

# 2008-2009 Strategic Plan Update

Susan E. Miller, Interim Superintendent



Success for Every Student by Name

# 2008-2009 Strategic Plan Update



2008

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December 11, 2008-2009

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# Maintaining Consistency and Continuity of Focus

## Message from Interim Superintendent, Susan Miller

**O**ur goal remains unchanged: Success for every student by name!

Although our district has made significant progress towards the goal since 2004, much remains to be done, particularly regarding accelerating the achievement of our African American, Hispanic, Hmong, Mien and Laotian students. Closing the persistent “achievement gap” remains our district’s Priority #1.

The objectives outlined in this 2008-2009 plan rest on the foundation laid down in our strategic plan, including the eight Board policy priorities first established in 2004. Those policy priorities continue to provide the framework for our work.

Our schools can’t do it alone! Success for our students and our schools rests on the partnership with our stakeholders, especially parents and families, employees, taxpayers and the Sacramento community. We are committed to nurturing those relationships through direct communication with each stakeholder, as well as through periodic progress reports to the Board of Education throughout the school year.

The 2008-2009 strategic objectives outlined in this document reaffirm our consistency and continuity of focus regarding accelerating learning and achievement for all students, without exception. When fully implemented, these objectives will move us closer to our central aim: Success for every student by name!

# Our Vision



Create a world-class educational system, pre-kindergarten through adult, that enables all students to excel in the new millennium.

## Our Mission

The Sacramento City Unified School District provides all students the knowledge, skills, and educational opportunities to achieve high academic standards and be successful in a changing global society.

## Guiding Principles

1. Personal responsibility drives the actions of each member of our Learning Support Units;
2. All stakeholders are honored, valued and included in the design, implementation and monitoring of work around essential areas and issues;
3. Analysis of agreed upon data is used to measure outcomes and revise practice;
4. Budget decisions and program strategies are based on the academic, social and emotional needs of all students.

# Criteria for Setting Performance Objectives

**A** performance objective must satisfy all of the following seven criteria.

**1. Is it important relative to accelerating student learning & achievement?** — The performance objective will have a significant impact on achievement of the vital signs of student progress, in general, and the student achievement improvement targets for this year, in particular; and

**2. Does it empower and enable the work of schools and educators?** — The performance objectives will make a significant contribution to the ability of schools and school/district staff to better serve the needs of more students and more schools, more effectively and efficiently; and

**3. Will it build organizational capacity?** — The performance objective will significantly enhance the organization's capacity and capability, i.e., build real strength in the organization in the near-term and for the long-haul. It will significantly enhance the accomplishment of the goals and objectives outlined in the strategic plan; and

**4. Does it reflect the perspectives of stakeholders?** — The performance objective is responsive to the expressed and/or implied priorities of affected stakeholders; and

**5. Can we achieve it successfully this year?** — The performance objective is challenging and doable this year. For projects/programs that will require many years for full implementation, the performance objective will describe the portion of the multi-year goal to be accomplished this year; and

**6. Is accountability for results clear and unambiguous?** — The performance objective will have an identifiable focal point who will have overall responsibility for its accomplishment. Even in instances where multiple departments/divisions have a role in implementation, it is necessary to identify one entity as 'lead agent'; and

**7. Can we afford it this fiscal year?** — Each performance objective and all of them together can be implemented within our means, even though we may choose to re-allocate resources (i.e., people, money, time, space, technology) from other areas. However, on balance, the performance objective must be something we can fund during this fiscal year.

### **1.1 Closing the Achievement Gap**

- a. Increase achievement of every student by name by at least one performance level, based on the CST (baseline: Spring 2008 California Standards Test, or CST)
- b. Accelerate by 25 percentage-points the achievement of African American, Hispanic, Hmong, Mien and Laotian student groups (baseline: Spring 2008 California Standards Test, or CST).

