

SANTA CLARA UNIFIED SCHOOL DISTRICT
2015 - 2020 STRATEGIC PLAN
FINAL BOARD REPORT

Introduction

During the 2014 - 2015 school year, the district created nine planning teams who in a year-long process developed a five year strategic plan. This plan served as a guidepost for the District's LCAP as well as other required district-wide plans. This final report was compiled in Summer 2019 by Cabinet during the annual retreat, reviewed in Fall 2019 to document final status of the plan's goals, actions, and objectives. The following is a summary of the goals, objectives and number of activities executed to accomplish the goals as reported by staff who are responsible for implementation along with a brief narrative of the successes, areas still under development and those areas not completed in this plan. Additional details are linked in the [Implementation Tracking Summary Spreadsheet](#), which was used to track and provide yearly updates to the Board.

At the end of the document is a summary of the impact of the activities and outcomes related to the nine goals of the 2015 - 2020 Strategic Plan, and recommendations to carry forward with the SCUSD 2035 vision and strategic plan.

TABLE OF CONTENTS (Links are provided to allow readers to shortcut the document)

[GOAL 1: ACADEMIC EXCELLENCE: COLLEGE READINESS](#)

[GOAL 2: ACADEMIC EXCELLENCE: CAREER READINESS](#)

[GOAL 3: CULTURE OF EXCELLENCE](#)

[GOAL 4: FAMILY ENGAGEMENT](#)

[GOAL 5: SAFETY AND SCHOOL CLIMATE](#)

[GOAL 6: TECHNOLOGY](#)

[GOAL 7: FACILITIES](#)

[GOAL 8: COMMUNITY AND BUSINESS PARTNERSHIPS](#)

[GOAL 9: FINANCIAL SUSTAINABILITY](#)

[CONCLUSIONS AND RECOMMENDATIONS](#)

SANTA CLARA UNIFIED SCHOOL DISTRICT
2015 - 2020 STRATEGIC PLAN
FINAL BOARD REPORT

| GOAL 1: ACADEMIC EXCELLENCE: COLLEGE READINESS Create a college-going culture in which all students have a pathway to college success. | | NUMBER OF ACTIVITIES | STATUS |
|--|---|-------------------------------------|------------------------|
| OBJECTIVE 1 | Reduce class size at all levels to maximize the effectiveness of teaching and learning. | 5 | Full implementation |
| OBJECTIVE 2 | Provide the tools and support so students embrace high expectations of themselves and reach their highest potential. | 9 | Partial Implementation |
| OBJECTIVE 3 | Lower the student to counselor ratio and provide counselors with professional development to enable students to have individualized guidance for their educational paths. | 1 | Full implementation |
| OBJECTIVE 4 | Offer a variety of curricular pathways meeting the A-G requirements to ensure that all students have the opportunity to attend college/university. | 2 | Partial Implementation |
| OBJECTIVE 5 | Strengthen formal articulation of curricula and student expectations among teachers across all grade levels and partnered post-secondary institutions. | 1 | Full implementation |

Goal One Narrative

An analysis of the trends related to College/Career Readiness results from Dashboard showed that 2019 district-wide 46% of high school graduates college & career ready. In the past four years (2016 - 2019), since college/career readiness data collection began, the overall percentage of students who are college/career ready has improved from 31% (2016) and 46% (2019), as compared to the

SANTA CLARA UNIFIED SCHOOL DISTRICT
2015 - 2020 STRATEGIC PLAN
FINAL BOARD REPORT

State (44%). The percentage of students who are “approaching prepared” has shifted from 19.7% to 17.6%, and the percentage of students who are identified as “not prepared” has increased from 34.7% to 36.3%. This data indicates that there is a widening of the gap between those who are and those students who are not meeting college or career readiness. Subgroup data confirms this with three year trends showing college and career readiness gains in the Asian, White and African American subgroups and declines in hispanic, socioeconomically disadvantaged, students with disabilities and English learners.

Special attention needs to be made to insure that high school counselors and administrators are identifying students early who fall in the “not prepared” and “approaching” prepared and develop systems to provide intervention services, advisement for course and program enrollment, and monitor progress. Additionally, parent education and communication strategies need to be reviewed.

