

# Final District Goals for 2018-19

December 5, 2018

## **EQUITY** (See *Equity Imperative* for list of associated 11 strategies)

**Focus:** Cultural Competence and Culturally Responsive Teaching Practices

- Elementary: Nancy Dome and Epoch Education training and support

- Secondary: National Equity Project training and support **Goals:**

1. Increase the number of Latino, socioeconomically-disadvantaged, special education and EL students meeting the A-G requirements.

A. By June 30, 2019, each subgroup will increase the number of students achieving A-G high school diplomas by 5%.

	2015-16		2016-17		2017-18	
Latino	20%	40/193	31%	51/167	23%	39/168
SED	25.2%	46/182	29.3%	54/184	21%	30/142
SPED	14.6%	11/75	17%	9/52	23%	13/57
ELLs	4.2%	3/71	15.6%	14/90	0%	0/28

White	60%	195/323	62.7%	193/308	60%	195/323
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2. Reduce the number of suspensions district-wide by 3%.

A. By June 30, 2019, the disproportionately represented number of SPED students receiving suspension will decrease by 2% overall by decreasing the ratio from 24% of total suspensions to 22%.

	2015-16		2016-17		2017-18	
SPED student suspensions	27%	79/288	26%	79/293	24%	95/396
Percentage of enrollment	11%	925/8224	11%	895/8161	11%	901/8117

- B. By June 30, 2019, the disproportionately represented number of African American students receiving suspension will decrease by 1% overall by decreasing the ratio from 9% of total suspensions to 8%.

	2015-16		2016-17		2017-18	
African American student suspensions	7.9%	23/288	10.2%	30/293	9.3%	37/396
Percentage of enrollment	3%	252/8224	2.8%	230/8161	2.4%	200/8117

3. Increase the number of English Learners who are achieving progress on the ELPAC.  
 C. By June 30, 2019, the number of English Language Learners who increase one proficiency level or more within one year of instruction will increase by 5%.

	2016-17 CELDT		2017-18 ELPAC	
Number of students who increased on ELPAC	50.8%	490/ 963	15% - Minimally Developed 18% - Somewhat Developed 36% - Moderately Developed 30% - Well Developed	164 - Minimally Developed 199 - Somewhat Developed 391 - Moderately Developed 330 - Well Developed

## STUDENT SUCCESS

**Focus:** Strengthen the use of student voice at every school to empower students and personalize learning  
**Goals:**

1. Demonstrate progress towards the Graduate Profile—especially Cultural Competence
  - A. All students will demonstrate growth in the skills identified in the NUSD Graduate Profile through evidence captured through pilots of student led conferences, digital portfolios, and 12 grade defense and other performance assessment measurements.
2. Develop and Implement Student Wellness support at every school to support student social/emotional needs; include restorative justice practices and social emotional curriculum implementation, and plan for implementation of the Multi-Tiered System of Support (MTSS).
  - A. By June 30, 2019, 100% of all schools will explore an evidenced based, universal social emotional/behavioral education program with fidelity.

- B. By June 30, 2019, metrics will be established by the Wellness Committee to assess these programs including chronic absent rate, days diverted from suspension, bullying referrals and counseling referrals.
  - C. By June 30, 2019, all schools will provide an inventory of the social/emotional resources available to students and articulate how they inform staff, parents and students of these supports.
3. Strengthen student-staff relationships and increase personalization at all levels
- A. By June 30, 2019, compare YouthTruth 2018-19 survey results to the 2017-18 survey results for Relationships with Teachers for students.

## **STAFF SUCCESS**

### **Focus:**

- Elementary: Implement Readers/Writers Workshop and EL Strategies;
  - Secondary: Develop Learning Targets for all subjects **Goals:**
1. Ensure all elementary teachers are trained to implement the Readers/Writers Workshop and provided support (Track # of teachers trained and follow up coaching sessions)
    - A. By June 30,2019, 100% of teachers will report being trained in Readers/Writer Workshop with evidence of coaching sessions throughout the year.
    - B. By June 30,2019, 100% of elementary teachers will self-report confidence or high confidence in their ability to utilize the curriculum.
  2. Ensure all secondary teachers develop learning targets and begin to develop common assessments.
    - A. By June 30,2019, 100% of content areas will have established content area learning targets.
  3. Ensure all teachers are trained on culturally responsive teaching practices.
    - A. By June 30,2019, all school Equity Teams will report participation in book study of CRT, and provide evidence of holding at least one Professional Development for staff focused on equity.
    - B. By June 30,2019, all staff surveyed will self-report confidence or high confidence in their ability to use CRT practices in the classroom.
  4. By June 30, 20109, ensure all teachers are trained on Suicide Prevention and Postvention Protocols, as well as Student Threat Assessment Protocols and Procedures.

## **COMMUNITY ENGAGEMENT**

**Focus:** Continue student, parent and community outreach, especially for our underserved students, to ensure active participation and input **Goals:**

1. Strengthen District and School Safety, ensuring physical safety and wellness plans are in place at every school; use YouthTruth survey results to monitor progress
  - A. By September 15, 2018, School Safety Plans (Section One) submitted to Superintendent's Office
  - B. By October 1, 2018, schools to hold a public meeting to review safety plan with school community (can be done through PTA/PTSA/PTO meeting)
  - C. By March 1, 2019, School Safety Plans will be reviewed and updated and presented to the Board of Trustees for approval.
  - D. By June 30, 2019, compare YouthTruth 2018-19 survey results to the 2017-18 survey results in the areas of Safety and School Climate for Students, Staff and Families.
  - E. By June 30.2019. NUSD will have a Student Threat Assessment Plan in place for the new school year, including adoption of Board Policies, Protocols and training.

2. Better engage our DELAC and Special Education parents (YouthTruth Survey results)
  - A. By June 30, 2019, develop 2-3 short Technology how-to videos in Spanish for our Spanish-speaking English Learner families. This is based on the May 2018 Needs Assessment survey results.
  - B. By June 30, 2019, develop 2-3 short videos explaining the Reclassification process in Spanish for our Spanish-speaking English Learner families. This is based on the May 2018 Needs Assessment survey results.
  - C. By June 30, 2019, hold four parent information nights for parents of Special Education students.
  - D. By June 30, 2019, develop a targeted newsletter for parent of Special Education students to be sent out twice per year.
  - E. By June 30, 2019, compare YouthTruth 2018-19 survey results to the 2017-18 survey results in the areas of Engagement and Empowerment for Families.
3. Engage students, parents and community on district-related initiatives, such as budget review, school size review, and special education review through outreach and feedback/input.
  - A. By June 30, 2019, ensure that students, parents and the community are informed using a variety of communications: newsletters, emails, press releases, social media, public meetings, focus groups, PTA/PTSA/PTO, DELAC, Special Education Parent Group, etc.
  - B. By June 30, 2019, compare YouthTruth 2018-19 survey results to the 2017-18 survey results in the areas of Engagement and Empowerment for students, staff and families.