### **1.2 Improving English Language Arts (ELA) Proficiency**

- a. At least 60% of 2nd and 3rd graders in every subgroup will achieve at Proficient or above in English Language Arts as measured by the Spring 2009 California Standards Test (CST).
- b. At least 50% of 7th, 8th and 9th graders in every subgroup will achieve at Proficient or above in English Language Arts as measured by the Spring 2009 California Standards Test (CST).
- c. At least 90% of 10th graders in every subgroup will pass the California High School Exit Exam (CAHSEE) in its first administration, as measured by CAHSEE results data by the end of school year 2008-09.

### **1.3 Improving Math Proficiency**

- a. At least 60% of 4th, 5th, and 6th graders in every subgroup will achieve at Proficient or above in mathematics as measured by the Spring 2009 California Standards Test (CST).
- b. At least 75% of 8th graders in every subgroup will be enrolled in Algebra and at least 60% of those enrolled 8th graders in every subgroup will pass the end-of-course exam and achieve at Proficient or above in Algebra as measured by the Spring 2009 California Standards Test (CST).
- c. At least 75% of 9th graders in every subgroup will be enrolled in Geometry and at least 60% of those enrolled 9th graders in every subgroup will pass the common final test and achieve at Proficient or above in Geometry as measured by the Spring 2009 California Standards Test (CST).

### **1.4 Success for “Program Improvement” (PI) Schools**

- a. All schools at-risk of entering “PI” status will meet their targets in 2008-09.
- b. All 2007-08 “PI” schools will meet their 2008-09 targets.

# 1.1 Instructional Focus for “Closing the Achievement Gap”

STUDENT LEARNING GOALS	TEACHING PRACTICES	LEADERSHIP PRACTICES	ORGANIZATIONAL PRACTICES
<p>a. Increase achievement of every student by name by at least one performance level, based on the CST (baseline: Spring 2008 CST)</p>	<p><b>Equitable Access to Rigorous, On-standard Curriculum</b></p> <ol style="list-style-type: none"> <li>1. Personalize learning and engage all students to access the content</li> <li>2. Instruct with on-grade level curriculum providing pre-teach and re-teach opportunities</li> <li>3. Teach to individual student need</li> <li>4. Use culturally and linguistically responsive strategies</li> </ol>	<p><b>Equitable Access to Rigorous, On-standard Curriculum</b></p> <ol style="list-style-type: none"> <li>1. Establish expectations for access and student engagement</li> <li>2. Observe classroom instruction weekly; monitor and provide feedback on instructional strategies and student engagement</li> </ol>	<p><b>Equitable Access to Rigorous, On-standard Curriculum</b></p> <ol style="list-style-type: none"> <li>1. Provide professional development in designing instruction to individual student need and culturally and linguistically responsive strategies</li> <li>2. Provide uniform standards-based assessments to monitor student achievement</li> </ol>
<p>b. Accelerate by 25 percentage-points the achievement of African American, Hispanic, Hmong, Mien and Laotian student groups (baseline: Spring 2008 CST)</p>	<p><b>High Expectations for All</b></p> <ol style="list-style-type: none"> <li>1. Ensure common standards for student conduct and student work</li> </ol>	<p><b>High Expectations for All</b></p> <ol style="list-style-type: none"> <li>1. Establish a culture of personalized learning environments</li> <li>2. Lead data analysis discussions to monitor student’s class work and achievement</li> </ol>	<p><b>High Expectations for All</b></p> <ol style="list-style-type: none"> <li>1. Provide support and training for site teams in data analysis structures</li> <li>2. Provide opportunity for successful strategies to be shared with all sites</li> </ol>
	<p><b>Effective Teacher for Every Student, Effective Leader for Every School</b></p> <ol style="list-style-type: none"> <li>1. Build personal connections to each student</li> <li>2. Teach to individual student need</li> <li>3. Maximize instructional minutes</li> </ol>	<p><b>Effective Teacher for Every Student, Effective Leader for Every School</b></p> <ol style="list-style-type: none"> <li>1. Assign staff according to capacity of teacher, needs of students and according to contract.</li> <li>2. Build leadership capacity around 40 Developmental Assets</li> </ol>	<p><b>Effective Teacher for Every Student, Effective Leader for Every School</b></p> <ol style="list-style-type: none"> <li>1. Expand district efforts to recruit African American, Hispanic, Hmong, Mien and Lao teachers</li> <li>2. Provide professional development on 40 Developmental Assets</li> </ol>
	<p><b>Accelerated Interventions</b></p> <ol style="list-style-type: none"> <li>1. Use student data to determine accelerated pacing of intervention strategies</li> <li>2. Use mentors to engage students in their own learning</li> </ol>	<p><b>Accelerated Interventions</b></p> <ol style="list-style-type: none"> <li>1. Use multiple criteria to place each student in highest level of instruction; monitor data for advancement</li> <li>2. Organize and recruit community partners to mentor</li> <li>3. Design, implement and monitor Response to Intervention model</li> </ol>	<p><b>Accelerated Interventions</b></p> <ol style="list-style-type: none"> <li>1. Provide professional development on Response to Intervention and monitor effectiveness</li> <li>2. Coordinate uniform practices for a literacy intervention model</li> <li>3. Recruit, train and support mentors</li> <li>4. Coordinate district support to provide a variety of student interventions and support services</li> </ol>

