



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Item 11.1

**Meeting Date:** June 16, 2016

**Subject:** Sacramento City Unified School District Draft Strategic Plan  
2016-2021

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Strategy and Innovation Office

**Recommendation:** Provide updated information on the strategic plan and proposed metrics for Board review.

**Background/Rationale:** The district is continuing the development of the new strategic plan. Board members are asked to respond to a third iteration of the strategic plan that includes proposed metrics. Staff will present the updated plan and provide an overview of the alignment with the LCAP.

**Financial Considerations:** None

**LCAP Goals:** College and Career Ready Students; Safe, Clean and Healthy Schools; Family and Community Engagement

**Documents Attached:**

1. Executive Summary
2. Draft Strategic Plan with Proposed Metrics

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| <p><b>Estimated Time of Presentation:</b> 10 minutes<br/><b>Submitted by:</b> Al Rogers, Ed.D., Chief Strategy Officer<br/><b>Approved by:</b> José L. Banda, Superintendent</p> |
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# Board of Education Executive Summary

## Strategy and Innovation Office

SCUSD Draft Strategic Plan 2016-2021

June 16, 2016



### I. OVERVIEW / HISTORY

Since August 2015, staff has worked with community stakeholders in an inclusive process to update the SCUSD Strategic Plan.

The district's planning and design process has yielded a Strategic Plan that will:

- Align long term strategic actions with the Local Control and Accountability Plan,
- Reflect best educational practices, and will be feasible and sustainable,
- Capture the shared vision of SCUSD stakeholder groups, including students and their families, teachers, administrators, central office staff, community members, the Superintendent, and the Board of Education.
- Harness the power of on-going study of performance indicators to track implementation and effects as a means to continuous improvement.

Following the establishment of a Design Team and a creation of a district Needs Assessment, in November 2015, the Strategy and Innovation Office shared the first draft of the proposed Strategic Plan in outline form.

After a period of engagement on the draft ("Cycle 1"), a revised second draft was created to share through a series of regional meetings ("Cycle 2") during April and May 2016. The second round of engagement established that there was sufficient support for the revised plan. The third draft of the Strategic Plan is presented for a final round of feedback by Board members, for adoption at the end of June, 2016 for implementation beginning in the 2016-17 school year.

### II. DRIVING GOVERNANCE

The district's previous Strategic Plan was launched in 2010, as a descriptive companion to the Board of Education-adopted Mission Statement: *Students graduate as globally competitive, lifelong learners, prepared to succeed in a career and higher education institution of their choice to secure gainful employment and contribute to society.* The three foundational pillars of the previous Strategic Plan: *Career- and College-Ready Students, Family and Community Engagement, and Organizational Transformation*, guided the work of the district to date.

### III. BUDGET

Relying primarily on district resources, we have been able to keep the costs within budget.



#### IV. GOALS, OBJECTIVES, AND MEASURES

There are three key ideas driving this work:

- The Strategic Plan is an exercise for us as a community to envision excellence for our students, and from ourselves.
- The Local Control and Accountability Plan (LCAP) is the detailed plan that will actualize the intentions and commitments of the Strategic Plan.
- Our Data Dashboard will make leading and lagging indicators available to all stakeholders as a means to authentic, shared community leadership.

#### V. MAJOR INITIATIVES

The Strategic Plan will provide a framework for district culture, norms and student supports for five years. It is expected that the Strategic Plan will align with the LCAP and, by extension, the Single Plan for Student Achievement at each school site.

#### VI. RESULTS

The draft Strategic Plan is framed around four major goals. Included with each of the goals is a list of sample initiatives and associated activities that the district is committed to achieve.

- College, Career and Life-Ready Graduates
- Safe, Emotionally Healthy and Engaged Students
- Family and Community Empowerment
- Operational Excellence

In order to put forth this updated draft of the Strategic Plan, staff has utilized the following tools:

- Strategic Plan Design Team research and refinement
- Cycle 2 Community Meetings
- Collaborative seminars with labor partners, the Student Advisory Council, DELAC, Community Advisory Committee on Special Education, and the Parent Information Exchange
- Ongoing review and development with the Superintendent's Extended and Executive Cabinets
- Applicable work of innovative partner districts

The draft plan presented at the June 16 Board meeting includes proposed metrics to measure the effectiveness of the plan's implementation and on-going efforts to improve District services.

