



LOCAL CONTROL AND ACCOUNTABILITY PLAN ANNUAL UPDATE

Board of Education Meeting
December 12, 2017

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Assistant Superintendent, School Performance and Culture

LCAP Theory of Action



Three Buckets





Goal 1: Teaching and Learning

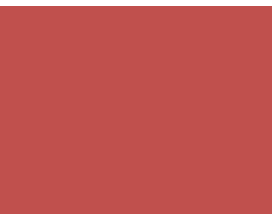
Early Literacy- 3rd grade foundational skills

- Developed the Early Learning Framework which provides focus areas and strategies for academic success targeting pre-natal through 3rd grade.
- Maintain Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) in fourteen schools and eight have extended it to grade 3. Program evaluation will be done this year.
- Implemented an Instructional Materials Committee to review, pilot and recommend to the Board a new standards-based English Language Arts program for adoption and implementation in the 18-19 school year.
- Focus on Least Restrictive Environment (LRE) for students with disabilities. Special Education is not an educational placement.
- Engage 360° staff received professional development on how to incorporate Footsteps 2 Brilliance in the after school program

2014-15 Results (Baseline)	2015-16 Results	2016-17 Results
31.6% (1295/4097)	35.3% (1374/3897)	37.0% (1449/3912)



EL Redesignation



- Provide coaching to support teachers in the classroom with ELD instruction
- Implemented professional learning module on the ELD Standards and Instruction at all schools
- Adopted new iLit/IELL, a Program 4 and 5 program for intensive intervention support and specialized ELD (Grades 6-12)
- Utilize additional resources to provide increased learning time to address English learner support for English acquisition
- Provide training on ELPAC, the new assessment for English Learners.
- Piloting ELA/ELD Program 2 core curriculum for implementation in 2018 - 19 school year
- EL with Special Needs reclassification with IEPs teams

2013-14	2014-15	2015-16	2016-17
61.3%	62.1%	64.2%	66.0%
(11,542 /18,824)	(12,034 /19,389)	(12,726 /19,816)	(13,058 /19,787)

EL Progress Indicator

Available now on
CA School Dashboard

Algebra Readiness and Proficiency

- Implemented a Math Instructional Materials Committee to review, pilot and recommend to the Board new standards-based instructional materials in mathematics for adoption and implementation in the 17-18 school year
- Continued professional learning on the CA Math Framework, new math standards, and instructional shifts in Grades K-12
- Reviewed and revised math placement criteria to ensure that students are placed as accurately as possible

Algebra Readiness (8th)

2014-15 (Baseline)	2015-16	2016-17
39.0% (1437/3687)	42.6% (1586/3723)	37.5% (1350/3603)

Algebra Proficiency (9th)

2014-15 (Baseline)	2015-16	2016-17
31.3% (1076/3442)	32.7% (1197/3663)	31.5% (1061/3370)

A-G Course Completion

- Revised SAUSD non A-G courses to make them A-G compliant. Submitted these and other new courses to UC and received approval for a total of 24 new A-G courses
- Provided professional development for counselors, teachers and administrators to ensure a common understanding of the importance of student A-G course placement and completion
- Expanded Dual Enrollment opportunities at all comprehensive and educational options high school campuses
- Counselors worked with students using the CCGI A-G progress analysis tool to help students understand their A-G status to help them complete four-year college readiness plans



2011-12 Results	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results
31.1% (1,034/3,323)	37.2% (1,243/3,345)	40.2% (1,377/3,422)	41.9% (1,383/3,304)	42.3% (1,413/3,340)

AP and IB Course Access and Passage

2012-13	2013-14	2014-15	2015-16	2016-17
19.7% (2909/14760)	21.0% (3045/14476)	23.9% (3389/14202)	27.5% (3880/14087)	27.6% (3881/14060)



- Extended the Equal Opportunity Schools (EOS) agreement to inform, identify and recruit students to enroll in AP and IB courses for which they are most prepared to succeed and prepare them more effectively to pass the AP and IB exams
- Implemented AP Districtwide Teacher committees, by course, to review curriculum and share best teaching practices and to identify and address barriers to student success in AP and IB
- Provided AP summer boot camp enrichment opportunities to better prepare students for success in AP courses and on the AP exams

AP Passage

2015-16	2016-17
54.0% (857/1586)	52.4% (871/1663)

Professional Development- Certificated

Teacher Professional Learning:

- 218 PD workshops/trainings
- 1,492 teachers attending professional learning workshops/trainings
- 1,156 teacher and/or paraprofessional coaching/support sessions provided.
- 617 Demonstration Lessons
- 338 Co-teach
- 478 Tech integration
- 1.065 teachers receiving ongoing, direct support

