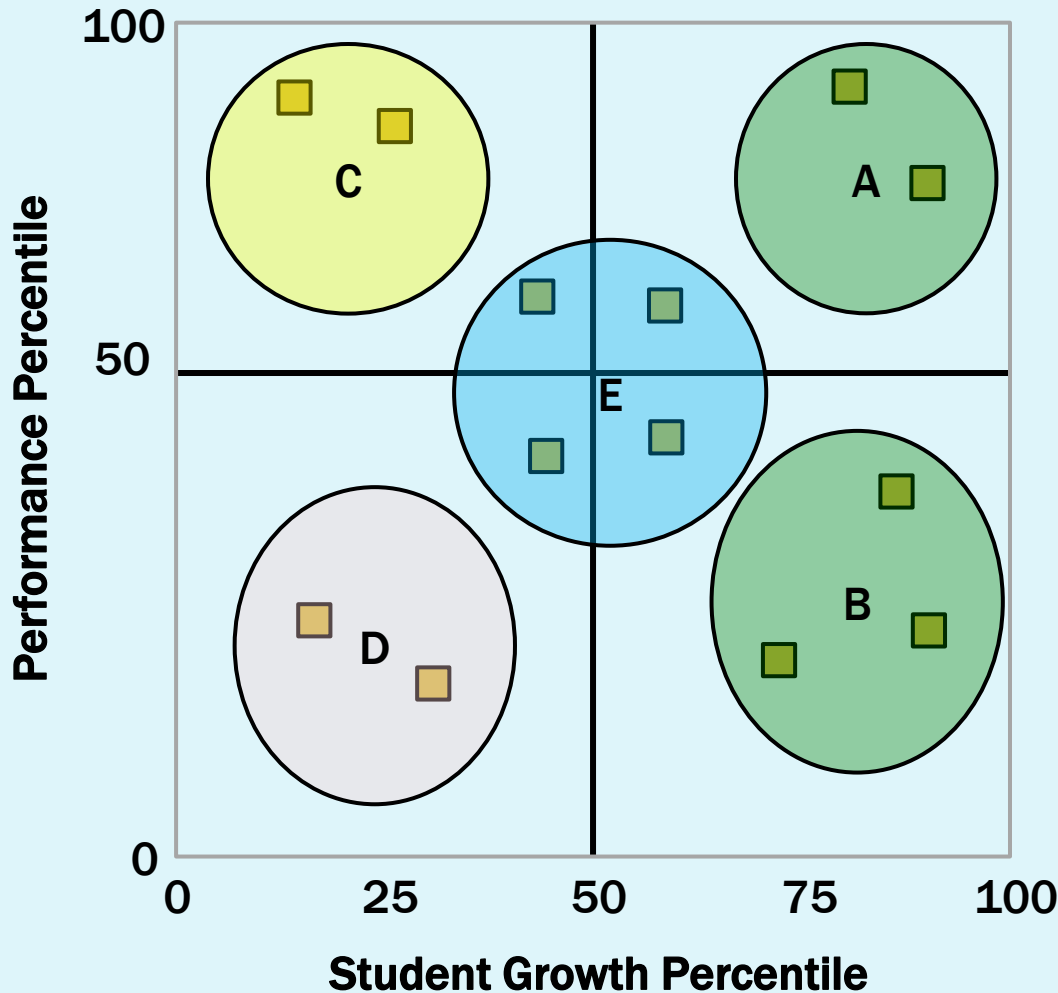


A. Students know a lot and are growing faster than average

B. Students are behind, but are growing faster than average

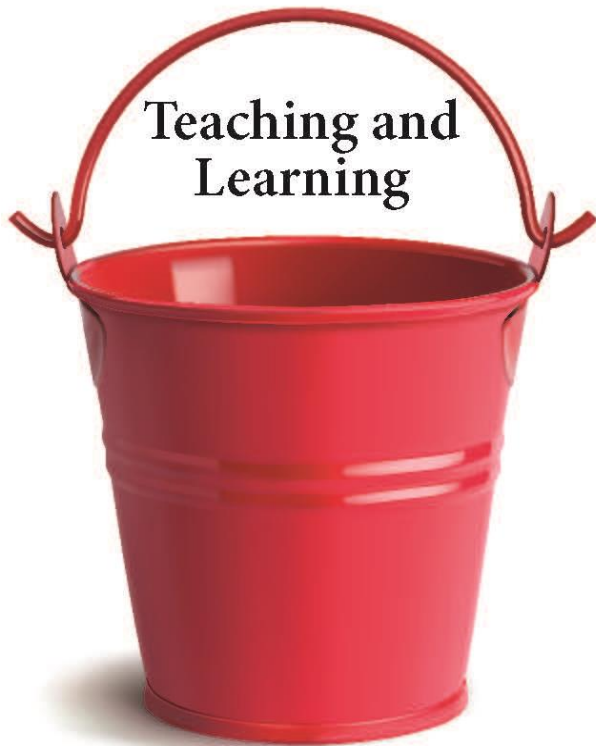C. Students know a lot, but are growing slower than average

D. Students are behind, and are growing slower than average

E. Students are about average in how much they know and how fast they are growing

# Three Buckets

LCAP

Teaching and Learning

Engagement

School Climate & Safety

# 2015-16 LCAP METRICS

Early Literacy

EL Proficiency and Redesignation

A-G Completion

Algebra Readiness and Proficiency

Advanced Placement Access and Success

High School Graduation

Post-Secondary Persistency

Increased instructional time

# EVERY STUDENT SUCCEEDS ACT (ESSA)

- Signed into law on December 10, 2015
- Reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA) and replaces No Child Left Behind (NCLB)
- Aligned with LCAP—Decisions take place closer to the students
- Empowers state and local decision makers to develop systems of improvement

# ESSA KEY HIGHLIGHTS ALIGNED WITH SAUSD PRIORITIES

- Focus on Well Rounded Curriculum
  - Personalized Learning
  - Science, Technology, Engineering and Mathematics (STEM) Courses
  - Music and Arts
  - Foreign Language
  - Advanced Placement
  - International Baccalaureate
  - Dual and Concurrent Enrollment Programs

- Increased Funding for:
  - Technology
  - Preschool
  - Student supports
  - Family engagement strategies and programs

# ESSA KEY HIGHLIGHTS ALIGNED WITH CORE PARTNERSHIP

- No federal goal for progress or performance
- States must create their own accountability system
  - Include long term achievement goals
  - Measures of student progress
  - Include at least one non-academic indicator
  - Method of monitoring
  - Systems of intervention
