



Santa Ana
Unified School District

Superintendent's 100 Day Entry Plan Review

January 10, 2012

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Superintendent



Santa Ana

Unified School District





- **The 100-Day Entry Plan Roll-Out**
- **Reflections & Observations on Our “Aha!” Moments**
- **What We Know Works in High Performing School Districts**
- **What We Believe: Our Entry Plan and Roadmap to the Future:**
 - **The Seven Building Blocks to SAUSD Success**
- **Strategies to Achieve Our Goals and Next Steps**



The Seven Building Blocks to SAUSD Success

Preparing All Students to be College and Career Ready

Clear Focus on Learning

Establish a specific vision of what high-quality, personalized learning and instruction looks like inside classrooms based on Common Core State Standards.

Comprehensive Accountability

Assess student learning to inform practice and monitor implementation of best practices.

Climate

Ensure safety of students and staff, build trusting relationships; driven by the core values of respect, responsibility, and results.

Capital

Effectively and efficiently align fiscal, physical and personnel resources to support and ensure student learning.



**Respect
Responsibility
Results**

Communication

Develop, define and deepen understanding of the District's vision internally and with our community through the creation of a unified message, including avenues for two way communication.

Community and Parent Involvement

Establish transparent, credible processes for community and stakeholder involvement. Seek and promote partnerships with parent groups, community groups and community leaders.

Commitment and Capacity

Ensure that all employees feel valued and enact the instructional vision through professional training, implementation, support, and monitoring of performance to strengthen student achievement.



After Listening & Learning,
here is the plan for **Leading SAUSD**
into the Future . . .



“Listening, Learning, & Leading”

Since August, we engaged in aggressive community outreach to stakeholder groups and key individuals:

- Visited 24 schools
- Met with SAUSD Employee Associations
- Met with 47 community groups and organizations
- Met with the entire leadership team, individual administrators and groups of administrators
- Held six community forums with approximately 400 attendees
- Studied our education delivery system, using WestEd as our consultant

