

ENTRY PLAN 100 DAY SUMMARY

The goals I outlined in my Entry Plan provided purpose and focus to each interaction I had with students, staff, parents, and the community.

Entry Plan GOALS

1. Learn as much as possible about RJUHSD in order to understand its strengths, challenges, and areas of improvement.
2. Nurture strong, positive, and collaborative relationships with the leadership team and with each of the district's professional employee groups.
3. Establish a strong working relationship with each member of the Board and build a cohesive governance team with a common, united purpose.
4. Learn about the values, norms, and expectations of our community to best serve our students.
5. Establish common goals, align resources and develop a strategic plan of action to ensure all students are college- and career-ready and achievement gaps are closed.



I enjoyed my time meeting with students on the Superintendent's Advisory Council; parents during coffees and PTA meetings; staff during site visits, athletic contests, and staff meetings; community members during events to support the city, community college, police, and county officials.

I am proud to report that through careful listening and learning from and with experienced RJUHSD staff, I was able to accomplish the first four goals and will now use that knowledge to lead with understanding - to focus on goal 5 and establish common goals, align resources, and develop a strategic plan.

STRENGTHS: I received a plethora of comments about all the ways RJUHSD supports students, values teachers, engages parents, and partners with the community. Below is a list of the strengths I heard multiple times, across several groups:

Positive relationships are valued. When asked why they like being a part of the RJUHSD, staff, students, parents, and the community all pointed to the positive relationships that exist within and between each constituent group and how well people take care of one another.

Student achievement is high overall. Our achievement score are among the highest in the county/region and in the top tier of districts in the state.

Talented teachers who care about kids. For teachers in RJUHSD, teaching is a vocation, not a job, and students report seeing and feeling the support teachers provide to help them grow as learners and people.

Community invests time and money in our schools. Parent participation and attendance at athletic contests and performing arts events is strong and passage of Measure D are evidence of an engaged community.

Partnerships with police, parks, city, and local college are strong. We have an extensive list of programs that would only be possible through our partnerships with local agencies and new opportunities continue to be explored.

Vibrant community with growing economy. RJUHSD student enrollment continues to grow at a

because steady pace because people and businesses are attracted to this area for its quality schools, low crime rate, high levels of local services, beautiful surroundings, and welcoming culture and climate.

Excellent school facilities with new, innovative HS being built. School facilities are seen as an important investment in the quality learning experience for all students. Innovative design is the cornerstone of the new high school as well as the remodeling projects at the existing campuses.

Restructure/refresh of English Language program. In the past five years, RJUHSD has completely revamped its EL program to be inclusive at each site and to increase the pace of language acquisition for our students.

Expanding Career and Technical Education (CTE) program. RJUHSD has embraced the idea of 'college and career ready' as an expected pathways for all students. We have updated our CTE programs so they prepare students for engineering, health care, media arts, culinary, computer science, and other growing fields.

AREAS FOR IMPROVEMENT: In addition to sharing strengths, people were open and honest about the areas of our organization that need improvement, including:

Achievement gap in math, ELA, and other subjects for students of color, Students With Disabilities (SWD), and Socio-Economically Disadvantaged (SED). The achievement of students in several sub-groups continue to be less than those of their peers. Small successes have been noted in some programs, but the gap persists, and in some categories is widening.

'Teacher lottery' - the curriculum, instruction, assessment and grades a student receives in a course can differ greatly based on the teacher they are assigned. Students rated teacher inconsistencies as a key source of stress, frustration, and barrier to peer collaboration.

Professional Learning Teams (PLTs) vary from high to low performing. Weekly collaboration time has been a part of district practice for over a decade, with limited evidence of its impact on teacher practice to intervene and/or reteach when a student is not successful with first instruction.

Transition from 8th to 9th grade can be challenging - especially for students with IEPs. Parents reported a need to increase communication and support provided to incoming 9th grade students and parents - especially around transition IEPs and 504s.

District Mission/Vision statements have not been updated for over 20 years. Staff members shared that the current statements do not reflect the growth and improvements we have made as a district, nor the changing expectations placed upon schools in the past two decades.

Increased need for mental health services and SEL supports. Like other districts in California and across the nation, the number of students with anxiety, depression, eating disorders, and other issues is increasing, as well as the complexity of the challenges they face.