- States required to intervene in schools with:
  - Lowest 5% of performance in State
  - Groups of underserved students with consistently low performance
  - Graduation rates below 67%

# TRANSITION FROM ESEA WAIVERS TO ESSA

**August 1, 2016**
- Existing ESEA Flexibility Waivers (CORE waiver) become void on August 1, 2016.

**2016-17 SY**
- States must continue interventions in identified schools until new state plans are approved or the 2017-18 school year, whichever comes first.

**2017-18 SY**
- States must be compliant with the statewide accountability system and the school support and improvement activities provisions

# ESSA, LCFF AND CORE PARTNERSHIP

| CORE and LCFF | ESSA |
|---|---|
| LCFF allocated funding to districts based on characters of their students | Pilot program to target funds based on weighted student formula |
| CORE index included non-academic measures | Requires three academic and one non-academic measure |
| LCFF provided supplemental and concentration fund to increase or improve services | Funding resources to enhance conditions for schools and offer a broad range of supports |
| CORE identified the bottom 5% of the CORE districts for intensive support and collaboration | States required to intervene in schools with the lowest 5% of performance |

# SCHOOL QUALITY IMPROVEMENT REPORT CARD

## Who are the CORE Districts?

At CORE Districts, we are working to improve student achievement by fostering meaningful collaboration and learning among school districts. Our ten participating school districts are: Los Angeles, Long Beach, Fresno, Santa Ana, San Francisco, Garden Grove, Sacramento City, Oakland, Clovis, and Sanger Unified School Districts. These districts, which serve more than 1.1 million students, share a fundamental belief that all students can achieve at high levels.