New Teachers

- 85 New teacher observations with feedback
- 984 New teacher/Mentor support meetings
- 50 Mentor and Coaching PD
- 119 Substitute Teachers attended PD event

Administrator Development:

- 13 New administrators enrolled in Clear Credential Induction
- 100% Site administrator attend monthly PD sessions
- 7 Administrators participating in National Institute of School Leadership

Teacher Induction Participants				
2013-14	2014-15	2015-16	2016-17	2017-2018
PTs 112 SPs 54	PTs 134 SPs 78	PTs 111 SPs 63	PTs 113 SPs 73	PTs 82 SPs 51

Training, Induction, & Professional Support



Staff Served:

- **Teacher Induction:** New Teachers & their mentors
- **PAR:** Struggling teachers
- **Admin. Induction:** New Administrators & their coaches
- **Aspiring Administrators:** Teachers wishing to become administrators
- **Teacher Effectiveness Coaches:** All SAUSD teachers
- **Ed. Services Collaboration:** All certificated staff

Frequency of Support:

- *Varies per program*

Any outcomes/Certifications:

- Induction results in Clear Credential for teachers and administrators

Professional Development- Classified

Mandated Reporter

- 5,115 employees (certificated completed module)
- Online= 4,164
- Live Sessions= 951

Summer Professional Development

- 925 classified employees engaged in job-specific professional development
- Nutrition Services
- Nurses
- Instructional Assistants
- Building Services

Classified Trainer Support

- 182 training sessions provided
- Google
- Microsoft
- Aeries Version 8
- Aeries Master Schedule
- Blackboard

Mitchell Child Development

- 50 Special Education Instructional Assistants
- CPR, Lift Training, & Disaster Training

Injury and Illness

Prevention Program

(Facilitated by Risk Management)

- 80 non-custodial Building Services employees engage in ongoing professional learning. Some topics are:
- Warehouse Safety
- Heat Illness Prevention
- Lead Management Plan

Socio-emotional

- Gender Support, Suicide prevention

Summer Professional Development Participants

Nutrition Services	Clerical	Instructional Assistants (SPED)	Engage 360
233	103	184	218

Training, Induction, & Professional Support Staff Served:

- Clerical
- Building Services
- Instructional Assistants
- Nurses
- Nutrition Services
- Security Officers



Frequency of Support:

- Summer Professional development as mandated by classified calendar
- Monthly and ongoing offerings
- Mandated Reporter module- online training at the start of each year, or prior to new-hires beginning work

Any outcomes/Certifications:

- Mandated Reporter Certificate
- CPR, Lead, & Asbestos- Certificates

Goal 1: Budget Allotment 2017-2018

**Teaching and
Learning**

**Total Funding
Amount
95.8 Million**



Goal 2: Engagement



Extracurricular Participation

- ASSETs programs expanded the Workforce Readiness Education Program (WREP)
- Elementary music program was expanded with hiring of 8 new music teachers.
- Expanded Speech and Debate program
- Access to All 1:1 initiative continues with a full Chromebook refresh in grades 3,6, and 9 across the district.
- Launch of partnership with Sprint's 1 Million initiative to provide hotspots for 700 families without internet access at home.

	2014-15 Results	2015-16 Results	2016-17 Results
MS	34% (1928/5658)	46% (4644/10207)	44% (3908/8876)
HS	33% (1300/3876)	50% (5885/11792)	46% (4478/9739)

Access to Technology

	2014-15 Results	2015-16 Results	2016-17 Results
Students to New Tech	2.1 to 1	1.1 to 1	1 to 1
Students to Mobile Device	--	1.86 to 1 (Baseline)	0.95 to 1

Attendance

- Attendance collaborative between school climate, outreach and attendance technicians at all school sites to implement a standardized approach to interventions and share best practices
- Continue to target students who have missed instruction due to absences to attend “What I Need” (WIN) program to improve attendance and recover instructional time lost: 831 sessions, 62,417 students served of which 40,000 recoverable absences
- Expand MTSS to incorporate Attendance and train school site teams on COST and MTSS models



2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results
96.5%	96.6%	96.9%	96.9%

Goal 2: Budget Allotment 2017-2018

Engagement

**Total Funding
Amount**

391.6 Million



Goal 3: Safety and Climate

California Healthy Kids Survey-Safety

- Continue expansion of PBIS and restorative strategies, with a focus on tier 1 sustainability and tier 2 strategies such as (Coordination of Services Team-COST) with SAUSD resources and i3 grant
- Provide safe spaces and other opportunities for students to speak on reasons they may not feel safe at school
- Expand restorative practices and diversion programs developed by school climate and school police as well as Engage 360°
- Continue to expand suicide prevention and intervention efforts through the Behavioral, Emotional Support Task Force (BEST)

