

WEST SONOMA COUNTY UNION HIGH SCHOOL DISTRICT

TO: Ted Walker, Board President

FROM: Mia Del Prete, Human Resources Manager

DATE: April 26, 2017

ITEM: **CONSIDERATION OF APPROVAL OF RESOLUTION #15.APRIL.2016-2017 IN THE MATTER OF THE ELIMINATION OF A CERTAIN POSITION IN THE CLASSIFIED SERVICE AND DIRECTING NOTIFICATION OF CLASSIFIED EMPLOYEE**

BACKGROUND INFORMATION:

It has been the main goal of the Superintendent and Board of Education for the District to remain fiscally solvent. The 2017-2018 budget was built with a reduction of \$459,000. One of the areas Superintendent Steven Kellner has identified for elimination is that of the District wide Special Education Data Technician.

CURRENT CONSIDERATION:

Human Resources Manager Mia Del Prete met with the Special Education Data Technician regarding the elimination of the position and to explain their rights. The employee has chosen to accept a position as a Paraeducator at El Molino High School for the 2017-2018 school year. Superintendent Steven Kellner and Human Resources Manager Mia Del Prete are currently meeting to negotiate the effects of the layoff.

RECOMMENDATION:

It is respectfully requested that the Board of Education approve Resolution #15.APRIL.2016-2017 In The Matter Of the Elimination of Certain Positions in the Classified Service and Directing Notification of Classified Employee.

ATTACHMENTS:

Yes

**BEFORE THE BOARD OF TRUSTEES OF THE
WEST SONOMA COUNTY UNION HIGH SCHOOL DISTRICT
SONOMA COUNTY, CALIFORNIA**

In the Matter of the Elimination/Reduction)
of Certain Positions in the Classified) **RESOLUTION #15.APRIL.2016-2017**
Service and Directing Notification of)
Classified Employees)

WHEREAS, West Sonoma County Union High School District (“District”) maintains the following positions within the classified service:

1. Special Education Data Technician

WHEREAS, due to lack of work and/or lack of funds, the Board of Trustees of the District hereby finds that it will be necessary to reduce or eliminate certain services to the following extent:

1. Special Education Data Technician – eliminate one (1) 5.0 hour/day position.

NOW, THEREFORE, BE IT RESOLVED that, effective June 30, 2017, or 60 days after service of notice, whichever is later, the classified positions of the District shall be reduced or eliminated to the extent hereinabove set forth; and

BE IT FURTHER RESOLVED that the Superintendent, or designee, of this District is hereby authorized and directed to give notice of the reduction and/or elimination of the foregoing services to the appropriate classified employee of the District in accordance with applicable law; and

BE IT FURTHER RESOLVED that the Superintendent, or designee, is hereby authorized and directed to inform each such employee of his/her displacement rights, if any, and his/her rehire rights.

The foregoing Resolution was passed and adopted by the Board of Trustees of the West Sonoma County Union High School District on April 26, 2017, by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

Ted Walker, President, Board of Trustees

I, Lori Bruhner, Secretary/Clerk of the Board of Trustees, do hereby certify that the foregoing Resolution was regularly introduced, passed, and adopted by the Board of Trustees of the District at its meeting on April 26, 2017.

Lori Bruhner, Clerk/Secretary, Board of Trustees

II.B./APRIL.26.2017

WEST SONOMA COUNTY UNION HIGH SCHOOL DISTRICT

TO: Ted Walker, Board President

FROM: Steve Charbonneau, Assistant Superintendent –Educational Services

DATE: April 26, 2017

ITEM: **LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
WORKSHOP**

BACKGROUND INFORMATION:

In order to assist the WSCUHSD Board in its work of reviewing the district’s Local Control Accountability Plan (LCAP), administration has prepared an LCAP workshop. For this purpose, Anna Moore, Director of Accountability, and Rick Phelan, Director of Technology for Learners, from Sonoma County Office of Education are facilitating a discussion regarding the “Nexus Between the CA Dashboard and the LCAP”. This will be followed by a report by administration regarding its analysis of the “Actual Outcomes” of the district’s 2016-17 LCAP and recommendations for changes in the “Expected Outcomes” for the 2017-18 LCAP, as well as a report on feedback from district ELACs to the board about their hopes for what supports the 2017-18 LCAP might provide in supporting their students’ learning.