The following is a summary of the activities related to the action items under each goal.

- Full implementation summary
 - Class sizes have been reduced to the GSA levels. Counseling staffing ratio is approximately 1:330 at the comprehensive high schools, 1:340 at the middle schools, and even lower at all alternative sites. A district-wide SST process was developed and is being implemented at the elementary level. K-12 articulation committees exist in the core subject areas.
- Partial implementation summary
 - Student supports include summer programs, after/before school support, Extended School Year (ESY) and EL/Migrant Saturday Academies. Content area and technology teachers on special assignment provided /professional development and coaching on best instructional practices. 8 days of professional development were provided for 4 years and for the past 2 years, 5 days were provided. MTSS framework process is in the development stage. By the end of this school year, all but 2 of the CTE courses are now A-G approved.
- No implementation summary
 - Systems for monitoring
 - Long term vision for interdisciplinary teaching and learning
 - Reclassification criteria completion due to changes at the state level

SANTA CLARA UNIFIED SCHOOL DISTRICT
2015 - 2020 STRATEGIC PLAN
FINAL BOARD REPORT

| GOAL 2: ACADEMIC EXCELLENCE: CAREER READINESS Ensure that all students—pre K to adults—participate in a variety of learning experiences that enable them to develop and demonstrate 21st Century skills, while exploring career pathways that are responsive to industry needs and personal aspirations. | | NUMBER OF ACTIVITIES | STATUS |
|--|--|-----------------------------|------------------------|
| OBJECTIVE 1 | Develop a culture among parents, staff, and the broader community recognizing the importance of career exploration, readiness, and technical education. | 1 | Full Implementation |
| OBJECTIVE 2 | Integrate rigorous Career Technical Education into the core curriculum, with emphasis on the Four Cs: Communication, Collaboration, Creativity, and Critical Thinking. | 4 | Full Implementation |
| OBJECTIVE 3 | Develop career interest plans for all students. | 1 | Full Implementation |
| OBJECTIVE 4 | Structure creative scheduling across all middle and secondary schools. | 1 | No Implementation |
| OBJECTIVE 5 | Explore multiple post-secondary options for students, dual-enrollment, and articulation agreements with partnering institutions. | 1 | Full Implementation |
| OBJECTIVE 6 | Develop business and community partnerships to provide career exploration, mentoring, job shadowing, career readiness experiences, field trips, and guest speakers. | 1 | Partial Implementation |

Goal Two Narrative

- Full implementation summary
 - With grant funding, a K-12 articulated CTE plan was implemented including building our culinary CTE pathway down to the elementary level with gardens, culinary experiences. Most CTE courses became A-G with the emphasis on

SANTA CLARA UNIFIED SCHOOL DISTRICT
2015 - 2020 STRATEGIC PLAN
FINAL BOARD REPORT

CTE pathways as a way to be college/career ready. Counselors work with students using Naviance to explore career pathways. Opened a new alternative high school giving students another option.

- Partial implementation summary
 - Implementation of Sobrato Early Academic Literacy. Was implemented by 4 schools and two of the four decided to stop providing the service.
- No implementation summary
 - The long term vision for interdisciplinary practices has stalled. Central Park Elementary remains the only school to be trained in project-based learning practices. At secondary, due to the rigid schedule, interdisciplinary practices are a challenge.

SANTA CLARA UNIFIED SCHOOL DISTRICT
2015 - 2020 STRATEGIC PLAN
FINAL BOARD REPORT

| GOAL 3: CULTURE OF EXCELLENCE Cultivate a positive, solution-oriented environment that nurtures communication, compassion, competency, and consistency. | | NUMBER OF ACTIVITIES | STATUS |
|---|--|-------------------------------------|------------------------|
| OBJECTIVE 1 | Demonstrate a commitment to be positive and solution-oriented. | 3 | Partial Implementation |
| OBJECTIVE 2 | Create a systematic method of communication utilizing a variety of tools. | 4 | Partial Implementation |
| OBJECTIVE 3 | Strengthen relationships and a sense of community among SCUSD staff. | 4 | Partial Implementation |
| OBJECTIVE 4 | Build competency by sharing expertise through personal and professional development. | 1 | Partial Implementation |