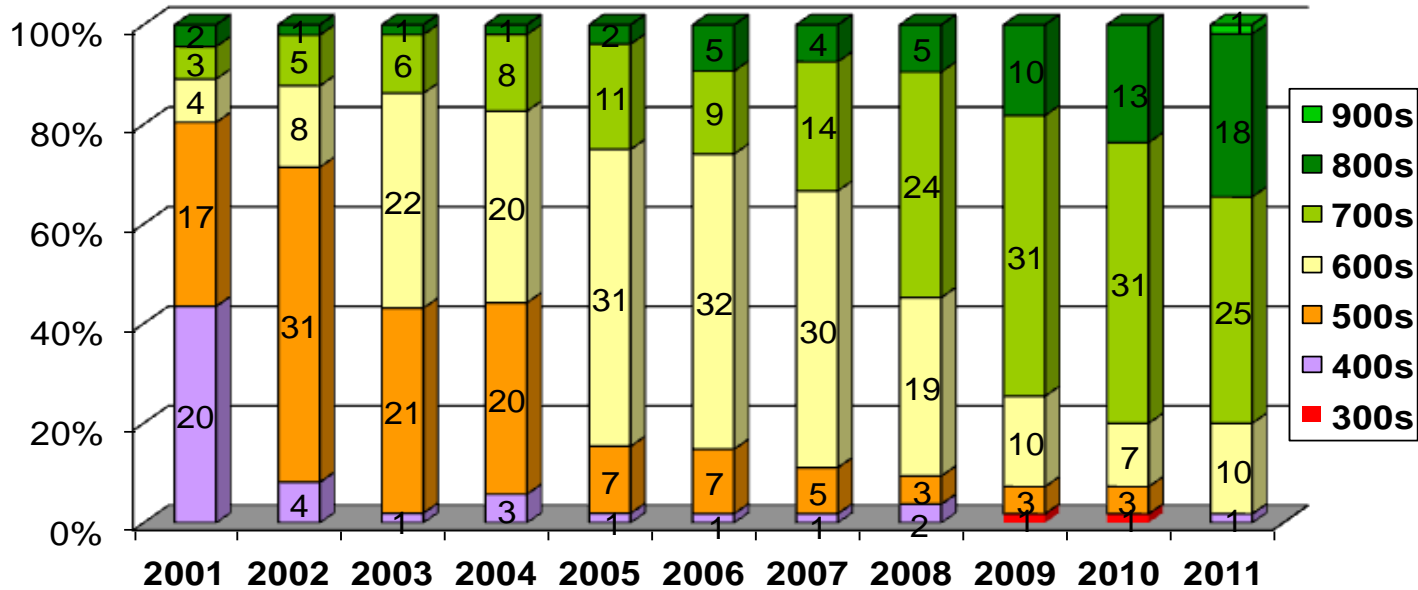


During the review process there were several “Aha!” Moments

First: Areas To Celebrate



- API growth each year



- CAHSEE pass rates have improved each year

CAHSEE Pass Rate (2011)

Grade 10	72.1%
Grade 11	81.4%
Grade 12+	86.4%



All 36 elementary schools have an API of 714 or higher

The most improved public schools in Orange County

Franklin Elementary School

Willard Intermediate School

Century High School (for CAHSEE pass rates)

Valley High School (for CAHSEE pass rates)



2011 California Distinguished School Nominees:

Greenville Fundamental Elementary
Muir Fundamental Elementary
School Monroe Elementary School



2011 Title I Academic Achievement Awards:

Harvey Elementary
Muir Fundamental Elementary
Thorpe Fundamental Elementary



2011 The Golden Bell Award Winner:

Jackson Elementary



2011 National Blue Ribbon Schools:

Muir Fundamental Elementary
Thorpe Fundamental Elementary



OC Register awarded 11 SAUSD schools a medal for *Best Schools in Orange County*





- Islands of Excellence
- Curriculum and assessments are highly regarded and provide effective preparation
- All schools are using district adopted, standards-aligned texts
- All observed lessons addressed grade level appropriate standards
- Use of Thinking Maps is evident



- 63% of students who are re-designated as English speakers are proficient and advanced on 2011 CST
- Dedicated staff and leadership
- Commitment to participate from all stakeholders, including parents and community
- Dedication to be part of the change