CURRENT CONSIDERATION:

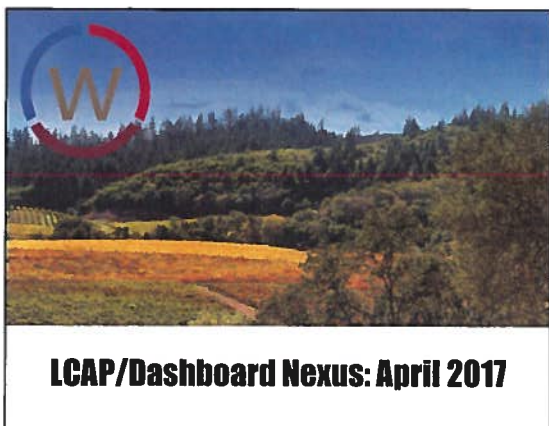
Administration seeks to support the WSCUHSD Board in its work of reviewing the district’s Local Control Accountability Plan (LCAP) and is facilitating an LCAP workshop for this purpose. In addition, administration will update the Board regarding recent articulation of administration with stakeholders in order to provide LCAP updates and to elicit feedback from them to inform LCAP implementation.

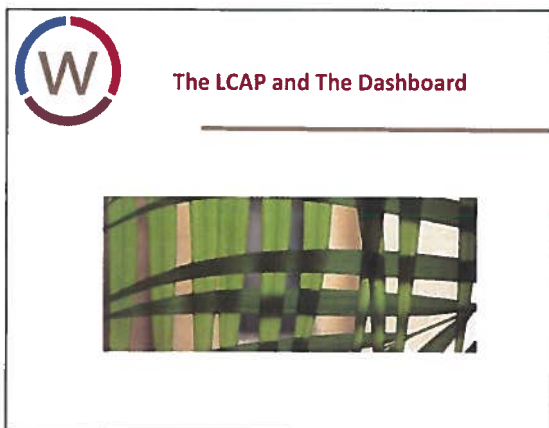
RECOMMENDATION:

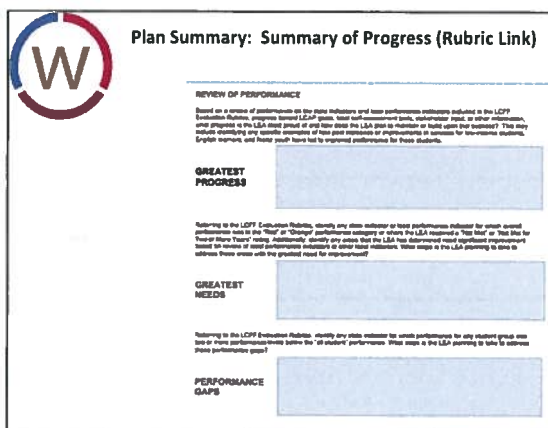
Administration respectfully recommends that the Board review the information as presented. This is not an action item.

ATTACHMENTS:

Yes









Plan Summary:
Summary of Progress (Rubric Link)

Greatest Progress

Based on Evaluation Rubrics, **local self-assessments**, **stakeholder input**, other sources, "What progress are you most proud of? How will you maintain/build on that success?"



Plan Summary:
Summary of Progress (Rubric Link)

Greatest Needs


Based on Evaluation Rubrics (except for alternative schools AND programs), address any indicator for which:
State indicator: Overall performance is in "Red" or "Orange" categories
Local indicator: Rating is "Not Met" or "Not Met for Two or More Years"
Other areas of need
How will you address these needs?



Plan Summary:
Summary of Progress (Rubric Link)

Performance Gaps

Based on Evaluation Rubrics, identify state indicator for which any student group performance was 2 or more levels below "all student" performance. Identify modifications to goals, actions/services, and/or expenditures to improve those performance levels

 **ANNUAL UPDATE ANALYSIS**

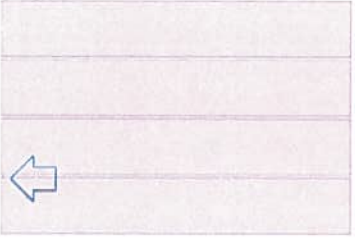
ANALYSIS
Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.
Use actual annual measurable outcome data, including performance data from the LCFF E-evaluation Reports, as applicable.