Goal Three Narrative:

- Full implementation summary
 - Educational Services communication structures strengthened by creating weekly newsletters from the Elementary/Secondary departments with a section that is meant to be passed along to teachers by their admin.
 - Administrators participated in 10 professional development sessions each year. Teachers had 8 days of professional development and K-8 had 3 additional after school sessions.
 - Labor Management Partnerships - All schools are now participating in annual trainings and retreats related to labor management partnerships. There are noted positive impacts on the level of trust between union and district leadership, school-level collaboration and climate, the level of engagement of classified staff with students, the overall level of respect for classified staff, and the promotion of innovation, creativity, and school-level buy-in by providing funds to support innovation and collaboration grants.
- Partial implementation summary

The goal to establish a staff wellness program (per BP) was not completed. Next steps for this work include the formation of a District Wellness Committee facilitated by the HR Department.

SANTA CLARA UNIFIED SCHOOL DISTRICT
2015 - 2020 STRATEGIC PLAN
FINAL BOARD REPORT

| GOAL 4: FAMILY ENGAGEMENT Foster a sense of belonging for all families, with the goal of supporting each student in realizing his or her maximum potential. | | NUMBER OF ACTIVITIES | STATUS |
|---|---|-----------------------------|------------------------|
| OBJECTIVE 1 | Centralize the planning and coordination of parent and family engagement strategies district-wide. | 4 | Full Implementation |
| OBJECTIVE 2 | Ensure consistent, effective communication with parents and families using a variety of tools and incorporating multiple languages. | 2 | Partial Implementation |
| OBJECTIVE 3 | Develop and implement consistent parent education curricula across the District. | 1 | No Implementation |
| OBJECTIVE 4 | Establish family resource centers in easily accessible, centralized locations. | 1 | Full Implementation |

Goal Four Narrative

- Full implementation summary
 - Planned and implemented a Family Resource Center. Engaged stakeholders through DELAC, District Advisory Committee, CAC and PTA Council meetings as well as our annual EL Parent Conference and parent workshops. The bilingual community liaisons and homeless/foster youth community liaisons maintained outreach to provide information to parents and families. Hired a district translator.
- Partial implementation summary
 - The parent involvement facilitator position remains unfilled since 2017.
- No implementation summary
 - Due to the parent involvement facilitator vacancy, a district wide parent education plan was not created.

SANTA CLARA UNIFIED SCHOOL DISTRICT
2015 - 2020 STRATEGIC PLAN
FINAL BOARD REPORT

| GOAL 5: SAFETY AND SCHOOL CLIMATE Ensure that all students are educated in safe learning environments that support greater opportunities for student-teacher interaction, school connectedness, and the social well-being of each learner. | | NUMBER OF ACTIVITIES | STATUS |
|--|---|-----------------------------|------------------------|
| OBJECTIVE 1 | Develop and implement a consistent "positive behavior support" program. | 1 | Full Implementation |
| OBJECTIVE 2 | Expand mental health services across all schools. | 2 | Full Implementation |
| OBJECTIVE 3 | Ensure that all staff are trained on disaster preparedness and safety. | 1 | Partial Implementation |
| OBJECTIVE 4 | Increase the number of wellness coordinators available to students across the district. | 1 | Full Implementation |
| OBJECTIVE 5 | Implement comprehensive anti-bullying and cyber safety programs for students in all grade levels. | 1 | Partial Implementation |
| OBJECTIVE 6 | Hire vice-principals for all schools. | 2 | Full Implementation |

Goal Five Narrative

- Full implementation summary

Implemented positive behavior support programs at each elementary school. Completed the 3 year roll-out of the Wellness program which consists of staffed Wellness Centers at secondary sites and wellness coordinators and counseling interns at all sites. Additional vice-principals were added at each secondary site and school support TOSAs were added to the larger elementary schools. A comprehensive digital citizenship curriculum that includes Cyber Safety is in place K-12.