Improve investigation process and protocols for all complaints. A few high profile cases shined the light on the need for us to receive, respond, investigate, and remedy complaints in a thorough and timely fashion.

Inconsistent implementation of district initiatives / lack of fidelity. The RJUHSD staff is bright and has had many ideas on how to improve student achievement. However, people reported that support fell short during the implementation and monitoring phases.

Suspension rates are too high and disproportionate in some student groups. Our data showed that students with IEPs were 2.5 times more likely to be suspended from school than a student without

an IEP. There is also a trend that the students who are being suspended and missing instruction, are the same students who are not achieving at high levels.

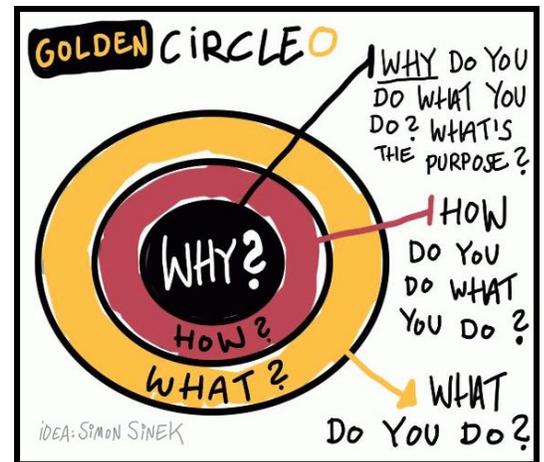
School Processes

Schools are perfectly designed to get the results they are getting now.

If schools want different results, they must measure and then change their processes to create the results they really want.

As we begin our work to establish common goals, align resources, and develop a strategic plan, we will not only examine the data that describe our outcomes, but examine the processes through which we are generating unsatisfactory results. We will keep and strengthen the processes and practices that generate our strengths and modify or end the processes and practices that lead to undesired outcomes.

FOCUS ON THE WHY. As we identify and prioritize areas of our practice that need to improve, we will need to clearly communicate the 'why' behind each area, and be sure to explain both the internal (what I/we expect of yourself) and external (what others expect of us) reasons why. The 'Why' is the place where the purpose or belief behind the improvement is stated and hopefully inspires a person to action. Too often, school leaders make the mistake of believing that others understand the issues, feel the need to change, and see the new direction as clearly as they do. Clear, timely, two-way communication will be essential.



For Example.

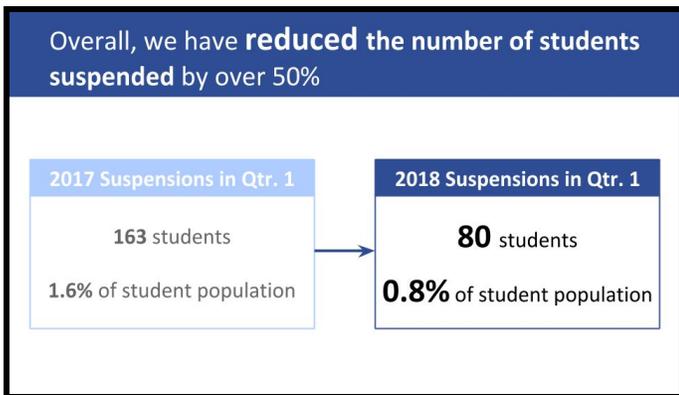
In spring 2018 RJUHSD set an LCAP (Local Control Accountability Plan) goal to **reduce student suspension rates** for the 18-19 school year. There were several reasons why this was an important goal to set:

- RJUHSD was cited for high/disproportionate suspension rates for SWD, SED, and H/L (Accountability from California Department of Education)
- Academic: keep students in classroom; increase access to learning
- Behavior: need to teach appropriate behavior to replace misconduct
- Social-emotional: increase student's connection to school; strengthen relationship with staff/peers

AFTER THE WHY, COMES THE HOW. The RJUHSD Student Services Team developed the following steps in its action plan:

- Train and implement '[Restorative Practices](#)' - a set of tools used by adults to help students build & repair relationships, receive alternative consequences, and learn desired behaviors
- Closely monitor behavior and discipline data in real time
- Integrate new Wellness Center services to assist with teaching the desired behaviors and improve relationship skills

THEN WHAT. During the first term we have been coaching principals, assistant principals and school counselors on the nuts and bolts - the strategies - the 'what' of implementing Restorative Practices as an approach to improve student behavior and school

