

# Public Hearing on the 2017-2020 LCAP and Annual Update

June 13, 2017

SUSD Governing Board Meeting

# Objective

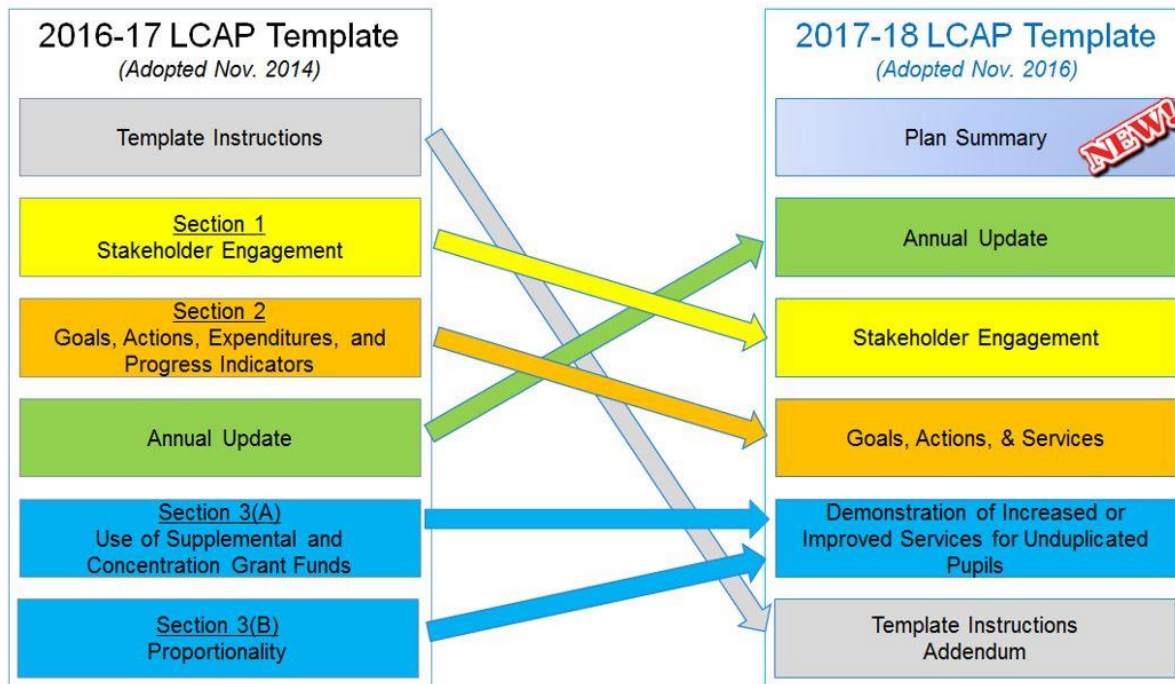
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- To present an LCAP that includes staff recommendations based on input from various stakeholder groups from various mediums:
  - Community LCAP Survey
  - Parent Advisory Committee
  - District English Learner Parent Advisory Committee
  - LCAP Stakeholder Meetings (parents, employees, teachers, and Union Leaders)
  - Existing programmatic data
  - SUSD Department Level forums and surveys

# Statewide Changes

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## LCAP Template Crosswalk



### Statewide Changes

- LCAP template has changed
- LCAP is a 3 year plan with annual updates
  - Build on Year 1 and Year 2
  - Three year trending
- Enhanced state indicators to measure performance
  - Academic - ELA
  - Academic - Math
  - English Learner Progress
  - Graduation
  - Suspension

# LCAP Report Summary Components

- 2017-2020 Plan Summary (pages 1 - 6)
- 2017-2020 Budget Summary (page 7)
- 2016-2017 Annual Update (pages 8-66)
- 2017-2018 Stakeholder Engagement (pages 67-69)
- 2017-2018 Goals, Actions, and Services (pages 70-140)
- 2017-2018 Demonstration of Increased or Improved Services (pages 141-144)

# LCAP Goals - Staying the Course

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## Goal 1:

### Student Achievement

SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

#### State Priorities:

- 2 - Implementation of State Standards
- 4 - Student Achievement
- 7 - Course Access
- 8 - Other Pupil Outcomes