## 1.2 Instructional Focus for Improving English Language Arts (ELA) Proficiency

STUDENT LEARNING GOALS	TEACHING PRACTICES	LEADERSHIP PRACTICES	ORGANIZATIONAL PRACTICES
<p>a. At least 60% of 2<sup>nd</sup> and 3<sup>rd</sup> graders in every subgroup will achieve at Proficient or above in English Language Arts as measured by the Spring 2009 California Standards Test (CST)</p>	<p><b>Equitable Access to Rigorous, On-standard Curriculum</b></p> <ol style="list-style-type: none"> <li>1. Develop &amp; use standards-based curriculum tools</li> <li>2. Teach to individual student need</li> <li>3. Use student data to design strategies for individual students</li> </ol>	<p><b>Equitable Access to Rigorous, On-standard Curriculum</b></p> <ol style="list-style-type: none"> <li>1. Provide time and support to implement curriculum tools</li> <li>2. Observe classroom instruction weekly; monitor &amp; provide feedback on instructional strategies &amp; student engagement</li> <li>3. Use data analysis in Academic Conferences to monitor class work &amp; achievement for high standards</li> <li>3. Lead department discussions to reflect standards-aligned grading policies</li> <li>4. Coordinate collaboration</li> </ol>	<p><b>Equitable Access to Rigorous, On-standard Curriculum</b></p> <ol style="list-style-type: none"> <li>1. Coordinate teacher leaders to train others in the use of curriculum tools</li> <li>2. Monitor the impact of data-driven discussions &amp; teacher teaming</li> <li>3. Provide professional development &amp; opportunities to support standards-based instruction, development of professional learning communities, and collaboration</li> <li>4. Coordinate leadership discussions to reflect standards-aligned grading policies</li> </ol>
<p>b. At least 50% of 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> graders in every subgroup will achieve at Proficient or above in English Language Arts as measured by the Spring 2009 California Standards Test (CST)</p>	<p><b>High Expectations for All</b></p> <ol style="list-style-type: none"> <li>1. Ensure common standards for student conduct &amp; academic achievement</li> </ol>	<p><b>High Expectations for All</b></p> <ol style="list-style-type: none"> <li>1. Place students in highest level of instruction &amp; monitor data for advancement</li> <li>2. Establish &amp; monitor common academic and behavioral standards</li> <li>3. Work with staff to develop common standards for students</li> <li>4. Communicate common standards to school community</li> </ol>	<p><b>High Expectations for All</b></p> <ol style="list-style-type: none"> <li>1. Communicate expectations for administrators</li> </ol>
<p>c. At least 90% of 10<sup>th</sup> graders in every subgroup will pass the California High School Exit Exam (CAHSEE) in its first administration, as measured by CAHSEE results data by the end of school year 2008 – 2009</p>	<p><b>Effective Teacher for Every Student, Effective Leader for Every School</b></p> <ol style="list-style-type: none"> <li>1. Build personal connections to each student</li> <li>2. Teach to individual student need</li> <li>3. Provide students with meaningful feedback on written work</li> </ol>	<p><b>Effective Teacher for Every Student, Effective Leader for Every School</b></p> <ol style="list-style-type: none"> <li>1. Monitor &amp; support the implementation of instructional strategies &amp; lesson design</li> <li>2. Provide professional development to support effective instruction</li> </ol>	<p><b>Effective Teacher for Every Student, Effective Leader for Every School</b></p> <ol style="list-style-type: none"> <li>1. Provide professional development focused on designing instruction for individual student need</li> <li>2. Monitor, analyze &amp; respond to district-wide data</li> </ol>
	<p><b>Accelerated Interventions</b></p> <ol style="list-style-type: none"> <li>1. Teach to individual student need</li> <li>2. Implement in-class grouping to provide small group intervention support</li> <li>3. Align before/after school instruction &amp; assessment to support academics</li> </ol>	<p><b>Accelerated Interventions</b></p> <ol style="list-style-type: none"> <li>1. Monitor classroom instruction &amp; lesson design for explicit skills instruction in reading</li> <li>2. Develop school schedule to provide additional instructional time for targeted students</li> <li>3. Monitor articulation of before/after school programs with classroom teachers</li> </ol>	<p><b>Accelerated Interventions</b></p> <ol style="list-style-type: none"> <li>1. Provide training for principals to develop strategic budgets &amp; effective master schedules</li> <li>2. Coordinate district support to provide a variety of student intervention &amp; support services</li> </ol>