## What is the School Quality Improvement System?



In August 2013, the CORE Districts applied for and received a federal waiver to replace the No Child Left Behind (NCLB) accountability rules with the School Quality Improvement System. This district-level NCLB waiver marks an historic shift to a collaborative model of local accountability, setting a new standard for cross-district communities of shared knowledge rather than silos of compliance. Learn more at bit.ly/coresqis.

## What is the School Quality Improvement Index?

The School Quality Improvement Index ("the Index") represents a set of fundamental shifts in school accountability, grounded in the shared values and continuous improvement philosophy of the CORE Districts.

- **Toward accountability as "flashlight"**: The Index and the reports included here are designed to help school communities identify strengths that can be leveraged, and challenges to address. Interventions and supports are focused on capacity building through peer learning and collaborative action.
- **From a narrow focus to a holistic approach**: The Index includes a basket of measures with indicators in both the academic domain, and the social-emotional and culture climate domain.
- **Making all students visible**: At the heart of the Index is a focus on eliminating disparity and disproportionality. For that reason, the Index includes results for any student group with 20 or more students.
- **From just achievement to achievement and growth**: Starting in Fall 2016, the Index will include measures of individual student growth over time on state assessments in ELA and math.

## What's in this report?

**Cover page:**
*What and why*

# SAMPLE HIGH SCHOOL 1

**Public | 3,175 students**
**Principal Gerald Greenbriar**

1234 Main St
Valley Hill, CA 12345

CDS code: 01 61259 0111856
Sunny Valley Hillside District

SD: 100%　　AA: 8%　　FI: 0%
EL: 19%　　AI/AN: 0%　　PI: 0%
SWD: 9%　　AS: 24%　　WH: 4%
　　　　　　HI: 63%　　Two+: 1%

| | Metric result 2014 | **Metric result 2015** | Change in Metric Performance from 2014 to 2015 | **Index Level 2015** | Change in Index Level from 2014 to 2015 |
|---|---|---|---|---|---|
| **ACADEMIC DOMAIN** (see pages 14 & 15 for metric descriptions) | | | | | |
| Academic Performance English Language Arts | — | **40**% MEET STANDARDS | — | **5** / 10 | — |
| Growth English Language Arts | Coming Fall 2016 | | | | |
| Academic Performance Math | — | **44**% MEET STANDARDS | — | **5** / 10 | — |
| Growth Math | Coming Fall 2016 | | | | |
| Four Year Cohort Graduation Rate (2014 Cohort) | **84**% GRADUATED | **84**% GRADUATED | 0% | **6** / 10 | ⇒ 0 |
| Five Year Cohort Graduation Rate (2013 Cohort) | **81**% GRADUATED | **86**% GRADUATED | 5% | **7** / 10 | ↗ 1 |
| Six Year Cohort Graduation Rate (2012 Cohort) | **90**% GRADUATED | **87**% GRADUATED | -3% | **7** / 10 | ↘ 1 |
| **SOCIAL-EMOTIONAL/CULTURE CLIMATE DOMAIN** (see pages 14 & 15 for metric descriptions) | | | | | |
| Chronic Absenteeism | 24% CHRONICALLY ABSENT | **21**% CHRONICALLY ABSENT | -3% | **5** / 10 | ↗ 2 |
| Suspension/Expulsion Rates | 8% SUSPENDED/EXPELLED | **8**% SUSPENDED/EXPELLED | 0% | **6** / 10 | ⇒ 0 |
| English Learner Re-designation | 10% RE-DESIGNATED | **14**% RE-DESIGNATED | +4% | **8** / 10 | ↗ 2 |
| Social-Emotional Skills | Coming in Fall 2016 | | | | |
| Culture and Climate | Coming in Fall 2016 | | | | |

**Green** = above average (Index Levels 8, 9 and 10)　**Orange** = average (Index Levels 4, 5, 6, 7)　**Red** = below average (Index Levels 1, 2, 3)

