

2022-2023 LCAP PROJECT PROGRESS REPORT

LCAP Progress Report – QTR 1, QTR 2, QTR 3

Reporting Period: July 1, 2022 – March 31, 2023

Project Details

General Information	
Goal: Goal 2 - Equitable Learning Environments	Action/Service Category: 2.4 - Additional and Supplemental: Development of High-Quality Teachers, Substitutes, Administrators, and Staff (Contributing)
Project Number: 113 Formerly: SA 7.9/1.13	Project Title: New Teacher Support (SA 7.9/1.13)
Accountable (Supervisor): Susana Ramirez	Funding Allocated (Total): \$1,532,322.00
Responsible (Day-to-Day & Progress Reporting): Lori Goldstein	Allocation Breakdown: Base – \$0.00 S & C Regular – \$1,322,107.00 S & C 15% – \$0.00 S & C Carryover – \$210,215.00 Other State/Local – \$0.00 Other Federal – \$0.00

Activities & Outputs: Actual Project/Activity Information for July 1 through March 31.

<p>Summary of Actual Project/Activity to be shared with educational partners.</p> <p>Response should be specific, yet brief, that includes:</p> <ul style="list-style-type: none"> * implementation * barriers/challenges * accomplishments/successes * outcomes 	<p>Support for new/beginning teachers holding a STSP/PIP/Intern or Preliminary teaching credential was provided both centrally by the district and at the site for new teachers. Every new/beginning teacher is assigned a Site Support Teacher or Induction Mentor depending on their credential type, until they earn a CA clear credential. The assigned support teacher or induction mentor provides them with weekly "just-in time" support and guidance on completing credential requirements. District level ongoing professional learning opportunities and collaborative co-planning is also provided by new teacher support and curriculum staff to address then needs of these new/beginning teacher in designated district PD days and through bi-monthly support sessions. Challenges around securing highly qualified site support and/or mentor teachers surface when a subject-matter and/or credential type "like" match cannot be facilitated (i.e. Physical Education, Special Education). Outcomes include new/beginning teachers successful completion of credential requirements that lead to a CA clear credential and retention of these teachers in SUSD.</p>
<p>Describe the changes/adjustments made to the Project/Activity as a result of accomplishments, barriers, and/or data.</p>	<p>New Teacher support staff facilitates "triage" support when a like-credential or direct subject-matter support teacher and/or mentor cannot be secured. Specifically, in collaboration with Sp. Ed. dept. and curriculum staff, new/beginning teachers are supported in these areas of need when/where the site support teacher and/or mentor is not a identical grade level/subject-matter/Ed. Specialist designation "match."</p>
<p>Actual Target Group(s) Served by Project/Activity with data.</p>	<p>New/beginning teachers who hold a Short-Term-Staff Permit (STSP), Provisional Intern Permit (PIP), Intern or Preliminary credential. All new/beginning teachers who are working toward a CA clear credential are served through this project.</p>

Expenditures/Budget: Budget Summary for July 1 through March 31.

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<p>Budget Summary Narrative (Describe the expenditures during the reporting period.)</p>	<p>Induction Mentor compensation: fall installment = 50% @ \$176,350.</p>
<p>Budget Challenges/Discrepancies (Explain any challenges/discrepancies with expenditures and budget.)</p>	<p>Induction Mentor compensation: spring installment = 50% to be distributed 5/31/23. Site Support Teacher compensation: one installment to be distributed 6/30/23 @ \$69,176 (projected).</p>
<p>Budget Changes (List the budget line item changes being proposed. Staff will review and provide approval of changes.)</p>	<p>Proposed increase in the Induction Mentor and Site Support Teacher compensation for 23-24 school year to attract more high-quality induction mentors and site support teachers. Currently, induction mentors receive \$3,000/year per induction candidate served</p>

2023-2024 Project Proposal: Proposed Project Continuation for the 2023-2024 LCAP. The completion of this section is not a guarantee to project/activity continuation, increase/decrease of funding, increase/decrease of staffing, etc.

It is merely an opportunity to provide the district's LCAP Team with information to develop/revise/enhance the upcoming LCAP.

<p>Should this project/activity continue?</p>	<p>Yes</p>
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<p>Provide a description of the project/activity. (If no is selected, please provide the reason.)</p>	<p>New/beginning teacher support is critical to attracting and retaining teachers in SUSD. Additionally, per Commission on Teacher Credentialing (CTC) requirements, SUSD is required to provide support and professional development to new/beginning teachers hired who do not yet have a CA clear credential (SB 2042). The SUSD Teacher Induction program is an accredited educator preparation program that must continue to operate under the CTC-approved standards in order to maintain the ability to credential new/beginning teachers.</p>
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<p>Proposed funding allocation and what the funds will be used for Include as applicable (sample list below):</p> <ul style="list-style-type: none"> * staffing (identify positions & number, additional compensation, substitutes) * consultants/professional services * license agreements * materials/supplies * conferences/trainings/workshops * equipment 	<p>New/beginning teacher support team proposes hiring of a New Teacher Support Program Specialist for Special Education. This expertise is needed as the number of new/beginning Sp. Ed. teachers SUSD has hired continues to increase. Additional consultants/pr</p>
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Submission:

<p>Date submitted</p>	<p>4/13/2023 1:52:28 PM</p>
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