Describe the overall implementation of the interventions to achieve the announced goal

Describe the overall effectiveness of the interventions to achieve the announced goal as measured by the LEA


Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures

Describe any changes made to the goal, updated outcomes, metrics, or actions and services to achieve the goal as a result of the analysis and outputs of the LCFF Evaluation Reports, as applicable. Identify where these changes can be found in the LCAP









 **California State Dashboard Field Test**



 **California State Dashboard**

A combination of status and change results in a performance level that is assigned a color for each indicator.

	Blue	
	Green	
	Yellow	
	Orange	
	Red	
		Highest
		Lowest

Suspension Indicator Detail Report- WSCUHSD

Student Group	Color	Level	Change Level	Current Status	Change	Number of Students	Number of Students Excluded	Number of Students Included	Percentage	Percentage
All Students	Green	Low	Increased	0.0%	0.0%	41	0	41	0.0%	0.0%
English Learners	Red	Very High	Increased Significantly	0.0%	0.0%	4	41	3	0.0%	0.0%
Economically Disadvantaged	Green	Medium	Decreased	0.0%	0.0%	0	0	0	0.0%	0.0%
Students with Disabilities	Green	Medium	Decreased	0.0%	0.0%	12	270	17	0.0%	0.0%
American Indian or Alaska Native	Blue	High	Increased	0.0%	0.0%	1	10	1	0.0%	0.0%
Asian	Blue	Very Low	Decreased	0.0%	0.0%	0	46	3	0.0%	0.0%
Black or African American	Blue	Very Low	Decreased	0.0%	0.0%	0	33	0	0.0%	0.0%
Hispanic	Green	Medium	Increased	0.0%	0.0%	0	0	0	0.0%	0.0%
Native Hawaiian or Pacific Islander	Blue	High	Increased	0.0%	0.0%	18	222	10	0.0%	0.0%
Native Hawaiian or Pacific Islander	Blue	High	Increased	0.0%	0.0%	0	0	0	0.0%	0.0%
Two or More Races	Blue	Very Low	Decreased	0.0%	0.0%	0	58	2	0.0%	0.0%
White	Green	Low	Decreased	0.0%	0.0%	40	1,002	99	0.0%	0.0%

Note: An asterisk (*) indicates that the student group consists of less than 11 students; the exception size for any reporting. The performance over count is not presented or excluded for accountability purposes when there are less than 30 students in any year used to calculate status and change.

College/Career Preparedness- Partial Field Test Report Showing 2016 Smarter Balanced Assessment Results

College Report | **Status and Change Report** | **Linked Reports** | **Student City of Report**


The College/Career Indicator status releases (Open 11 assessment results) will be reported as a 2016 indicator in the 2017 Open 11 assessment results for English language arts and mathematics are provided below for informational purposes.

Assessment	Number of Students	Status	Change
English Language Arts (Grade 11)	426	0% (0 points above level 3)	-2 points
Mathematics (Grade 11)	424	0% (0 points above level 3)	-0.5 points

Performance Levels: 4=Exceeded 3=Met 2=Approaching 1=Below 0=Not Assessed


College/Career Indicator will also include:

- A-G Completion
- Dual Enrollment
- Career Technical Pathway Completion
- Advanced Placement Exam Results




Local Indicators

- Access to textbook, adequate facilities, and appropriately assigned teachers
- Annual report on progress in implementing the standards for all content areas
- Annual report on progress toward: (1) seeking input from parents/guardians in decision making; and (2) promoting parental participation in programs
- Administer a Local Climate Survey every other year
- College/Career Indicator (Status Only) for the initial release


 **Our Goals....**

1. Improve School Physical, Social and Emotional Environment.
2. Improve Course Access and Student Success.
3. Provide 21st Century Classroom Materials and Instruction for students district-wide.
4. Decrease the Academic Achievement Gap.
5. Support Students Successful Transition to Post-high School Success.


