Sacramento City USD

Exhibit

Goals For The School District

E 0200
Philosophy, Goals, Objectives and Comprehensive Plans

The Sacramento City Unified School District policy on its purpose, goals, and functions consists of four parts, all of which must work in concert to produce desired results. The four components are as follows:

1.   Why We Exist

2.   What We Stand For

3.   How We Will Ensure That All Students Learn At High Levels

4.   How We Will Run Our School And Business Operations So As To Create A High-Trust, Customer-Focused, And Empowered Organization.

Why We Exist

This is a statement of the purpose (mission) and goals of the Sacramento City Unified School District. It articulates the central purposes of the district, namely:

1. Ensuring that all students attain high levels of educational achievement, as measured by the district's vital signs of student progress;

2. Ensuring high levels of employee, parent, and stakeholder satisfaction; and

3. Sustaining support and engagement of the public and taxpayers.

These are the ends we seek, and all the means available to the district must be channeled toward these ends. The district mission is as follows:

"We inspire all students and provide opportunities for them to achieve high standards of performance for success in life and work."

What We Stand For

Our beliefs and level of trust determine the goals we set for ourselves and our students, and directly influence how we set up and manage every aspect of our operations. In a direct sense, it is our beliefs that determine the results we produce, as well as how those results are generated.

The extent that people accept responsibility for their implementation, or accept accountability for the outcomes, or feel empowered to act on them depends on our individual and collective beliefs about all students, and each person's trust in her/his ability to educate all students to high standards.

How We Will Ensure That All Students Learn At High Levels

In order to achieve our objective of educating all students to high levels, we must ensure that our educational programs consists of all the key elements necessary for addressing the most critical needs of all our students. These elements include the following:

1.   Core Beliefs and Trust

        Our beliefs and trust-in-self determine the goals we set for ourselves and our students, and they directly influence how we set up and manage every aspect of our operations. Beliefs and trust are the foundation of our performance-driven system.

2.   High Standards

        Setting high standards for student learning is a necessary condition for raising our expectations for the students themselves. In a performance-driven system, there is one common set of learning standards for all students, reflecting a fundamental belief that all students can achieve at high levels when instruction meets their needs.

3.   Instruction

        Quality and appropriate instructional approaches is a must to meet the needs of all students. Instructional practices must vary to meet the diverse needs of diverse student, and the diverse styles and approaches of the teachers. Good instruction is what works in getting all students to meet high learning standards.

4.   Staff Development

        In a performance-driven system, much attention is given to ensuring quality pre-service and on-going in-service for all employees, most especially the teachers and instructional aides who have direct interaction with students.

5.   Site-Based Decision-Making & Budgeting

        In a performance-driven system, local autonomy in decision-making as well as adequate control over resources is essential. The shift to site-based system requires a fundamental shift in the role of central administration. Its role must shift from that of emperor to empowerer, providing support, services, and district-wide coordination to enable school performance. At the same time, central administration must retain its function as the accountability watch-dog, to ensure that schools do meet their student learning outcomes.

6.	Parent Participation

Strong parental interest in the student's education contributes positively to achievement. Therefore, parents are recognized as essential partners, and a variety of approaches are employed to engage them meaningfully in student learning and in school/district operations.

7.	Community Supports & Services

Schools cannot do it alone. Schools must have partnerships with outside agencies to meet the many needs of their students. If all students are to meet high standards and the schools are to help them get there, we must ensure that the health, nutrition, and social-service needs of students and their families are properly addressed. A variety of school linked services and supports, including nutrition, early-childhood education, counseling and advisement, health education and wellness must be made readily available, thereby freeing up the schools to focus on their primary mission of educating students.

8.	Data Driven Culture

Accurate, timely, and relevant data are of vital importance to sound decision-making. Data-driven decision-making, facilitates planning and goal-setting; enables diagnosis and evaluation of instructional effectiveness, school/district operations, and customer satisfaction; and provides feedback on student learning. The creation of a culture that uses data to drive day-to-day decisions is essential to the success of our organization.

9.	Accountability for Results

The accountability process for Sacramento City Unified will rely strongly on public reporting of progress, and on a combination of rewards, interventions, and sanctions to accelerate student achievement and the performance of our schools. The effectiveness of the instructional processes, the extent to which the school functions as a learning organization, and the level of satisfaction of key stakeholders, including student and parents, ought to be considered key elements when evaluating the performance of a school.

How We Will Run Our School and Business Operations So As To Create A High-trust, Customer-focused, Empowered Organization

For our students to be successful, we must create and nurture an organization where high trust, a focus on the customer, and empowerment of all staff is expected, measured, and rewarded. The key components of this are:

1.	Teaching and Learning

This covers areas such as student enrollment and placement; scheduling; materials and supplies; compliance and statutory requirements; school redesign and revitalization; and the particular needs of targeted student population.

2.   People Development

This covers the recruitment, retention, advancement, and continuous growth of district employees. Specifically, it includes pre-service and in-service training of teachers; standards and expectations for all employees; leadership development and performance accountability.

3.   Financial

This covers the creation and maintenance of appropriate financial management systems; funding for the district's capital needs; and budget development and accountability.

4.   Facilities

This covers on-going improvement and maintenance of schools and other physical plants; construction of new buildings; and purchasing of furniture, equipment, etc.

5.   Quality Processes

This covers areas such as strategic and annual operating plans; customer service; continuous improvement; management information systems; and monitoring and evaluation of progress.

6.   Communications

This is the glue that makes for smooth flow of information which is essential to the decision-making processes as well as productive relationships within a performance-driven system. It encompasses communications with internal and external stakeholders, including employees, students, parents, community, the media, and opinion leaders.