Innovating for Equity and Excellence
SCUSD STRATEGIC PLAN
2021–2026

INTRODUCTION

In the 2019–2020 school year, Santa Clara Unified School District developed and the Board of Trustees approved a community-driven vision called Vision 2035. This vision established long-term aspirations that fundamentally shift our promise to students regarding what they will know and be able to do, how adults will be supported to grow, and how our systems will transform to make learning more relevant, engaging, flexible, and equitable. These aspirations are outlined in our Graduate Portrait, Adult Portrait, and System Portrait. [see: Vision 2035]

This strategic plan begins our journey toward the vision, building from the strong foundation built under the 2015–2020 strategic plan, Rising Above in Silicon Valley!

WHAT IS A STRATEGIC PLAN?

A vision describes our destination, what we want to be true for our school district by 2035. How we make that happen is captured in the strategic plan. This is still a high-level description, the implementation details are in the site level and department plans. Since the vision is long-term, we'll need several strategic plans to help chart our course. This plan covers 2021 to 2026.

Vision

The vision describes the change we want to see in the world. Our vision document describes our hopes for students (the Graduate Portrait), for all of the adults who work at Santa Clara Unified School District (the Adult Portrait), and articulates how the system needs to change in order to support the adults to support the students (the System Portrait).

Ultimately everything in the vision document supports the following:

Graduates of Santa Clara Unified School District are resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.

Mission

The mission describes what we as an organization will do to realize that vision:

The mission of Santa Clara Unified School District is to provide equitable, engaging, and innovative educational experiences so that each student thrives in a global society.

Core Values

Our core values guide our actions over time, making sure that we act according to our principles.

Students First
We believe that preparing students to adapt and thrive in a rapidly changing, globally connected world should inform every decision. We believe that incorporating student voice is essential to our success in understanding and meeting each student's needs.

Excellence Through Continuous Improvement
We believe that achieving high performance and full potential for both the organization and the individual comes from a relentless commitment to excellence and the courage to adapt, change, and improve based on results. We believe in fostering a growth mindset by defining failures as opportunities for learning and continuous improvement.

Integrity and Ethical Stewardship
We believe in upholding our fiscal responsibility through integrity and high ethical standards. We gain high levels of trust and foster collective responsibility across our organization, through effective stewardship of our resources and consistent ethical, transparent, accountable behavior and actions.

Connected Families and Collaborative Community
We believe that community action is essential to achieving our vision and having a positive impact on student outcomes, including their health and wellness. We serve as a catalyst for a call-to-action with

our parents, families, and community. Through support, engagement, involvement, and collaboration, we leverage our multiple perspectives and collective genius, develop better solutions, and deepen our shared commitment to success.

Equity and Social Justice

We believe in bringing out the full potential of every student and staff member, through our commitment to equity, access, and inclusion. We are passionate and unwavering in our belief that we can make a positive difference for every student if we embrace diversity, acknowledge our interdependence, and exemplify the courage to reflect continually on our personal and systemic biases, and make decisions that disrupt systems of oppression and injustice.

Empathy and Respect

We believe that empathy—the ability to understand and share the feelings of another—is crucial for valuing diverse perspectives, effective collaboration, problem solving, and leading change. We believe that everyone has value and deserves to be treated respectfully.

World-leading and Future Ready

We believe that preparing our students and educators to thrive requires a culture of creativity and innovation. We are forward looking and future ready. We evolve by scanning the horizon for exemplary practices, inspiring fresh ideas, and adapting to our ever-changing world to meet our students' and educators' learning needs, now and in the future.

We honor differences and recognize intersectionality—the overlapping identities that combine and intersect in the experiences of marginalized groups—in order to understand the complexity of the prejudices they face and respond with inclusive practices. Empathy and respect also lead to a kind and caring environment, enabling our staff and students to build strong relationships and foster mutual wellbeing.
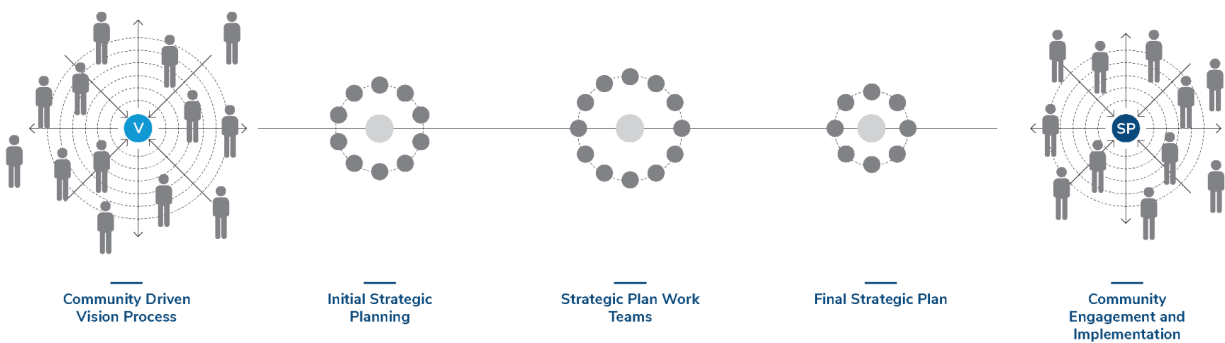
Theory of Action

IF we consistently put student learning first, live our core values, implement our strategic priorities, and disrupt inequitable practices...