During the review process there were several “Aha!” Moments

Next: Areas To Be Addressed

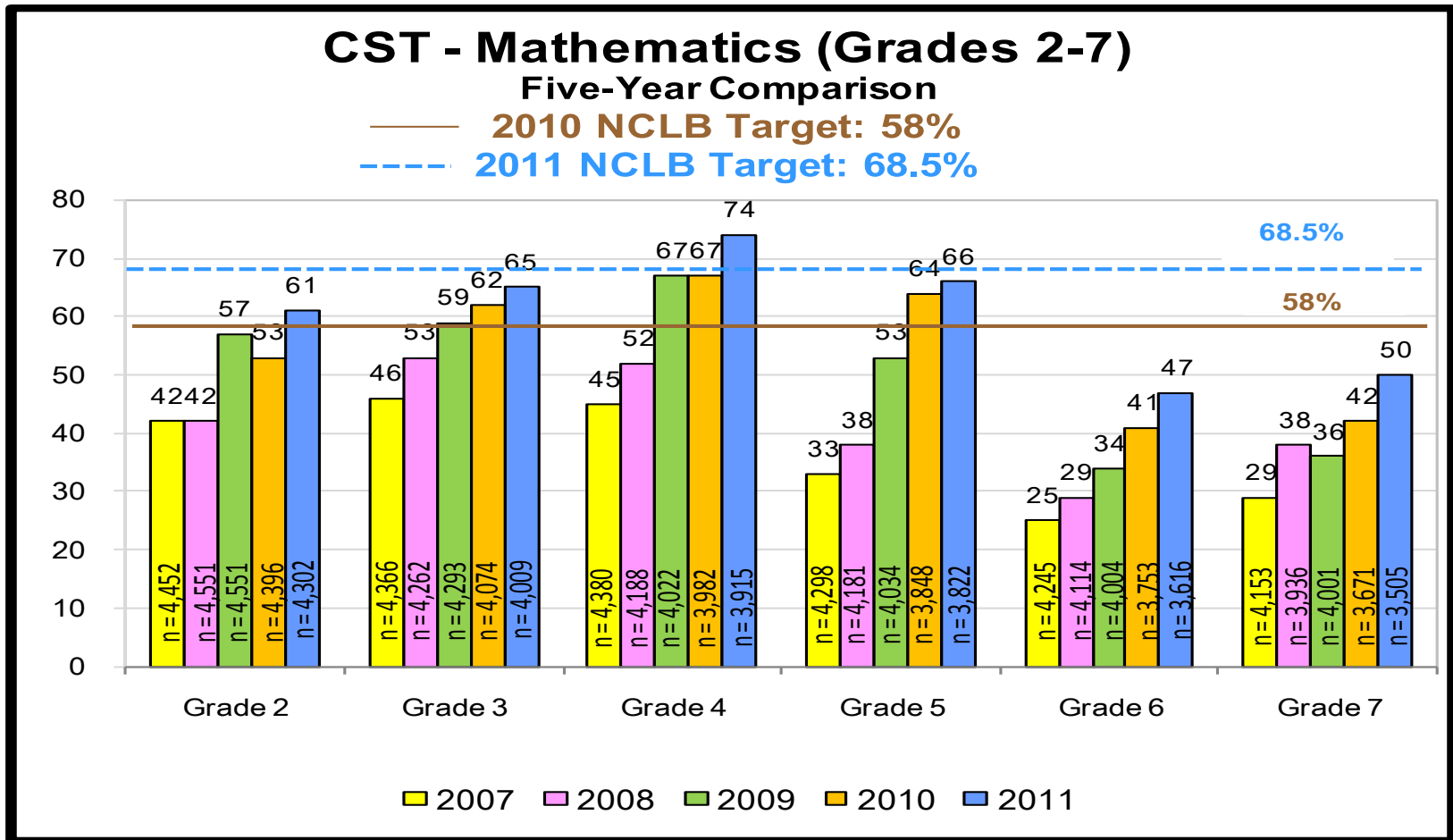


- Pushing past 800 API is crucial.
- 67% of English Learners scored at the intermediate level or below on the 2011 CELDT.
 - Of this 67%, 25% of English Learners have been attending school in SAUSD six+ years.

CELDT Levels: Beginning, Early Intermediate,
 Intermediate, Early Advanced, Advanced