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### VII. LESSONS LEARNED / NEXT STEPS

- June 28, 2016: Presentation of final Strategic Plan to the Board for adoption
- July, 2016: Departmental goal-setting for the five-year period
- July, 2016: Collateral material designed
- September 1, 2016: Strategic Plan is launched with the first day of school



## Strategic Plan 2016-2021

### SCUSD Mission

*Students graduate as globally competitive lifelong learners, prepared to succeed in a career and higher education institution of their choice to secure gainful employment and contribute to society.*

### SCUSD Vision

*Every student is a responsible, productive citizen in a diverse and competitive world.*

### SCUSD Core Values

- **Equity:** Commitment to reducing the academic achievement gap by ensuring that all students have equal access to the opportunities, supports and the tools they need to be successful.
- **Achievement:** Students will be provided with a relevant, rigorous and well-rounded curriculum, with the expectation that all will be well prepared for a career and post-secondary education.
- **Integrity:** Communication and interaction among and between students, parents, staff and community partners is defined by mutual respect, trust and support.
- **Accountability:** Commitment to transparency and ongoing review of data will create a culture focused on results and continuous improvement in a fiscally sustainable manner.

### SCUSD Goals

College, Career and Life Ready Graduates  
Safe, Emotionally Healthy and Engaged Students  
Family and Community Empowerment  
Operational Excellence



## College, Career and Life Ready Graduates

SCUSD will challenge and support all students to actively engage in rigorous and relevant curriculum that prepares them for college, career, and a fulfilling life, regardless of zip code, race/ethnicity, ability, language proficiency, and life circumstance.

| Action   | Proposed Services  | Performance Indicators   |
|--|--|--|
| <p><b>Improve and expand the implementation of standards-based curriculum</b><br/> <b>LCAP Actions:</b><br/> <b>1.1A, 1.1B, 1.1C, 1.1D, 1.3A</b><br/> <b>2.2D</b></p>  | <ul style="list-style-type: none"> <li>• <i>Implement high quality, rigorous standards in all areas</i></li> <li>• <i>Increase use of classroom instructional strategies that foster students' social and emotional skills and support a growth mindset, in all areas of academic instruction.</i></li> <li>• <i>Improve assessments to measure student progress</i></li> </ul>  | <ul style="list-style-type: none"> <li>• Graduation Rate Disaggregated</li> <li>• Percent of students who meet or exceed CAASPP standards at these benchmark grade levels: 3, 6, 8, 9</li> <li>• Percent of eighth and ninth grade students on track to graduate</li> </ul>  |
| <p><b>Expand and improve interventions and academic supports for all students in order to close the achievement gap</b><br/> <b>LCAP Actions:</b><br/> <b>1.1F, 1.1 I, 1.1 L, 1.2A, 1.2 B, 1.2 D,</b><br/> <b>2.2 M, 2.2 N</b></p> | <ul style="list-style-type: none"> <li>• <i>Build systems that lead to positive outcomes for students of color, low income, English Learners, foster and homeless youth, students with disabilities and all underperforming demographic groups.</i></li> <li>• <i>Expand access to Preschool and Early Kindergarten</i></li> <li>• <i>Implement a Multi-Tiered System of Support in order to provide a broad set of solutions for struggling students, and to reduce disproportional representation of subgroups in special education.</i></li> <li>• <i>Offer more options for personalized learning including, but not limited to, tutoring, independent study, credit recovery</i></li> <li>• <i>A-G offered at all high schools as the default curriculum</i></li> </ul> | <ul style="list-style-type: none"> <li>• Complete an inventory of interventions and establish tools for the effective measurement of interventions as part of the initial MTSS protocol</li> <li>• Number of schools effectively implementing MTSS</li> <li>• Number of three, four and five year olds enrolled in preschool programs</li> <li>• Percent of students identified to receive special education services; percent of special education students who spend 80% of time in general education</li> </ul> |