SANTA CLARA UNIFIED SCHOOL DISTRICT
2015 - 2020 STRATEGIC PLAN
FINAL BOARD REPORT

In March, 2019, all schools had submitted an approved comprehensive school safety plan. A coordinated approach to ensure all staff are trained on safety and disaster preparedness is underway. Incident Command System Training is being provided by an outside trained professional group. A district-wide functional emergency exercise drill will take place in May, 2020 to assist the district in examining the coordination and communication between the district command center and the school sites.

SANTA CLARA UNIFIED SCHOOL DISTRICT
2015 - 2020 STRATEGIC PLAN
FINAL BOARD REPORT

| GOAL 6: TECHNOLOGY Develop classrooms, workplaces and technically proficient staff and operations that reflect the rapidly evolving Silicon Valley environment, leveraging technology to prepare students to be successful, responsible members of our global society. | | NUMBER OF ACTIVITIES | STATUS |
|--|---|-----------------------------|------------------------|
| OBJECTIVE 1 | DREAM: Create a district culture that embraces evolving technology. | 3 | Full Implementation |
| OBJECTIVE 2 | BUILD: Design and build the architecture and infrastructure for rapidly evolving classrooms and workspaces throughout the district. | 3 | Full Implementation |
| OBJECTIVE 3 | TRAIN: Provide continuous training opportunities to ensure technically proficient staff. | 4 | Full Implementation |
| OBJECTIVE 4 | SUPPORT: Institutionalize continuous commitment to a robust technology infrastructure. | 4 | Partial Implementation |

Goal Six Narrative

- Full implementation summary
 - Additional Information Technology Group staff were hired to support the emerging use of classroom technology.
 - Classroom technology requirements were incorporated into the educational specifications adopted for the new schools and are consistent with technology upgrades throughout the district. Network infrastructure was improved to support expanded use of technology at all schools. Aging work stations were replaced and refreshment cycles are considered in the multi-year budgeting process. Computer Science Immersion schools opened. Coding curriculum brought to all elementary schools. Increased technology opportunities for all students with a 6-12th grade computer science curriculum strand and CTE pathway.

SANTA CLARA UNIFIED SCHOOL DISTRICT
2015 - 2020 STRATEGIC PLAN
FINAL BOARD REPORT

- Beginning with Central Park Elementary, new/remodeled classrooms are created with technology advances, flexibility, collaboration, project-based learning in mind.
- Hired 4 technology teachers on special assignment to provide support and coaching in moving teachers toward best practices in a technology-rich classroom.
- Provided intensive technology professional development to administrators, teachers and staff on professional development days, after school sessions and summer institutes.

SANTA CLARA UNIFIED SCHOOL DISTRICT
2015 - 2020 STRATEGIC PLAN
FINAL BOARD REPORT

| GOAL 7: FACILITIES Develop environments for the 21st Century learner, while allowing each site and department to plan responsibly and with funding assurance. | | NUMBER OF ACTIVITIES | STATUS |
|---|--|-------------------------------------|------------------------|
| OBJECTIVE 1 | Have adequate facilities ready for enrollment where and when needed. | 5 | Full Implementation |
| OBJECTIVE 2 | Utilize innovative products, materials, and technology to support environmental sustainability. | 3 | Partial Implementation |
| OBJECTIVE 3 | Create facilities that are flexible for new technologies and evolving instructional practices. | 3 | Partial Implementation |
| OBJECTIVE 4 | Define a process to periodically review the elements necessary for optimal school site facilities at all levels. | 4 | Partial Implementation |
| OBJECTIVE 5 | Offer flexible facilities to meet the needs of diverse user groups and to address varied purposes. | 2 | Full Implementation |
| OBJECTIVE 6 | Develop learning spaces that promote healthy lifestyles. | 3 | Full Implementation |
| OBJECTIVE 7 | Establish a facilities needs taskforce. | 2 | Full Implementation |
| OBJECTIVE 8 | Ensure continued transparency in construction oversight. | 3 | Full Implementation |

Goal Seven Narrative

- Full implementation summary

The District annually engages the services of two independent demographers to forecast enrollment by grade level and neighborhood. The demographic reports are used to project facilities and staffing needs over the long-term. The Facilities Planning Department closely monitors all housing development activities throughout the District and responds to notices from city planners to

SANTA CLARA UNIFIED SCHOOL DISTRICT
2015 - 2020 STRATEGIC PLAN
FINAL BOARD REPORT

address the impacts on schools resulting from new housing. Staff also uses demographic mapping software to identify enrollment trends by school boundary.