**Student Results Page:**
*Demographics and key school information*

# SAMPLE HIGH SCHOOL 1

**Public | 3,175 students**
**Principal Gerald Greenbriar**

1234 Main St
Valley Hill, CA 12345

CDS code: 01 61259 0111856
Sunny Valley Hillside District

SD: 100%
EL: 19%
SWD: 9%

AA: 8%
AI/AN: 0%
AS: 24%
HI: 63%

FI: 0%
PI: 0%
WH: 4%
Two+: 1%

| | Metric result 2014 | Metric result 2015 | Change in Metric Performance from 2014 to 2015 | Index Level 2015 | Change in Index Level from 2014 to 2015 |
|---|---|---|---|---|---|
| **ACADEMIC DOMAIN** (see pages 14 & 15 for metric descriptions) | | | | | |
| Academic Performance English Language Arts | — | **40**% MEET STANDARDS | — | **5** /10 | — |
| Growth English Language Arts | | | Coming Fall 2016 | | |
| Academic Performance Math | — | **44**% MEET STANDARDS | — | **5** /10 | — |
| Growth Math | | | Coming Fall 2016 | | |
| Four Year Cohort Graduation Rate (2014 Cohort) | **84**% GRADUATED | **84**% GRADUATED | 0% | **6** /10 | ⇒ 0 |
| Five Year Cohort Graduation Rate (2013 Cohort) | **81**% GRADUATED | **86**% GRADUATED | 5% | **7** /10 | ↗ 1 |
| Six Year Cohort Graduation Rate (2012 Cohort) | **90**% GRADUATED | **87**% GRADUATED | -3% | **7** /10 | ↘ 1 |
| **SOCIAL-EMOTIONAL/CULTURE CLIMATE DOMAIN** (see pages 14 & 15 for metric descriptions) | | | | | |
| Chronic Absenteeism | 24% CHRONICALLY ABSENT | **21**% CHRONICALLY ABSENT | -3% | **5** /10 | ↗ 2 |
| Suspension/Expulsion Rates | 8% SUSPENDED/EXPELLED | **8**% SUSPENDED/EXPELLED | 0% | **6** /10 | ⇒ 0 |
| English Learner Re-designation | 10% RE-DESIGNATED | **14**% RE-DESIGNATED | +4% | **8** /10 | ↗ 2 |
| Social-Emotional Skills | | | Coming in Fall 2016 | | |
| Culture and Climate | | | Coming in Fall 2016 | | |

**1st Three Columns:**

*Metric performance in 2014 and 2015*

*Change between 2014 and 2015*

*Note: No 2014 SBAC results*

**Green** = above average (Index Levels 8, 9 and 10)  **Orange** = average (Index Levels 4, 5, 6, 7)  **Red** = below average (Index Levels 1, 2, 3)

# SAMPLE HIGH SCHOOL 1

**Public | 3,175 students**
**Principal Gerald Greenbriar**

1234 Main St
Valley Hill, CA 12345

CDS code: 01 61259 0111856
Sunny Valley Hillside District

| | SD: 100% | AA: 8% | FI: 0% |
|---|---|---|---|
| | EL: 19% | AI/AN: 0% | PI: 0% |
| | SWD: 9% | AS: 24% | WH: 4% |
| | | HI: 63% | Two+: 1% |

| | Metric result 2014 | **Metric result 2015** | Change in Metric Performance from 2014 to 2015 | **Index Level 2015** | Change in Index Level from 2014 to 2015 |
|---|---|---|---|---|---|
| **ACADEMIC DOMAIN** (see pages 14 & 15 for metric descriptions) | | | | | |
| Academic Performance English Language Arts | — | **40%** MEET STANDARDS | — | **5** /10 | — |
| Growth English Language Arts | | | Coming Fall 2016 | | |
| Academic Performance Math | — | **44%** MEET STANDARDS | — | **5** /10 | — |
| Growth Math | | | Coming Fall 2016 | | |
| Four Year Cohort Graduation Rate (2014 Cohort) | **84%** GRADUATED | **84%** GRADUATED | 0% | **6** /10 | ⇒ 0 |
| Five Year Cohort Graduation Rate (2013 Cohort) | **81%** GRADUATED | **86%** GRADUATED | 5% | **7** /10 | ↗ 1 |
| Six Year Cohort Graduation Rate (2012 Cohort) | **90%** GRADUATED | **87%** GRADUATED | -3% | **7** /10 | ↘ 1 |
| **SOCIAL-EMOTIONAL/CULTURE CLIMATE DOMAIN** (see pages 14 & 15 for metric descriptions) | | | | | |
| Chronic Absenteeism | 24% CHRONICALLY ABSENT | **21%** CHRONICALLY ABSENT | -3% | **5** /10 | ↗ 2 |
| Suspension/Expulsion Rates | 8% SUSPENDED/EXPELLED | **8%** SUSPENDED/EXPELLED | 0% | **6** /10 | ⇒ 0 |
| English Learner Re-designation | 10% RE-DESIGNATED | **14%** RE-DESIGNATED | +4% | **8** /10 | ↗ 2 |
| Social-Emotional Skills | | | Coming in Fall 2016 | | |
| Culture and Climate | | | Coming in Fall 2016 | | |