| Action  | Proposed Services  | Performance Indicators  |
|---|--|---|
| <p><b>Expand the continuum of learning opportunities</b><br/> <b>LCAP Actions:</b><br/> <b>1.1 E, 1.1G, 1.1 J</b></p>   | <ul style="list-style-type: none"> <li>• <i>Replicate effective innovative school designs</i></li> <li>• <i>Expand and improve use of instructional technology</i></li> <li>• <i>Increase options for work-based learning</i></li> <li>• <i>Increase participation in Advanced Placement, dual enrollment, and college partnerships</i></li> </ul>   | <ul style="list-style-type: none"> <li>• Inventory of specialty programs (dual immersion, IB, STEAM, etc.)</li> <li>• Percent of students who successfully complete Linked Learning Pathways coursework compared to the percent who are enrolled in Linked Learning Pathways</li> <li>• Number of GATE, AP, IB, dual / concurrent enrollment courses offered</li> <li>• Percent of students enrolled in AP/IB classes compared to the school's demographic profile</li> </ul> |
| <p><b>Hire, support, and retain high quality teachers, reflective of the diversity of our community, and improve teacher and leader practice</b><br/> <b>LCAP Actions:</b><br/> <b>1.1 B, 1.1 C</b></p> | <ul style="list-style-type: none"> <li>• <i>Create strategies to recruit and hire more diverse teaching staff</i></li> <li>• <i>Build structures for professional learning and collaboration among networks of teachers and leaders to support specific student sub-group performance and instructional technology application.</i></li> </ul>   | <ul style="list-style-type: none"> <li>• Number of teachers who are certified master teachers through: <ul style="list-style-type: none"> <li>○ National board certification; or a potential new SCUSD certification process (to be determined)</li> </ul> </li> <li>• Number of teachers and leaders who received aligned appropriate supports (PL, BTSA, etc.)</li> </ul>   |
| <p><b>Support all students to navigate the path to college and career</b><br/> <b>LCAP Actions:</b><br/> <b>1.1 H, 1.1 I</b></p>  | <ul style="list-style-type: none"> <li>• <i>Implement a comprehensive system to provide students with the tools to succeed in post-secondary endeavors</i></li> <li>• <i>Provide opportunities to expose students to colleges and universities</i></li> <li>• <i>Provide information, services and resources to students and their families to ensure they prepare for and succeed in college</i></li> <li>• <i>Commit to a partnership between SCUSD, Los Rios Community Colleges, CSUS and the City of Sacramento to make education and the completion of a college degree an attainable goal for all students.</i></li> </ul> | <ul style="list-style-type: none"> <li>• Percent of students who persist to a second year of college</li> <li>• Percent of students enrolled in AP classes who take the AP test</li> <li>• Percent of students who take the PSAT</li> <li>• Percent of students who meet the PSAT college readiness benchmark</li> </ul>  |



## Safe, Emotionally Healthy and Engaged Students

SCUSD will provide supports and opportunities to ensure that every student succeeds, with safe school environments that foster student engagement, promote daily attendance, and remove barriers to learning.

| Action  | Proposed Services   | Performance Indicators  |
|---|---|---|
| <p><b>Provide students and staff with culturally relevant social, emotional, and health supports to ensure positive school climates</b><br/> <b>LCAP Actions: 1.3 A, 2.2 D, 2.2E, 2.2G, 2.2 I, 2.2 K, 2.2 L</b></p> | <ul style="list-style-type: none"> <li>• <i>Ensure a positive school climate at every school using the approach to behavior supports indicated for the school culture and population</i></li> <li>• <i>Increase access to wrap-around health and mental health services</i></li> <li>• <i>Increase use of disaggregated school data on school climate and academics to make data-driven decisions to confront and interrupt inequities</i></li> </ul> | <ul style="list-style-type: none"> <li>• Percent of students and staff who report positive school climate and connectedness through the SEL survey.</li> <li>• Percent of families reporting satisfaction with school site services through the Parent Satisfaction Survey.</li> <li>• Chronic Absence, disaggregated</li> <li>• Number of staff who complete Youth Mental Health First Aid Training</li> </ul> |
| <p><b>Ensure safe, welcoming environments conducive to learning</b><br/> <b>LCAP Actions: 2.1A, 2.1B, 2.2A, 2.2B, 2.2C</b></p>  | <ul style="list-style-type: none"> <li>• <i>Maintain clean, safe and appealing facilities</i></li> <li>• <i>Build, acquire and/or expand facilities sufficiently to meet students' learning needs</i></li> <li>• <i>Provide sufficient staffing, training, and communication to ensure campus safety</i></li> </ul>   | <ul style="list-style-type: none"> <li>• Percent of schools rated “Exemplary” using the Facilities Inspection Tool (FIT).</li> <li>• Percent of students who report feeling safe through the SEL survey</li> <li>• Number of bullying reports, including those that result in an Action Plan or Safety Plan</li> </ul>  |
| <p><b>Provide additional opportunities for high quality learning</b><br/> <b>LCAP Actions: 1.2 C</b></p>  | <ul style="list-style-type: none"> <li>• <i>Increase access to expanded learning programs and summer learning</i></li> <li>• <i>Expand leadership academies for young men and women of color</i></li> <li>• <i>Encourage participation in service learning projects</i></li> </ul>  | <ul style="list-style-type: none"> <li>• Number of students participating in:               <ul style="list-style-type: none"> <li>○ Expanded learning and</li> <li>○ Summer learning</li> </ul> </li> <li>• Percent of students participating in Expanded learning who are failing core subjects</li> </ul>  |





## Family and Community Empowerment

SCUSD will commit to a welcoming school environment for our community; recognize and align district partnerships; and provide tools and family empowerment opportunities that are linked to supporting student academic achievement and social emotional competencies in order for families to be equal and active partners in their child’s educational success.