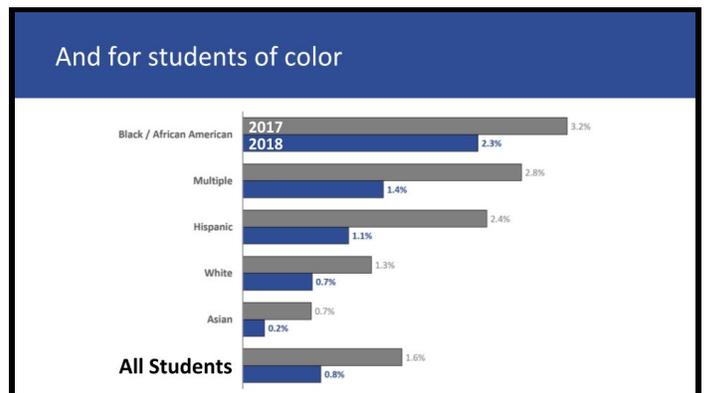
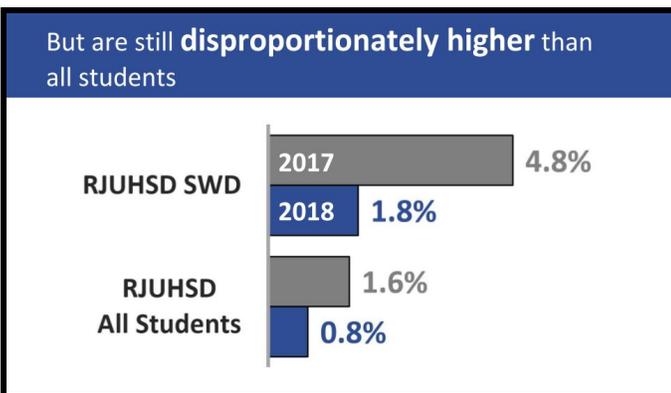


We have **reduced** suspension rates across nearly all student subgroups

Roseville Joint Union High School District		
	2017 Rate	2018 Rate
Amer Indian / Alaskan Native	5.6%	0.0%
Asian	0.7%	0.2%
Black / African American	3.2%	2.3%
Hawaiian / Pacific Islander	1.5%	1.6%
Hispanic	2.4%	1.1%
Missing	2.1%	0.5%
Multiple	2.8%	1.4%
White	1.3%	0.7%
SWD	4.8%	1.8%
EL	1.7%	1.3%
Total	1.6%	0.8%

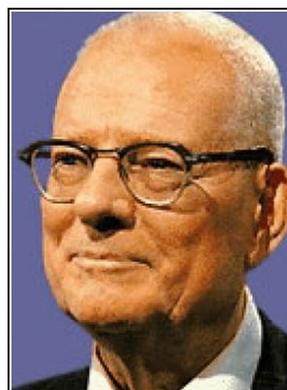
climate, while keeping students engaged in the classroom as often as possible. I am happy to report that we are seeing a decrease in suspensions and an increase in use of alternative consequences that are more likely to teach the desired behavior.

But we still have work to do to close the suspension gap for students with disabilities and students of color ...



... and to communicate the progress of our Restorative Practices action plan and results to teachers and parents in real time.

Systems Approach. I am fortunate that I was able to hear Edward Deming, the father of Total Quality Management, speak to a group of educational leaders in the early 1990s. He talked about the need for school systems to pay more attention to improving the processes and practices that generate less-than-desirable results instead of



Eighty-five percent of the reasons for failure are deficiencies in the systems and process rather than the employee. The role of management is to change the process rather than badgering individuals to do better.

— W. Edwards Deming —

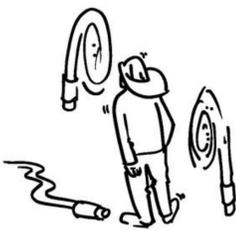
spending precious time and energy blaming or trying to ‘fix’ individual employees or individual students who are not meeting standards. I have had the privilege of working in several high-performing districts, and I can say that the RJUHSD staff is just as bright, dedicated, and hard working as any people I have worked with in education. Our staff is extremely talented and strong ... it is our system that needs to be reinvented, reimagined, reengineered and redesigned.