## Goal 2:

### Safe and Healthy Learning Environments

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

#### State Priorities:

- 1 - Basic Services
- 6 - School Climate

## Goal 3:

### Meaningful Partnerships

Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

#### State Priorities:

- 3 - Parent Involvement
- 5 - Pupil Engagement

# Goal 1: Student Achievement

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- Recalibrated English Learner strategies
  - SUSD has focused on improving instructional strategies that began as first instruction and re-teaching prior to intensive interventions
- Reviewed and enhanced Units of Study
  - SUSD has continued to improve the core curriculum Units of Study for ELA and Math with the consulting assistance of WestEd, SUSD teachers and curriculum staff.
- A-G Completion and increased graduation rate
  - SUSD to improve systems that provide access to resources and intervention supports ensuring students will graduate.

2017-2018 Total Allocation



\$39,513,675

Pgs. 70-100

# Goal 2: Safe and Healthy Learning Environments

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- Basic Instruction, Teacher Staffing and Grade Span Adjustment
- Purchase and replace technology devices (Chromebooks, STMath, and Staff)
- Facilities Investments / Video Surveillance
- Professional Learning Community (PLC) training and support

2017-2018 Total Allocation



\$153,336,103

Pgs. 101-123

# Goal 3: Meaningful Partnerships

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- The District believes that parent and teacher communication is critical to student success
- The District previously negotiated 9 hours of Parent Teacher contact with the Stockton Teachers Association
- In 2016-17, the District successfully negotiated 9 more hours for a total of 18 hours for parent-teacher conferences/engagement that begins in 2017-18
  - Elementary - 15 Hours Parent Teacher Conferences & 3 Hours Back to School Night/Open House/Other
  - Secondary - 9 Hours Parent Teacher & 9 Hours Back to School Night/Open House/Other

2017-2018 Total Allocation



\$2,949,083

Pgs. 124-140



# Human Resources

## Setting a Foundation for Moving Forward

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- Completed bargaining for six bargaining groups
  - STA, SPPA, USA, SUSU, OE3, CSEA 318
- Developing job descriptions and filled positions identified in the LCAP
  - Reorganization of Facilities, Maintenance and Operations
  - Reestablish and hire Guidance Technicians
  - Increase student Data Technicians - Comprehensive high schools
  - Special Education Assistive Technology Position
  - Director of Educational Equity
- Other LCAP Initiatives
  - Ongoing Substitute Teacher Training
  - Improve Hiring and Recruitment Efforts
  - Participated in Sunguard Upgrade with Business Services

# Parent Engagement

## Meaningful Partnerships with Parents

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- The goals for 2016-2017 were to increase the depth of educational knowledge of parents and guardians through trainings and workshops, and to create more involvement opportunities for father engagement and male role models.
- This year we provided 50 multi-tiered parent involvement opportunities. These 50 opportunities broadened the educational depth of both parent's and guardian's educational capacity to support academic achievement. Components included Father's & Floats, RAD Parent Academy, Homework & Study skills, Transitioning into High School, Family literacy and event hosting/organizing to help students succeed.
- We provided strategic outreach to our low-income, English Learner, fathers and foster parents. Outreach included 1-to-1 phone calls, emails, text messages and flyers.

# The Role of the SUSD Police Department

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- *To Provide a Safe Educational Environment for our Community*
- SUSD Police is part of our Professional Learning Communities (PLC)
- Community Outreach, Engagement & Involvement
- Stockton Public Safety Academy
- Gang Resistance, Education and Training (GREAT) Program
- Emergency Preparedness and Services
- Campus Safety