**Green** = above average (Index Levels 8, 9 and 10)  **Orange** = average (Index Levels 4, 5, 6, 7)  **Red** = below average (Index Levels 1, 2, 3)

## 4th Column:

*Using baseline data, we will set performance thresholds for Level 1-10 performance.*

### Levels 1-3:
### Low/below average

### Levels 4-7:
### Average

### Levels 8-10:
### Above average/high

*Note: Weights are applied to Index Levels to determine Index Points earned for overall Index Score.*

# SAMPLE HIGH SCHOOL 1

**Public | 3,175 students**
**Principal Gerald Greenbriar**

1234 Main St
Valley Hill, CA 12345

CDS code: 01 61259 0111856
Sunny Valley Hillside District

| | | | | | |
|---|---|---|---|---|---|
| SD: 100% | AA: 8% | FI: 0% |
| EL: 19% | AI/AN: 0% | PI: 0% |
| SWD: 9% | AS: 24% | WH: 4% |
| | HI: 63% | Two+: 1% |

| | Metric result 2014 | **Metric result 2015** | Change in Metric Performance from 2014 to 2015 | **Index Level 2015** | Change in Index Level from 2014 to 2015 |
|---|---|---|---|---|---|
| **ACADEMIC DOMAIN** (see pages 14 & 15 for metric descriptions) | | | | | |
| Academic Performance English Language Arts | — | **40%** MEET STANDARDS | — | **5** /10 | — |
| Growth English Language Arts | Coming Fall 2016 | | | | |
| Academic Performance Math | — | **44%** MEET STANDARDS | — | **5** /10 | — |
| Growth Math | Coming Fall 2016 | | | | |
| Four Year Cohort Graduation Rate (2014 Cohort) | **84%** GRADUATED | **84%** GRADUATED | 0% | **6** /10 | ⇒ 0 |
| Five Year Cohort Graduation Rate (2013 Cohort) | **81%** GRADUATED | **86%** GRADUATED | 5% | **7** /10 | ⤴ 1 |
| Six Year Cohort Graduation Rate (2012 Cohort) | **90%** GRADUATED | **87%** GRADUATED | -3% | **7** /10 | ⤵ 1 |
| **SOCIAL-EMOTIONAL/CULTURE CLIMATE DOMAIN** (see pages 14 & 15 for metric descriptions) | | | | | |
| Chronic Absenteeism | 24% CHRONICALLY ABSENT | **21%** CHRONICALLY ABSENT | -3% | **5** /10 | ⤴ 2 |
| Suspension/Expulsion Rates | 8% SUSPENDED/EXPELLED | **8%** SUSPENDED/EXPELLED | 0% | **6** /10 | ⇒ 0 |
| English Learner Re-designation | 10% RE-DESIGNATED | **14%** RE-DESIGNATED | +4% | **8** /10 | ⤴ 2 |
| Social-Emotional Skills | Coming in Fall 2016 | | | | |
| Culture and Climate | Coming in Fall 2016 | | | | |

**Green** = above average (Index Levels 8, 9 and 10)   **Orange** = average (Index Levels 4, 5, 6, 7)   **Red** = below average (Index Levels 1, 2, 3)

## 5th Column:

*Using baseline data, we can investigate if schools show improvement with respect to Index Levels.*

# Discussion