# 1.3 Instructional Focus for Improving Math Proficiency

STUDENT LEARNING GOALS	TEACHING PRACTICES	LEADERSHIP PRACTICES	ORGANIZATIONAL PRACTICES
<p>a. At least 60% of 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> graders in every subgroup will achieve at Proficient or above in mathematics as measured by the Spring 2009 California Standards Test (CST)</p>	<p><b>Equitable Access to Rigorous, On-standard Curriculum</b></p> <ol style="list-style-type: none"> <li>1. Use standards-based curriculum tools</li> <li>2. Teach to individual student need</li> <li>3. Engage in articulation with colleagues to identify essential learnings</li> </ol>	<p><b>Equitable Access to Rigorous, On-standard Curriculum</b></p> <ol style="list-style-type: none"> <li>1. Observe classroom instruction weekly; monitor &amp; provide feedback on instructional strategies &amp; student engagement</li> <li>2. Lead discussions in data analysis to monitor class work &amp; achievement</li> <li>3. Coordinate teaming</li> <li>4. Structure the school day to support student needs within contractual guidelines</li> </ol>	<p><b>Equitable Access to Rigorous, On-standard Curriculum</b></p> <ol style="list-style-type: none"> <li>1. Provide professional development &amp; opportunities to support standards-based instruction, development of professional learning communities, and teaming</li> <li>2. Monitor the impact of data-driven discussions, &amp; teacher teaming</li> </ol>
<p>b. At least 75% of 8<sup>th</sup> graders in every subgroup will be enrolled in Algebra and at least 60% of those enrolled 8<sup>th</sup> graders in every subgroup will pass the end-of-course exam and achieve at Proficient or above in Algebra as measured by the Spring 2009 California Standards Test (CST)</p>	<p><b>High Expectations for All</b></p> <ol style="list-style-type: none"> <li>1. Ensure common standards for student conduct &amp; student work</li> </ol>	<p><b>High Expectations for All</b></p> <ol style="list-style-type: none"> <li>1. Place students in highest level of instruction &amp; monitor data for advancement</li> <li>2. Establish, monitor and communicate common academic and behavioral standards to staff &amp; students</li> </ol>	<p><b>High Expectations for All</b></p> <ol style="list-style-type: none"> <li>1. Establish, monitor &amp; communicate common segment level expectations for administrators</li> <li>2. Provide opportunity for successful strategies to be shared with all sites</li> </ol>
<p>c. At least 75% of 9<sup>th</sup> graders in every subgroup will be enrolled in Geometry and at least 60% of those enrolled 9<sup>th</sup> graders in every subgroup will pass the common final and achieve at Proficient or above in Geometry as measured by the Spring 2009 California Standards Test (CST)</p>	<p><b>Effective Teacher for Every Student, Effective Leader for Every School</b></p> <ol style="list-style-type: none"> <li>1. Build personal connections with each student</li> <li>2. Instruct to individual student need</li> <li>3. Provide students with meaningful feedback on homework</li> <li>4. Balance instruction to include a wide variety of skill development including math problem solving skills</li> </ol>	<p><b>Effective Teacher for Every Student, Effective Leader for Every School</b></p> <ol style="list-style-type: none"> <li>1. Monitor &amp; support the implementation of differentiated instructional strategies &amp; lesson design.</li> <li>2. Provide &amp; monitor professional development to support effective instruction</li> </ol>	<p><b>Effective Teacher for Every Student, Effective Leader for Every School</b></p> <ol style="list-style-type: none"> <li>1. Provide professional development in designing instruction for individual student need</li> <li>2. Monitor, analyze &amp; respond to math data</li> </ol>
	<p><b>Accelerated Interventions</b></p> <ol style="list-style-type: none"> <li>1. Teach to individual student need</li> <li>2. Implement in-class grouping to provide small group intervention support</li> <li>3. Align before/after school instruction &amp; assessment to support classroom instruction</li> </ol>	<p><b>Accelerated Interventions</b></p> <ol style="list-style-type: none"> <li>1. Monitor classroom instruction &amp; lesson design</li> <li>2. Develop school schedule to provide additional instructional time for targeted students</li> <li>3. Monitor articulation of before/after school programs with classroom teachers</li> </ol>	<p><b>Accelerated Interventions</b></p> <ol style="list-style-type: none"> <li>1. Provide training for principals to develop effective master schedules</li> <li>2. Coordinate district support to provide a variety of student intervention &amp; support services</li> </ol>