All new facilities are constructed in conformance with Collaborative for High Performance Schools criteria which improve energy efficiency and indoor environmental quality as well as reduced water usage through design and building material selection which reduces schools' carbon footprints. Artificial turf will replace all athletic fields at the two comprehensive high schools and all fields and quads at the three new schools at the Agnews site will be artificial to reduce water consumption. Reclaimed water is used for irrigation where available.

Wireless capabilities expanded throughout our schools to provide access for students and teachers as the district implemented the Chromebook 1:1 Initiative. The Information Technology Group works closely with Educational Services to identify emerging hardware and software needs for classroom technology. Wireless networks are device agnostic, allowing students and staff to use devices of their preference. Cloud-based applications also expand access to instructional software across numerous platforms.

District standards for classroom environments, technology, furniture and equipment continually evolve and are updated with each new project, with consideration also given to consistency and parity between school sites. Educational specifications which address the instructional program needs to be served while still allowing for future flexibility in new facilities are prepared for each project submitted to the California Department of Education for approval. Furniture replacement budgets provided by one-time funds delivered a variety of classroom furniture to encompass different learning styles and to accommodate students with disabilities. As the Central Park, Cabrillo, and Agnews projects are completed, these new classroom buildings will be considered as benchmarks for future renovations and construction.

The District was able to provide sufficient classroom space to accommodate lower class sizes throughout the district. Space was also provided to open the District Resource Center and the Family Resource Center. After school and child development program needs are included in the design of the new schools at the Agnews site and are benefitting from bond program improvements at numerous sites.

A Facilities Needs Task Force was convened in 2016-17. The task force provided recommendations that were considered by the Board of Trustees as it approved the final project list to be included in Measure BB in 2018. The Citizens Bond Oversight Committee

SANTA CLARA UNIFIED SCHOOL DISTRICT
2015 - 2020 STRATEGIC PLAN
FINAL BOARD REPORT

has met regularly to provide its statutorily required oversight on the expenditure of all bond funds and has provided reports to the Board of its activities. Project budgets and costs are tracked in construction accounting software and reconciled with the county financial system.

- Partial implementation summary

The Maintenance and Custodial departments are working with school sites, Nutrition Services, and the cities to reduce waste and improve recycling across the district.

SANTA CLARA UNIFIED SCHOOL DISTRICT
2015 - 2020 STRATEGIC PLAN
FINAL BOARD REPORT

| GOAL 8: COMMUNITY AND BUSINESS PARTNERSHIPS Cultivate and implement mutually beneficial business, community, and government partnerships to support student success and a thriving district. | | NUMBER OF ACTIVITIES | STATUS |
|--|---|-------------------------------------|------------------------|
| OBJECTIVE 1 | Establish and staff an infrastructure to effectively cultivate, coordinate, and track partnerships across the district. | 3 | Full Implementation |
| OBJECTIVE 2 | Develop and implement a process to identify annual partnership priorities based on the district's strategic plan, LCAP, school site priorities, and emerging trends. | 1 | Partial Implementation |
| OBJECTIVE 3 | Design, implement, and continuously improve channels of engagement with the district for: a) local businesses and corporations, b) community-based organizations, and c) government entities. | 2 | Partial Implementation |
| OBJECTIVE 4 | Create an advisory network of key decision-makers and thought leaders to collaborate with the district on issues and opportunities of critical importance to student success. | 2 | Partial Implementation |

Goal Eight Narrative

- Full implementation summary
 - An annual partnerships program budget was established in 2017 and a partnerships manager was hired in spring 2017.
 - The 2017-2018 school year was dedicated to establishing a baseline for the program by auditing the existing partnerships, and researching and establishing focused partnership goals. Priority partnership goal “buckets” for focused partnership development were established following interviews with school and district office administrators and weighing them against the philanthropic interests of current and prospective partners in order to locate areas of mutual benefit. The five initial buckets were STEAM education, special education, socio economically disadvantaged

SANTA CLARA UNIFIED SCHOOL DISTRICT
2015 - 2020 STRATEGIC PLAN
FINAL BOARD REPORT

youth, health and wellness, and the district farm. The last bucket was revised in 2019-2020 to be environmental education which includes the farm, Peterson Nature Area, and school gardens. These goals are reviewed and realigned annually on a continuous improvement cycle.