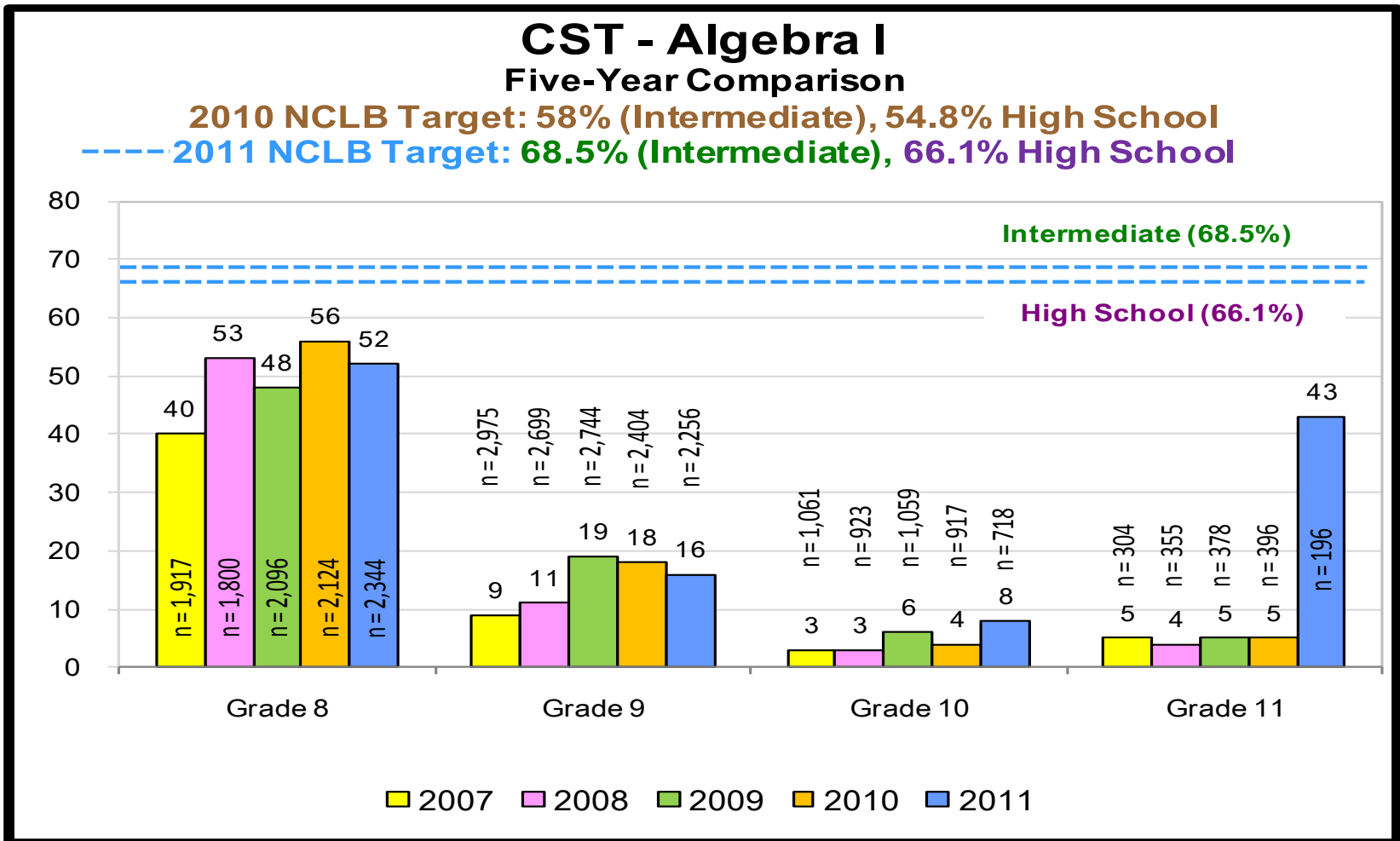


- Elementary mathematics scores range from 47%-74% Proficient & Advanced, based on grade level





- 55% of SAUSD's 8th graders took Algebra I. 52% of students overall scored Proficient & Advanced





Aha! Moments

AP Pass Rates (2011)

2,873 students took a total of 5,153 AP Tests.

32.8% scored 3, 4, or 5.

College-Going Rate (2009)

69% of graduates enrolled in post-secondary institutions in California

Early Assessment Program (2011)

<u>Ready</u>		<u>Not Ready</u>
	ELA	
9.6%		90.4%
	Math	
38.4%		61.6%

Cohort Graduation Rate (2010)

79.5%

A-G Course Completion (2010)

17.7% of 3,270 graduates met A-G requirements

Grade Distribution (2011 Grade 9)

<u>A, B, C</u>		<u>D, F</u>
	ELA	
3,797 (68.6%)		1,736 (31.4%)
	Math	
2,989 (57.2%)		2,237 (42.8%)

Credit Completion (2011)

% Credit Deficient

Grade 9	34.3%
Grade 10	41.2%
Grade 11	41.5%
Grade 12+	13.1%

CAHSEE (2011)

Pass Rate

Grade 10	72.1%
Grade 11	81.4%
Grade 12+	86.4%



There is a need for:

- Coordination of services, programs, and plans
- Additional educational options and pathways for students (i.e. academies) in order to be college and career ready
- Realignment of current mission, vision and strategic plan
- Internal and external communication systems need improvement



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What We Know About What Works

Common Attributes of High-Performing Districts

From "The Role of the District in Driving School Reform", Robert D. Muller, Ed.D.