| Action  | Proposed Services  | Performance Indicators  |
|---|--|---|
| <b>Increase parent empowerment</b><br><b>LCAP Actions:</b><br><b>3.1 A, 3.1 B, 3.2 A</b>                                | <ul style="list-style-type: none"> <li>• <i>Expand workshop capacity for parent learning</i></li> <li>• <i>Increase participation in home visits</i></li> <li>• <i>Provide culturally competent communication to families with translation and accessible language</i></li> <li>• <i>Support and sustain district parent leadership by partnership with committees including, but not limited to, DELAC, CAC, Foster Parent Council and PTA/PTO</i></li> </ul> | <ul style="list-style-type: none"> <li>• Number of parent participants in the Parent Leadership Pathway, disaggregated</li> <li>• Percent of parent participants who continue to Level 3 in the Parent Leadership Pathway</li> <li>• Number of schools who receive School Site Council training annually</li> <li>• Number of Level 1 parent volunteers reported by school site</li> </ul>                                      |
| <b>Ensure that schools are welcoming to all members of the community</b><br><b>LCAP Actions:</b><br><b>3.1 A, 3.2 A</b> | <ul style="list-style-type: none"> <li>• <i>Facilitate development of Parent Resource Centers at school sites</i></li> <li>• <i>Train staff on effective models for parent engagement</i></li> <li>• <i>Expand facility availability outside of the school day</i></li> </ul>  | <ul style="list-style-type: none"> <li>• Number of parents responding to the parent satisfaction survey, disaggregated</li> <li>• Percent of parents responding that their school is welcoming on parent satisfaction survey</li> </ul>   |
| <b>Maintain, foster, and strengthen community partnerships</b><br><b>LCAP Actions:</b><br><b>3.1 A</b>                  | <ul style="list-style-type: none"> <li>• <i>Align community partners to Strategic Plan</i></li> <li>• <i>Offer parent workshops in the community</i></li> <li>• <i>Partner with higher education institutions to provide enriching experiences for families</i></li> </ul>   | <ul style="list-style-type: none"> <li>• Annual inventory of district community partnerships to report the scope of their services, and the benefit to the district, students, and families               <ul style="list-style-type: none"> <li>○ Identify their contributions to college, career and life readiness</li> </ul> </li> <li>• Engage current and additional partners to address gaps in service needs</li> </ul> |



## Operational Excellence

SCUSD will be a service-focused organization. We will consistently serve students, families, staff and community with efficient and effective programs, practices, policies and procedures at every point of contact across the district.

| Action  | Proposed Services  | Performance Indicators  |
|---|--|---|
| <b>Commit to the highest standards of customer service</b>  | <ul style="list-style-type: none"> <li>• <i>Establish districtwide standards for customer service</i></li> <li>• <i>Provide training in customer service standards</i></li> <li>• <i>Develop a customer service measurement tool for each district department</i></li> </ul> | <ul style="list-style-type: none"> <li>• Establish a baseline for central office and school site customer service</li> <li>• Percent of site leaders and/or teachers positively reporting satisfaction with central office services</li> <li>• Percent of district office personnel positively reporting satisfaction with central office services</li> <li>• Percent of families reporting satisfaction with school site services</li> </ul> |
| <b>Hire, support, and retain high quality employees, reflective of the diversity of our community, and continually provide opportunities for professional learning.</b> | <ul style="list-style-type: none"> <li>• <i>Create strategies to recruit more diverse staff</i></li> <li>• <i>Build a structure of support for all SCUSD staff</i></li> </ul>  | <ul style="list-style-type: none"> <li>• Establish baseline for staff demographics. Report on staff demographics as compared to student demographics</li> <li>• Number of staff who successfully complete coursework on cultural competence</li> <li>• Establish characteristics of high quality staff in our community that SCUSD believes leads to student achievement</li> </ul>   |
| <b>Identify and improve systems and practices for all operations and business services</b>  | <ul style="list-style-type: none"> <li>• <i>Review of district systems and practices to establish standard operating procedures</i></li> <li>• <i>Provide staff training on those procedures</i></li> <li>• <i>Identify and address inefficiencies</i></li> </ul>            | <ul style="list-style-type: none"> <li>• Create an inventory and establish a baseline for district standard operating procedures.</li> <li>• Increase number of efficiencies across district processes (enrollment, accounts payable, alignment with school plan/LCAP)</li> </ul>   |
| <b>Implement a robust data collection and reporting process</b><br><b>LCAP Actions:</b><br><b>1.3A</b>  | <ul style="list-style-type: none"> <li>• <i>Develop and use data to ensure all programs, policies, and procedures are implemented effectively and can be measured for impact on student achievement and district operations.</i></li> </ul>                                  | <ul style="list-style-type: none"> <li>• The Data Dashboard accurately collects and reports on LCAP and Strategic Plan metrics</li> <li>• Percent of schools with an active data team</li> </ul>  |