- Additionally, goals were established to increase the depth of partnerships. We engage with these stakeholder groups around our priority buckets based on common goals. We help our partners move from a “one-off” employee engagement event model to a multiyear partnership commitment that meet one of our established goal buckets, having greater impact on students and school communities. Some examples include our Mission College partnership which has expanded to include Mission Early College High School, an MOU to offer college courses on our high school campuses, the annual STEAM Expo launched in 2019 (\$45k in resources raised in the first year and more than \$60k in resources this year, and a community attendance of more than 3,000), and the Hispanic STEAM Program at middle schools and high schools which targets socioeconomically disadvantaged hispanic students. An additional program example is the partnership with the Santa Clara County Board of Supervisors and Parks and Recreation to bring two all-inclusive playgrounds to Ponderosa and Montague Elementary Schools.
- A customer relationship management (CRM) system was developed and launched in 2018 to allow the district to track and analyze partnership data against our goals, including contacts and monetary and in-kind resources.
- An advisory group met quarterly until 2018-2019 when the advisory group collectively decided it was most effective to meet around special topics as needed, invite and engage with one another at other network meetings, and invite members to participate on the district’s committees and task forces. The district additionally engages these members through the partnerships manager, director of public relations, superintendent, and other district management.
-
- Partial implementation summary
 - Annual partnerships program goal setting happens through a continuous improvement model, comparing annual metrics from survey and CRM data against the baseline year.

SANTA CLARA UNIFIED SCHOOL DISTRICT
2015 - 2020 STRATEGIC PLAN
FINAL BOARD REPORT

| GOAL 9: FINANCIAL SUSTAINABILITY Provide maximum services to all students within available financial resources, allowing each site and department to plan responsibly and with funding assurance. | | NUMBER OF ACTIVITIES | STATUS |
|---|--|-------------------------------------|------------------------|
| OBJECTIVE 1 | Develop and implement a rolling five-year plan for the district and each site/department reflecting multiple scenarios (e.g., stable, increased, and decreased funding). | 2 | Full Implementation |
| OBJECTIVE 2 | Update leases with current requests for proposals to generate additional revenue. | 3 | Partial Implementation |
| OBJECTIVE 3 | Determine and maintain adequate reserve levels. | 3 | Full Implementation |
| OBJECTIVE 4 | Maintain capital facilities, including energy saving improvements and technology infrastructure. | 3 | Full Implementation |
| OBJECTIVE 5 | Replace one-time resources with more permanent revenue streams. | 1 | Full Implementation |
| OBJECTIVE 6 | Address site-based fundraising challenges and gaps. | 2 | Full Implementation |
| OBJECTIVE 7 | Restart a SCUSD Budget Advisory Committee process. | 2 | Full Implementation |

Goal Nine Narrative

- Full implementation summary

Business Services maintains a five-year multi-year projection to forecast long-term financial sustainability, which is routinely updated as assumptions change and is included with the Adopted and Interim budget reports presented to the Board of Trustees. School site discretionary funding is allocated equally across grade levels and targeted funding is allocated according to each school's enrollment of low income, English learner, foster youth, and homeless students.

SANTA CLARA UNIFIED SCHOOL DISTRICT
2015 - 2020 STRATEGIC PLAN
FINAL BOARD REPORT

Lease agreements are monitored for each tenant and modified with input from legal counsel, as needed.

Healthy reserves were maintained over the past five years. As revenues and expenditures increased during the recovery from the Great Recession, reserve levels also increased to provide ongoing sustainability of programs during the next economic downturn.