# 1.4 Instructional Focus for Program Improvement (PI) Schools

STUDENT LEARNING GOALS	TEACHING PRACTICES	LEADERSHIP PRACTICES	ORGANIZATIONAL PRACTICES
<p>a. All schools at-risk of entering "PI" status will meet their targets in 2008-09</p> <p>b. All 2007-08 "PI" schools will meet their 2008-09 targets</p>	<p><b>Equitable Access to Rigorous, On-standard Curriculum</b></p> <ol style="list-style-type: none"> <li>1. Personalize learning and engage all students to access the content</li> <li>2. Implement culturally and linguistically responsive strategies</li> <li>3. Instruct with on-grade level curriculum providing review and re-teach support</li> </ol>	<p><b>Equitable Access to Rigorous, On-standard Curriculum</b></p> <ol style="list-style-type: none"> <li>1. Structure and monitor school schedules to provide students with on-grade level instructional programs</li> <li>2. Observe classroom instruction weekly; monitor and provide feedback on instructional strategies and student engagement</li> </ol>	<p><b>Equitable Access to Rigorous, On-standard Curriculum</b></p> <ol style="list-style-type: none"> <li>1. Provide professional development in designing instruction for individual student need and culturally and linguistically responsive strategies</li> </ol>
	<p><b>High Expectations for All</b></p> <ol style="list-style-type: none"> <li>1. Use student data to design instruction</li> <li>2. Use 40 Developmental Assets to support students</li> </ol>	<p><b>High Expectations for All</b></p> <ol style="list-style-type: none"> <li>1. Lead collaborative discussions of student data and effective strategies</li> <li>2. Organize and recruit district and community partners as mentors for students</li> <li>3. Build leadership capacity with 40 Developmental Assets</li> </ol>	<p><b>High Expectations for All</b></p> <ol style="list-style-type: none"> <li>1. Provide opportunities for reflection of successful strategies in all schools</li> <li>2. Provide support and training for establishing mentoring programs</li> <li>3. Provide professional development in 40 Developmental Assets</li> </ol>
	<p><b>Effective Teacher for Every Student, Effective Leader for Every School</b></p> <ol style="list-style-type: none"> <li>1. Teach to individual student need</li> <li>2. Maximize instructional minutes</li> <li>3. Discuss student progress, effective strategies and resources in collaborative teams</li> </ol>	<p><b>Effective Teacher for Every Student, Effective Leader for Every School</b></p> <ol style="list-style-type: none"> <li>1. Determine teacher needs and provide professional development support for effective teaching strategies</li> <li>2. Provide structures for collaborative sharing of effective practices</li> <li>3. Assign staff according to capacity of teacher and student need</li> <li>4. Organize and recruit community partners as mentors for students</li> </ol>	<p><b>Effective Teacher for Every Student, Effective Leader for Every School</b></p> <ol style="list-style-type: none"> <li>1. Design professional development for school teams focused on differentiated strategies and practices</li> <li>2. Provide professional development to support and retain effective teachers</li> <li>3. Provide uniform and district wide structures for collaborative sharing of effective practices</li> </ol>