	2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results
Grade 5	76% n=2,575	75% n=2,516	74% n=2,815	77% n=3,037	77% n=2,798
Grade 7	59% n=1,979	62% n=2,401	64% n=3,254	67% n=2,548	65% n=2,942
Grade 9	64% n=2,280	64% n=1,638	64% n=3,082	60% n=2,761	67% n=3,001
Grade 11	66% n=2,301	67% n=1,446	65% n=2,248	63% n=2,373	66% n=2,634
Non-traditional	55% n=230	69% n=464	61% n=121	66% n=121	61% n=302

Foster Youth Programs: Youth Outreach, Leadership Opportunity (YOLO): Summer Camp and Carnival





- Continue PBIS and restorative practices at sites and build Parent Institute/University through collaboration between School Climate, Community Relations and College/Career Readiness Grant
- Continue to expand early response and prevention of suicidal ideation and other threats and bullying
- Develop Parent Centers at every school site via strategic plan

California School Parent Survey—Safety

2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results
88% n=7,810	90% n=7,075	65% n=9,057	93% n=15,965	93% n=17,857

California School Climate (Staff) Survey—Safety

2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results
86% n=2,398	90% n=2,689	89% n=2,106	89% n=2,563	92% n=2,534

Suspension and Expulsion

- Expand PBIS and restorative strategies training at schools to include classified staff and parents



- Continue to support students and expand alternatives to discipline through community partnerships for restorative practices, Joven Noble and violence prevention with Neutral Ground, OCAPICA, OCDE, and Project Kinship

Student Suspension Rate

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
7.4% (4138/55793)	5.1% (2827/55743)	4.5% (2502/55448)	3.6% (1979/54459)	3.1% (1662/53258)	3.3% (1701/51841)

Student Expulsion Rate

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
0.1% (68/55793)	0.1% (79/55743)	0.1% (59/55448)	0.1% (34/54459)	0.1% (27/53258)	0.1% (27/51841)



Student Suspensions-Instructional Days Lost

- Provide training on protocols and strategies which integrate PBIS and restorative practices to ensure students stay in school with a focus on preventative and tiered structures of support, including alternatives to suspension for Tier 2 and 3 supports through MTSS
- Creation of Diversion Program in collaboration with SAUSD police department
- Restorative Practices Intervention Specialists at 15 sites along with 5 School Climate coaches supporting 26 school sites
- Expansion of mental health support through collaboration with community based organizations/grants



2012-13 Results	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results
9,126	7,383	6,137	4,779	4,700



Goal 3: Budget Allotment 2017-2018

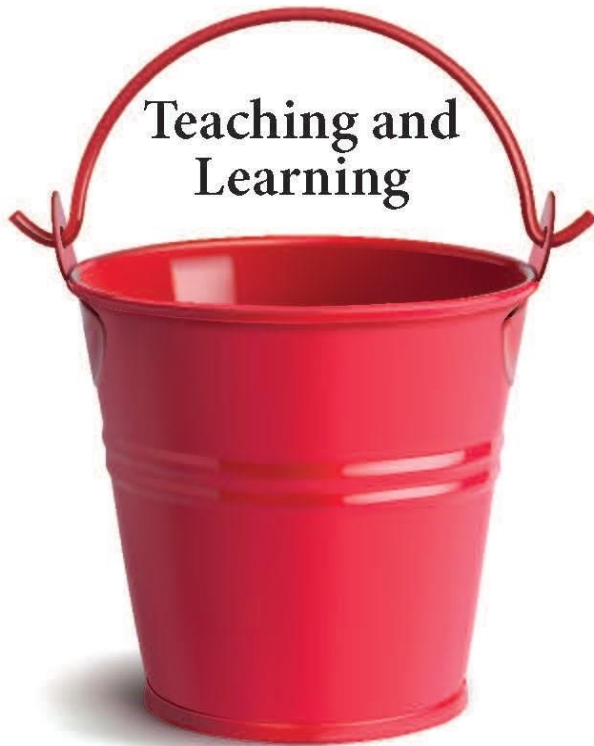
School Climate and Safety

**Total Funding
Amount
280.2 Million**

Next Steps...

1. Implement actions recommended in the 2017-2018 LCAP
2. Implement Parent and Community Stakeholder listening sessions to clarify survey data and identify new actions
3. Monitor Metrics (on-going) with department leads
4. Revise LCAP Plan to support our students needs based on survey data and listening sessions with stakeholder groups
5. Align Timelines between Budget deadlines and LCAP deliverables

Three Buckets



**95.8
Million**



**391.6
Million**



**280.2
Million**