# Special Education Certificate of Completion (Course of Study) vs. Diploma

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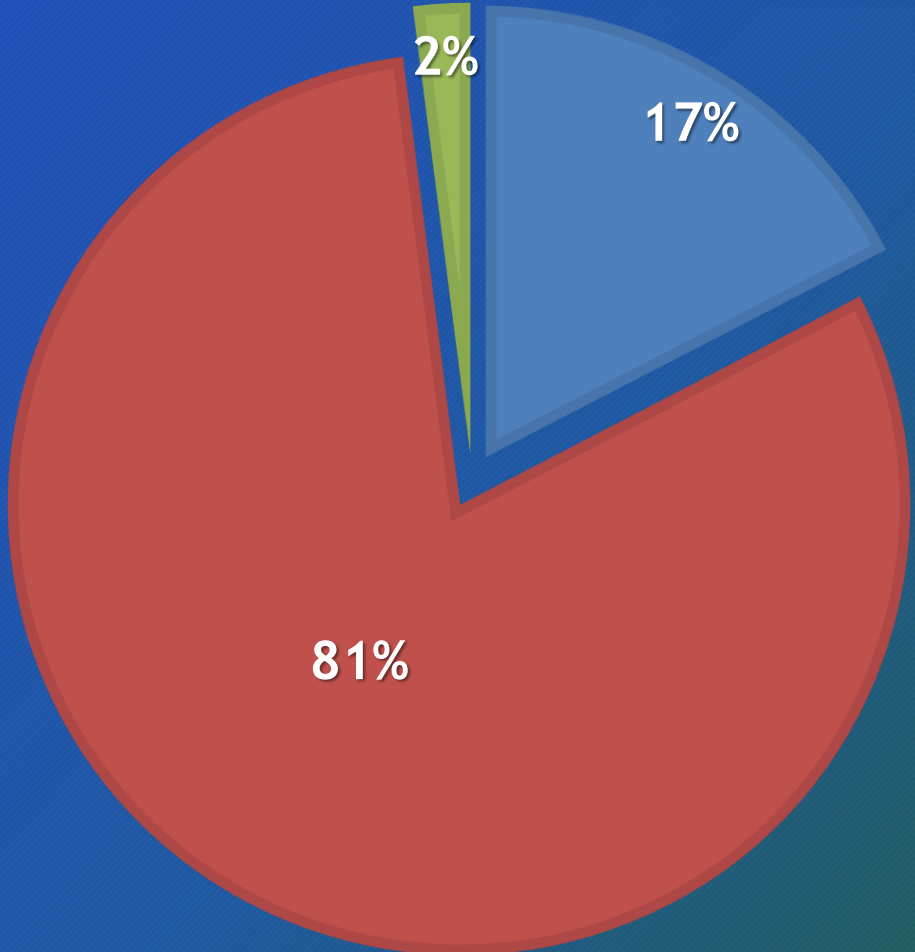
- The District's commitment to student achievement for all students
- Currently, students in Special Day class (SDC) are not in a graduation pathway, but rather a Certificate of Completion (Course of Study).
- A student that received RSP services is able to receive a diploma based on the course of study determined collaboratively by his or her IEP team. This includes the opportunity to meet the A-G requirement for UC/CSU acceptance.
- **SUSD is developing a pathway for students in SDC classes to achieve a diploma.**

# Student Achievement in Language Development

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- Reclassified over 1,300 students in 2016-17
  - These efforts will continue in the 2017-18 year
- Spring 2018, California English Development Language Test (CELDT) will change to English Language Proficiency Assessment for California (ELPAC)
- Professional Learning for Staff
  - Over 500 staff members attended the ELD Institute, Close Reading, Writing across Text Types, and Argument Writing
- 201 Students received their Pathway or Seal of Biliteracy
- Summer School 2017
  - New program for EL Summer School (Cutting Edge ELD Standards and Framework)

# Budget Summary as of March 31, 2017



2016-2017 Expenditures

- Goal 1 - \$32,335,428
- Goal 2 - \$150,111,133
- Goal 3 - \$3,756,076

# Next Steps

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- June 13, 2017 - Public Hearing including LCAP Study Session with Board of Education
- June 23, 2017 - Superintendent responds to stakeholder comments and suggestions
- June 27, 2017 - Approval of LCAP by SUSD Board of Trustees
- June 30, 2017 - E-mail approved LCAP to San Joaquin County Office of Education - LCAP Team
- September 2017
  - 2016-17 LCAP Annual Update - Final
  - 2016-17 UnAudited Actuals
  - SJCOE Board of Education to approve district Budget and LCAP

# Projected Schedule for Annual LCAP Outreach/Communication

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- *LCAP Updates and Information:*
  - Tentatively scheduled to occur in August, November, January, March and May, and June annually
- *2017-2020 LCAP and Annual Update of 2017-2018 project year:*
  - May 2018
- *Public Hearing:*
  - June 2018
- *Approval of LCAP:*
  - June 2018



Questions/Input

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