THEN we will be an equity-centered organization that is responsive, resilient, and prepares students for a global society.
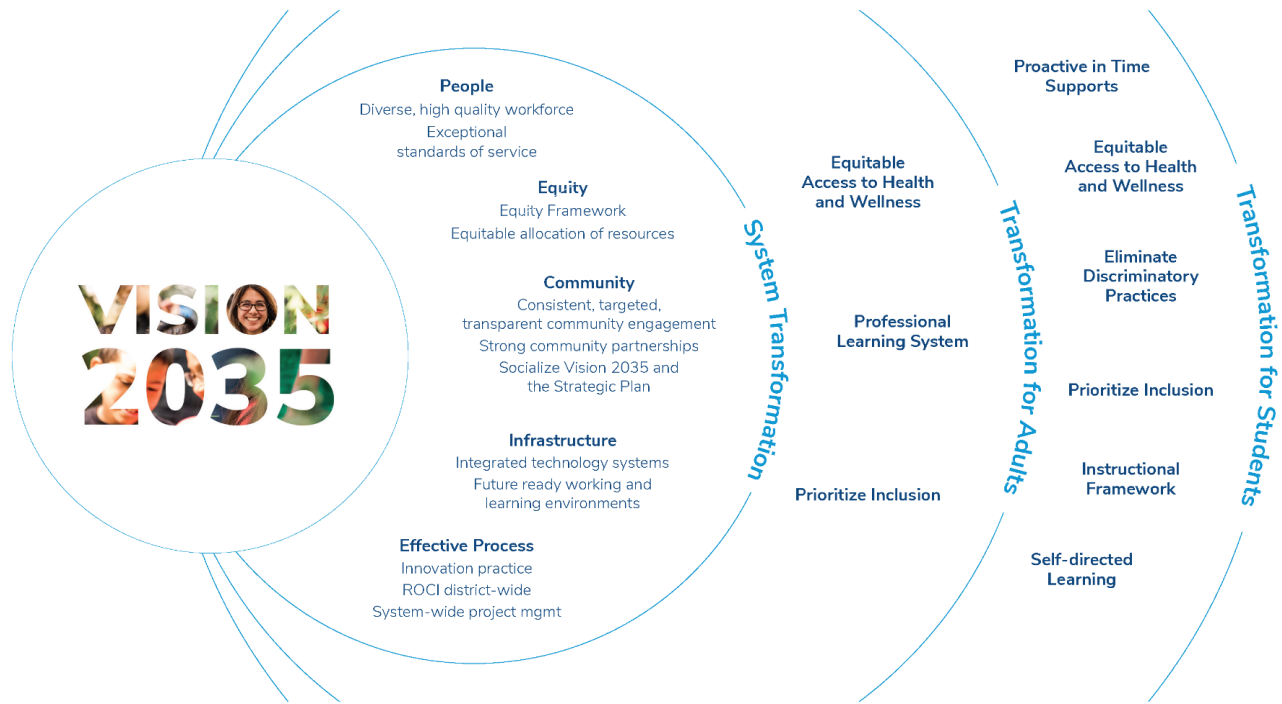
STRATEGIC PLAN PROCESS

The strategic plan process was designed to follow directly from the vision process, taking the charge from the community in the vision as the guidance for the plan. The process was significantly disrupted by the COVID-19 pandemic as staff prioritized planning and implementation for distance learning, and later for reopening. But from summer 2020, over 30 staff came together in a variety of meetings to craft the plan.

STRATEGIC PLAN ROADMAP

Community Driven
Vision Process

Initial Strategic
Planning

Strategic Plan Work
Teams

Final Strategic Plan

Community
Engagement and
Implementation

THE PLAN

STRATEGIC PLAN

People
Diverse, high quality workforce
Exceptional
standards of service

Equity
Equity Framework
Equitable allocation of resources

Community
Consistent, targeted,
transparent community engagement
Strong community partnerships
Socialize Vision 2035 and
the Strategic Plan

Infrastructure
Integrated technology systems
Future ready working and
learning environments

Effective Process
Innovation practice
ROCI district-wide
System-wide project mgmt

VISION 2035

System Transformation

Equitable
Access to Health
and Wellness

Professional
Learning System

Prioritize Inclusion

Transformation for Adults

Proactive in Time
Supports

Equitable
Access to Health
and Wellness

Eliminate
Discriminatory
Practices

Prioritize Inclusion

Instructional
Framework

Self-directed
Learning

Transformation for Students

Our strategic plan is organized into three themes: Learning Experiences and
Supports for Students; Supports for Adults; Systems Transformation. Each theme
area has the following outcomes and success indicators that will show whether
we are on track. The timeline snapshots show our plans for implementation,
however, this is a "living document" and quarterly reviews, based on data, will
indicate whether there need to be adjustments to the timing of phases.