	<p><b>Accelerated Interventions</b></p> <ol style="list-style-type: none"> <li>1. Use student data to determine accelerated pacing of intervention strategies</li> <li>2. Use mentors to support students' academic goals, social and emotional needs</li> </ol>	<p><b>Accelerated Interventions</b></p> <ol style="list-style-type: none"> <li>1. Use multiple criteria to place each student in highest level of instruction</li> <li>2. Monitor student interventions weekly, monthly and quarterly</li> </ol>	<p><b>Accelerated Interventions</b></p> <ol style="list-style-type: none"> <li>1. Design individual school action plans for support and assistance</li> <li>2. Provide principal and/or school leadership team coaching for support and assistance</li> <li>3. Organize and recruit mentors for schools</li> </ol>

## POLICY PRIORITY #2: Student engagement, development & “voice”

**2.1** Develop annual goals and strategies to increase student engagement and voice with Student Advisory Council (SAC) and each Youth Congress.

**2.2** Increase knowledge of and participation in SCUSD’s youth development goals and activities among students, staff and community.

**2.3** Expand and strengthen partnerships that promote understanding of youth development initiatives and support district efforts to raise student achievement.

## POLICY PRIORITY #3: Standards-aligned system for teaching-&-learning

Based on analysis of student data, the following practices have been selected to address the “root cause” of the current state of student learning and achievement. Instructional strategies are aligned to these four practices.

### **Equitable access to on-standard, rigorous curriculum:**

**3.1** Provide all students access to challenging, on-standard teaching and courses that include coverage of the key standards and core content.

### **High expectations for all:**

**3.2** Monitor behaviors to reflect commonly held high expectations and shared responsibility for professional practices and student learning.

### **Effective teacher for every student, Effective leader for every school:**

**3.3** Assign staff to ensure equitable distribution of teachers and leaders to meet the specific needs of students and schools.

### **Accelerated intervention:**

**3.4** Provide interventions to which students not meeting academic expectations receive immediate and targeted academic and social support.

## **POLICY PRIORITY #4: Safe environments for learning and work**

- 4.1 Develop and implement safe-school plans that ensure clean and safe learning and work environments for students and staff.
- 4.2 Strengthen partnerships with community-based organizations and agencies (e.g., City of Sacramento, Office of Emergency Services, Sacramento Police Department, Department of Recreation) to enhance social, emotional and physical safety of students.
- 4.3 Continue to renovate and upgrade school sites to meet state, local and ADA safety requirements.
- 4.4 Implement energy efficiency strategies to reduce our energy consumption.