An idea is just a
dream
until you write
it down
then it's a goal

 **Overarching outcomes of the LCAP and Dashboard nexus...**

- The data in the Dashboard provides momentum for the process of continuous program improvement.
- Locally generated and collected data that is shared with and analyzed by, Stakeholders is the cog in this process.
- Stakeholder engagement, data analysis, implementation of proven best practices, collectively will result in District LCAP Goals being met.

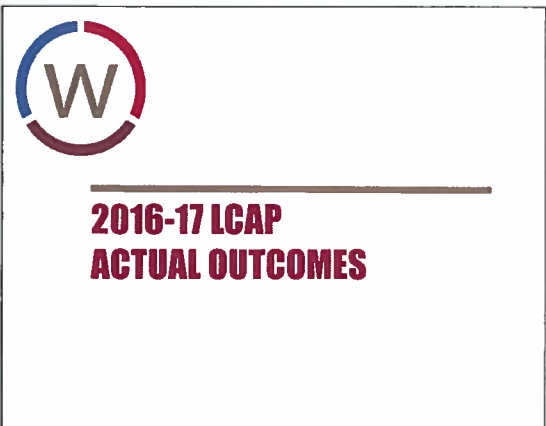
 **Prioritizing Actions...**

- Vetting initiatives and Programs
- Feedback for Teacher Growth/Support
- Principal Goal Setting
- Professional Learning Support
- Celebrate early Wins!











1. GREATEST PROGRESS




GOAL 1. School Physical, Social and Emotional Environment

2 athletic stadium projects and a Band Room project successfully completed from June 1, 2015 to June 30, 2016. Currently moving forward with a performing arts theater project scheduled for construction in Spring/Summer of 2018.



Goal 2. Course Access and Success


17% of our AP test-takers in both 2015 and 2016 were students of poverty. The most recent data available from EdTrust indicates that, nation-wide, just 5% of AP test-takers were students of poverty.



Goal 5. Transition to Post-High School Success

Drop Out Rates: 2013-14 data indicates the district-wide drop out rate of **5%**, while statewide it was **11.6%**

In 2014-15, the district drop out rate was **4.6%**, with the state rate at **10.7%**



Goal 5. Transition to Post-High School Success

Advanced Placement Success: in 2015-16, 34% of WSCUHSD 11th & 12th graders took AP exams, with **74%** scoring a **3 or higher**. California-wide, 33% of 11th & 12th graders took AP exams, with 57% scoring a 3 or higher.



AREAS FOR GROWTH & RECOMMENDED ACTIONS



Goals 1, 3 and 4

Issue: Need to grow our capacity to create **emotionally safe learning environments** for all students. Classrooms that are supportive learning environments are classrooms that also implement **effective research-based instructional strategies**.

Recommendation: Implement a formal PD program that will **positively impact our students' learning experience** and provide teachers with **instructional strategies** that will specifically augment the learning of our **underrepresented groups**, as well as our students of poverty.



Goal 3

Issue: Increasing student access to technology and supporting **technology-rich instruction**. A district instructional technology think-tank was created in order to help move the district forward in this area.

Recommendation: Charge this group to interact with other stakeholders in creating a **district-wide technology plan by 2017-18** with a bias towards action.



Goals 3 and 4

Issue: District AMAO 1 results averaged over a 3 year period indicate that **ELs in the district underperformed their peers at 4 other Sonoma County high schools** chosen randomly in making progress toward acquiring English by an average of 11% (*RFEPs 10% of enrollment).

Recommendation: Increased Services for ELs and Reclassified ELs (Goal 3 and 4).
•District-wide ELD program to be led by one highly qualified certificated EL specialist
•Provide greater **bilingual paraeducator support** for EL students
•Adopt new research-based ELD curriculum that is Common Core aligned in 2017-18.



FINAL THOUGHT: HOW DO WE ARTICULATE THE CORE OF OUR MISSION TO THE PUBLIC?

www.RedefiningReady.org

#RedefiningReady



C SN AASP PDK

AASA