- Clearly defined roles and responsibilities
 - Board is governance focused, sets policy and district goals, and evaluates the superintendent
 - Superintendent develops and implements the strategic plan, and oversees daily operations
 - Central office develops a managed instruction plan and supports schools with implementation
 - Ongoing district-wide evaluation of reform efforts
 - A balance of prescription and autonomy for schools



- Clearly defined academic objectives and high expectations
- Rigorous PreK-12 curriculum aligned to state standards, across courses and between grades that bridges to college and career
- Utilize data-driven decision-making, including periodic district-wide assessments, recognitions and adjustments



- Long-range professional development plan
 - Leadership training for principals and teachers
 - Continuous development of highly qualified teachers
 - New teacher induction and support
- Commitment to high school reform and broad access to preschool
- Partnerships with higher education institutions, organizations, businesses and community members and employee associations



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How We Measure Up

Accomplishments during the first 100 Days

***Achieving Our Goals to Become a
High-Performing District***



1. Ensure effective future District governance through positive and productive Board-Superintendent relationships.
2. Create a proposal for accelerating student achievement that builds upon the previous work of school district.
3. Establish public trust and confidence through open and honest communication and positive relationships among stakeholder groups.
4. Increase the organizational effectiveness and efficiency.
5. Establish a clear and definitive strategy to address perceptual and factual issues related to school safety, security, and climate for all schools.



Effective District governance through positive and productive Board-Superintendent relationships

Accomplishments

- Met individually with each Board member before each board meeting.
- Conducted a Board study session on November 5, 2011.
- Planned a second Board retreat/study session on January 10, 2012.
- Developed operational procedures for communication through Board and superintendent collaboration. The first reading is scheduled for the January 24, 2012 Board meeting.
- Established regular communication systems with the Board, including weekly Friday bulletin.



Create a proposal for accelerating student achievement that builds upon the previous work of the school district

Accomplishments

- Met with the District's instructional leadership team to review and analyze performance data.
- Utilized WestEd to review alignment of central office staff in support of student achievement and student data.
- Utilized WestEd to assess current professional development programs, paying particular attention to the current capacity and the training needs of principals, teachers, classified staff, and central office staff.
- Assessed the plan for District Program Improvement of the Federal No Child Left Behind initiative and developed recommendations.



Accomplishments

- Assessed the School Improvement Grants plans and budgets.
- Assessed the PreK-12 instructional program's Theory of Action to improve student achievement.
- Developed a recommendation for a new Theory of Action (Seven C's) with Cabinet input, based on external and internal reviews and current research, and built on the current Theory of Action.
- Conducted a visitation to all secondary schools and the five highest performing and lowest performing elementary schools.
- Reviewed internal accountability system for the central office and site administrators.
- Working with SAEA to gather input and develop strategies for implementation of Common Core State Standards.



Establish public trust and confidence through open and honest communication and positive relationships among stakeholder groups

Accomplishments

- Scheduled visits to each of the schools during the school year and visited 24 schools to date.
- Met with Santa Ana Unified School District Employee Associations.
- Held six community meetings in October and November 2011 to solicit from parents and community members, “What is going well and what do we need to do better?”
- Met with community based organizations, community officials, community leaders, and business partners based on input and recommendations from individual Board members.