## **POLICY PRIORITY #5: Investing in our employees**

- 5.1 Implement and monitor the comprehensive human resource plan to ensure the recruitment, selection and placement of a diverse workforce.
- 5.2 Develop a comprehensive professional development program for classified employees, in support of district needs and employee career aspirations.
- 5.3 Continue to meet and confer with bargaining unit leadership to develop a total compensation plan that meets all legal requirements, attracts and retains employees and maintains the district's fiscal integrity.

## **POLICY PRIORITY#6: Parent/Family Engagement**

- 6.1 Provide information, technical assistance, training and other supports necessary to assist district schools in planning and implementing effective parent engagement activities to improve student achievement.**
- 6.2 Support school staff to acquire information and training in how to create a welcoming school environment.**
- 6.3 Enhance the development of partnerships with parents and community to improve student achievement.**
- 6.4 Develop and promote adult education programs and services to increase parent participation in adult education classes and other engagement opportunities.**

## **POLICY PRIORITY #7: Strong relationships with our partners**

- 7.1 Implement asset development strategies with our partners to maximize the use of all district assets for the benefit of students, staff, parents and community.**
- 7.2 Convene external partners regularly to develop shared understanding of the district's Strategic Plan, communicate progress and explore new partnership opportunities.**

- 8.1 Conduct ongoing fiscal analysis of school district budgets inclusive of general fund and bond expenditures in relationship to services performed and facilities completed.
- 8.2 Implement strategies to increase efficiencies within all departments of Administrative Services through technology, resource alignment and communication with all stakeholders.
- 8.3 Design budget documents to provide clear and understandable budget information to our employees, business partners and community stakeholders.
- 8.4 Regularly update the district's Technology Road Map to integrate technology in support of learning, teaching and management processes.

# Our Schools

## **Elementary Schools**

- A.M. Winn
- Abraham Lincoln
- Alice Birney
- Bear Flag
- Bowling Green - Charter
- Bret Harte
- C.B. Wire
- C.P. Huntington
- Camellia Basic
- Caroline Wenzel
- Cesar Chavez
- Crocker/Riverside
- David Lubin
- Earl Warren
- Edward Kemble
- Elder Creek
- Ethel I. Baker
- Ethel Phillips
- Fr. K.B. Kenny - Charter
- Freeport
- Fruit Ridge
- Golden Empire
- H.W. Harkness
- Hollywood Park
- Hubert H. Bancroft
- Isador Cohen
- James W. Marshall
- Jedediah Smith
- John Bidwell
- John Cabrillo
- John D. Sloat Basic
- John Still
- Joseph Bonnheim
- Lisbon
- Maple
- Mark Hopkins
- Mark Twain
- Matsuyama
- Nicholas
- Oak Ridge
- O.W. Erlewine
- Pacific

## **Elementary Schools**

- Parkway
- Peter Burnett
- Phoebe A. Hearst Basic
- Pony Express
- Sequoia
- Susan B. Anthony
- Sutterville
- Tahoe
- Theodore Judah
- Thomas Jefferson
- Washington
- William Land
- Woodbine

## **K-8 Schools**

- Caleb Greenwood
- Capital City
- Genevieve Didion
- John Morse Waldorf
- Leonardo da Vinci
- Martin Luther King, Jr.
- Success Academy

## **Middle Schools**

- Albert Einstein
- California
- Fern Bacon
- John Still
- Kit Carson
- Rosa Parks
- Sam Brannan
- Sutter
- Will C. Wood

## **High Schools**

- American Legion
- Arthur A. Benjamin Health Professions
- Capital City
- C.K. McClatchy
- Engineering and Science
- Genesis - Charter
- George Washington Carver School of Arts & Science - Charter
- Hiram Johnson
- J.F. Kennedy
- Luther Burbank
- The MET - Charter
- New Technology - Charter
- Rosemont
- West Campus

## **Adult Schools**

- A. Warren McClaskey
- Charles A. Jones Career and Education Center
- Florin Technology Education Center
- Fremont
- Old Marshall