The District has steadily increased its budget for routine maintenance. Several energy efficiency projects have been completed, such as HVAC and lighting replacement throughout the District and solar installations at selected sites. Bond projects are coordinated with the Maintenance Department to address deferred maintenance issues, such as roof replacements and classroom renovations and to avoid duplication of effort. Network infrastructure has improved to keep up with the expansion of classroom technology and use of wireless devices. Replacement of obsolete technology and refreshment cycles are considered in long-term budget planning.

Expenditures of an ongoing nature which were previously budgeted and paid for with one-time funds have been transferred into ongoing operating budgets as property tax revenue has grown to cover such costs. One-time revenue, such as redevelopment successor agency asset sale proceeds, are now accounted for in Special Reserve Fund 170 to provide better distinction between ongoing and one-time revenue and expenditures. The Board of Trustees considered placing the renewal of the former voter-approved parcel tax on the ballot in 2016, but chose to let it expire as new operating revenue sources became available.

As noted in the Community and Business Partnerships section above, the District expanded its efforts to generate donation and grant revenue with private partners and to direct resources toward schools that have greater challenges in community fundraising.

The Budget Advisory Committee was reconvened and met several times between 2016 and 2018. For the 2020-21 budget, the administration is holding three additional Board Work Study Sessions during the fiscal year rather than Budget Advisory Committee Meetings to discuss preparation of the annual budget. Each session will allow input from the full Board of Trustees and any interested stakeholders who wish to attend the open meetings.

SANTA CLARA UNIFIED SCHOOL DISTRICT
2015 - 2020 STRATEGIC PLAN
FINAL BOARD REPORT

- Partial implementation summary

The District did not engage a strategic asset planning expert during the course of this Strategic Plan, however, the Chief Business Official is exploring options to begin a district-wide asset management survey with particular focus on best uses of unused or non-school sites.

CONCLUSIONS AND RECOMMENDATIONS

The 2015 - 2020 Strategic Plan was an ambitious plan which included 9 overarching goals, 48 objectives, and 118 activities. Over the course of the past five years, staff have diligently focused on the completion of the activities, completing 90% of the identified activities. As with any strategic plan, specifically with complicated objectives, implementation of strategy may take multiple years. In this case, there are items listed as “partial implementation”. Staff continues to work to align the activities to support the successful completion of the activities that will support the attainment of current goals and objectives.

In the final reflection of the 2015 - 2020 Strategic Plan, several key points need to be addressed to ensure that as the District moves forward with the new strategic plan.

1. Reduce the number of long term strategic objectives

A mark of a good strategic plan is one that is clear and focused (not too many goals and objectives), as well as balanced – telling a strategy story about how the whole organization is linked and aligned to drive key performance indicators. Future strategic plans should have fewer overarching strategic objectives that incorporate systems from all aspects of the organization which would lead towards an integrated aligned focus for the district.

2. Set targets and systems for continuous monitoring and communicate progress

The objectives are the means to drive business performance. One of the oldest and consistently true axioms in business is that you can’t manage what you don’t measure. So the challenge when setting objectives is identifying metrics that are meaningful and useful. In the case of the 2015 - 2020 strategic plan, metrics were not developed, along with short-term goals/priorities and initiatives that lead towards the goal. So, the nature of determining the level of implementation and the impact of the activities was subjective. Future strategic plans need to have short-term

SANTA CLARA UNIFIED SCHOOL DISTRICT
2015 - 2020 STRATEGIC PLAN
FINAL BOARD REPORT

goals/priorities with metrics and a schedule for monitoring and adjusting the plan. Tracking software and reporting templates should be included in the development of the next strategic plan. Additionally, the creation of a “scorecard” system to publically and transparently communicate progress should be considered.

3. Align goals with school outcomes and develop accountability measures

The success of a strategic plan is largely dependent on the individuals within the organization who have ownership and buy-in for the implementation and success of the plan. The recent District Transformation Review indicated that there is a lack of knowledge of the district’s vision and focus and the district lacks coherence and alignment across systems and schools and that expectations are not clear about how district systems, structures, roles and leadership bodies work together to support student achievement. This can be solved through an integrated and aligned strategic plan and aligned accountability system with delineated responsibility across the organization. Finally, the alignment of the budget priorities with measurable outcomes is equally important to determine the return on the community’s investment in its schools.