From Fighting Fires to Innovation. Adjusting our system from one where individuals work hard to solve isolated problems - to teams who work collaboratively, effectively and efficiently to anticipate and alleviate problems will be a significant undertaking. But we have an opportunity to leverage our strengths to reach new heights of achievement, use results to drive improvement, and nurture creativity to fuel innovation. The Baldrige Excellence Framework uses the analogy of fighting fires to communicate the inefficiencies of working in isolation, importance of teamwork, using multiple sources of data, collaboration between groups, targeted use of resources, and proactive communication to reach the pinnacle of innovation.



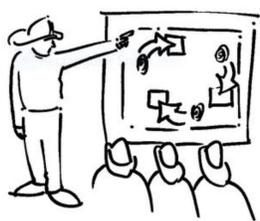
1

Reacting to the problem (0–5%)
Run with the hose and put out the fire.



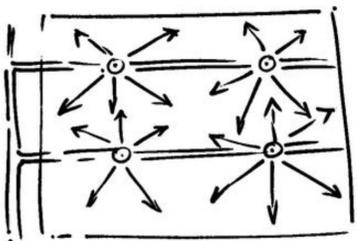
2

General improvement orientation (10–25%)
Install more fire hoses to get to the fires quickly and reduce their impact.



3

Systematic evaluation and improvement (30–45%)
Evaluate which locations are most susceptible to fire. Install heat sensors and sprinklers in those locations.



4

Learning and strategic improvement (50–65%)
Install systemwide heat sensors and a sprinkler system that is activated by the heat preceding fires.



5

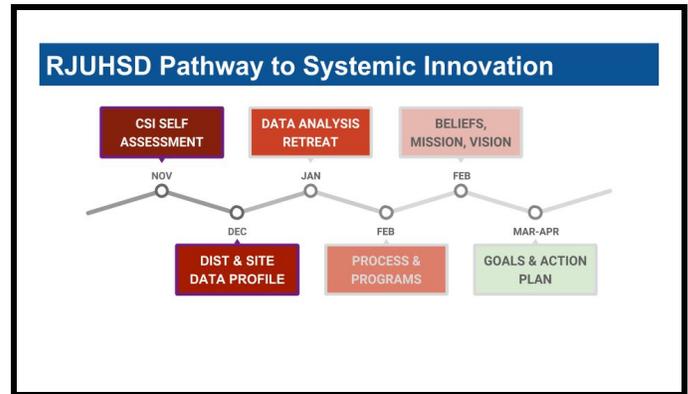
Organizational analysis and innovation (70–100%)
Use fireproof and fire-retardant materials. Replace combustible liquids with water-based liquids. Prevention is the primary approach for protection, with sensors and sprinklers as the secondary line of protection. This approach has been shared with all facilities and is practiced in all locations.

The demands placed on school systems in today’s world are varied and complex. In order to ensure that ALL students learn at high levels, our district will need to develop to stage 5 - organizational analysis and innovation, where prevention is the focus, communication is known and understood by all, and evidence-based practices are used consistently across the district.

HOW WILL WE GET THERE?

In November, We launched the continuous improvement process by conducting a self-assessment of seven key indicators of educational systems:

- Information and analysis
- Student achievement
- Quality Planning
- Leadership
- Professional learning
- Partnership development
- Continuous improvement and evaluation



In December we are gathering multiple forms of data to paint a complete picture of our current state - a district data profile - which includes demographic data, achievement data, perception/satisfaction data, and review of protocols and procedures.

In January we will hold a data analysis retreat where staff will carefully analyze the site and district profiles to determine our greatest areas of need. In February, using the knowledge gained from our self assessment and data analysis, we will revise our mission and vision statements to reflect the future we wish to create. In March, April, and May, we will set district goals, develop action plans, and design ways to measure our progress along the way. At that time, I will have accomplished the 5th goal of my Entry Plan: **to establish common goals, align resources and develop a strategic plan of action to ensure all students are college- and career-ready and achievement gaps are closed.** While this winter marks the start of our journey, it will be an ongoing process - *"We are what we repeatedly do. Excellence is not an act, but a habit."* (Aristotle)

In closing, I want to express my deepest appreciation for the staff, students, parents, and community members of RJUHSD. This community values education and supports its youth in ways that go far beyond what others are able to do. I am proud to serve as superintendent of this amazing school district.

"Vision without action is merely a dream.

Action without vision just passes the time.

Vision with action can change the world."

Joel Barker