Accomplishments

- Met with parent groups, including DAC/DELAC and PTAs.
- Reviewed communication strategy with Public Information Officer.
- Conducted survey of principals.
- Began group meetings with principals.



Increase the organizational effectiveness and efficiency

Accomplishments

- Created Deputy Superintendent of Operations (CBO) position.
- Met weekly with the Deputy Superintendent of Operations/Chief Business Officer to review operational and fiscal status of the District.
- Reviewed the process used to determine fiscal reductions.



Accomplishments

- Reviewed the central office organizational structure and determined that restructuring is needed.
- Realigned Deputy Superintendent position to Chief Academic Officer.
- Met weekly with the Deputy Superintendent Chief Academic Officer to review educational and instructional programs.
- Utilized WestEd to review and analyze educational services and curriculum.



Accomplishments

- Reviewed process to determine realignment of human and fiscal resources to support Educational Services departments.
- Met one on one with Cabinet members to review weekly updates.
- Met with the Cabinet in teams (instruction, human resources, operations, facilities and deputies).
- Determined a need for a system-wide communication and decision-making structure.
- Met with Human Resources Division to develop a customer service plan that addresses respect, efficiency and support.



Establish a clear and definitive strategy to address perceptual and factual issues related to school safety, security, and climate for all schools

Accomplishments

- Reviewed Santa Ana ¡Adelante! and other partnerships with community organizations.
- Met with the Board, District staff and key city staff to determine status of District and city partnerships.
- Met with the Orange County Probation Department Executive Steering Committee.



Accomplishments

- Scheduled meetings to review data on student tardiness, suspension, expulsion, dropout, and truancy rates, California Healthy Kids Survey results, outcomes for problem behaviors, and re-entry plans for adjudicated youth returning to the District.



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What We Believe

The Seven C's

Building Blocks to SAUSD's Success



We will pursue excellence with a focus on the Seven C's:

- 1. Communication:** develop, define and deepen understanding of the district's vision internally and with our community through the creation of a unified message, including avenues for two way communication.
- 2. Clear Focus on Learning:** establish a specific vision of what high-quality, personalized learning and instruction looks like inside classrooms based on common core state standards.
- 3. Comprehensive Accountability:** assess student learning to inform practice and monitor implementation of best practices.



4. **Commitment and Capacity:** ensure that all employees feel valued and enact and support the instructional vision through professional training, implementation, support, and monitoring of performance to strengthen student achievement.
5. **Capital:** effectively and efficiently align fiscal, physical and personnel resources to support and ensure student learning.
6. **Community and Parent Involvement:** establish transparent, credible processes for community and stakeholder involvement. Seek and promote partnerships with parent groups, community groups and community leaders.
7. **Climate:** ensure safety of students and staff, build trusting relationships; driven by the core values of respect, responsibility, and results.



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Strategies to Achieve our Goals

Implementation of the Seven C's

January-June 2012



Communication:

- Develop a communication strategy that includes realigning existing assets.

Clear Focus on Learning:

- Position our students toward attainment of 21st Century skills through systematic Common Core State Standards implementation and attainment.
 - Establish a plan, assessments and timeline for all students, including English Language Learner and students with disabilities.



Comprehensive Accountability:

- Identify key indicators and measures to monitor student achievement toward college & career.

Commitment and Capacity:

- Develop and implement a professional development plan based on teaching responsive to student learning.



Capital:

- Develop a recommendation for the strategic use of categorical funding at the district level.
- Refine district office organizational alignment and present document to Board.

Community and Parent Involvement:

- Restructure a current position as Director of Constituency Services to provide timely, proactive communication to all stakeholders.
- Develop a parental engagement and outreach plan.

Climate:

- Develop and implement a customer service plan.



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Next Steps

2012 & Beyond



"Educational accountability can be holistic rather than fragmentary. Accountability can tell the story of the students, teachers, administrators, parents, and partnerships that make their schools no less than places of wonder."

-- Douglas Reeves