Summary of Strategies at-a-Glance

Theme		Strategic Outcome
Learning Experiences and Supports for Students		Integrated Instructional Framework
		Self-Directed Learning Through Interest-Based Experiences
		Eliminate Discriminatory Practices
		Promote Equitable Access to Health And Wellness
		Proactive In-Time Supports and Early Interventions
		Prioritize Inclusion
Supports for Adults		Professional Learning System to Support Equitable Outcomes
		Promote Equitable Access to Health and Wellness
		Prioritize Inclusion
Systems Transformation	People	Diverse, High Quality, Workforce
		Exceptional Standards of Service
	Equity	Equity Framework
		Equitable Allocation and Distribution of Resources
	Effective Process	Innovation Practice Strengthens System Problem Solving
		System-Wide Project Management
		Results-Oriented Continuous Improvement Cycles District-Wide
	Infrastructure	Integrated Technology Systems and Infrastructure That Support Effective Learning and Services to Students, Families, and Staff
		Data Management System is Integrated, Responsive, and Accurate
		Future Ready Working and Learning Environments
	Community	Consistent, Targeted, Transparent, Community Engagement
		Strong Community Partnerships
		Socialize Vision 2035 and the Strategic Plan

Learning Experiences and Supports for Students

- Our students graduate better prepared for life and career as their learning experiences support their growth as a whole person.

- The eight competencies of the Graduate Portrait are outlined in a developmental continuum. This identifies what a student should know and be able to do at key milestones, such as Kindergarten, 5th grade, 8th grade and at completion of high school, and supports performance-based opportunities for *all* students to demonstrate their growth.

- Learning experiences are learner centered, flexible, relevant to the real world and reflect student interests.

- Learning feels more inclusive where differences, such as neurodiversity, linguistic abilities, culture, and learning styles are leveraged as assets and where every environment a student encounters is one of support for their needs.

- Students are supported to pursue their passions and interests in life and career, and have access to multiple pathways toward graduation or certification. Students are prepared to take their next steps after attending SCUSD with a direction and plan for doing so.

- Students benefit from enhanced academic, wellness, and mental health supports via an integrated and responsive student support framework.

Success Indicators Include

- The capacity for students to self-assess and demonstrate mastery on all elements/or prioritized elements of Graduate Portrait using a developmentally appropriate continuum

- Growth in the number of students on track for the Graduate Portrait milestones as expressed by the continuum

- Level of academic proficiency as determined by state standardized assessments

- Graduation rates particularly for key populations

- Breadth and level of student access to CTE

- Proportionate student growth by subgroup on college and career indicators

- Reduction in disproportionate referrals for suspension, expulsion and special education services for key populations

- Increase in student reports of self efficacy and decrease in reports of emotional distress as measured on student wellness surveys.

Supports for Adults

- Adults working at Santa Clara Unified School District are guided in developing the competencies of the Adult Portrait. These competencies are outlined in a continuum of growth with expectations and supports for *every* adult's continuous learning and development.

- Professional learning systems provide pathways for growth for every adult, deepening their expertise through relevant experiences inside and outside of our district, and developing their leadership skills to support our district in making Vision 2035 a reality.

- Adults benefit from enhanced wellness and mental health supports.

Success Indicators Include

- The capacity for all adults to self-assess and demonstrate mastery on the competencies/ prioritized competencies of the Adult Portrait (AP) using the continuum

- Recruitment and retention of staff of color

- Culturally responsive and sustaining ideas or solutions are evident throughout our work

- Increase in adult reports of a supportive and inviting work environment

Systems Transformation

- Our vision continues to take root and be understood by all our community stakeholders. With everyone's collective effort, we are working productively towards a shared destination.

- Our ongoing efforts to help everyone understand our vision, to work in partnership with our community, and to showcase our journey, help every adult working in Santa Clara Unified School District to see how their work contributes to realizing our vision, and therefore our students' success.

- Our workforce, both instructional and operational, is becoming more diverse. Our students deserve to learn from educators with similar lived experiences, and our system grows stronger, more adaptable and relevant for everyone when we increase our racial, cultural, linguistic and lived-experience diversity.

- Our system is aligned, coherent, and proactive in meeting the needs of our school community through a comprehensive support framework.

Success Indicators Include

- Strategic Plan implementation goals are on track

- Demonstration of a coherent, aligned, data informed, continuous improvement framework that leads to improved outcomes for all students

- MTSS implementation

- Our vision and plan are referenced by our stakeholders in meetings, in communications and in our partnership agreements

STRATEGIES IN DEPTH

LEARNING EXPERIENCES AND SUPPORTS FOR STUDENTS

Theme	Strategic Outcome	Goal	2021-22	2022-23	2023-24	2024-25	2025-26
Learning Experiences and Supports for Students	Integrated Instructional Framework	Goal #1 Framework V1	Plan/Prototype	Plan/Prototype	Launch	Scale	Sustain
		Goal #2 Prototype interdisciplinary units	Plan/Prototype	Plan/Prototype	Launch	Scale	Scale
		Goal #3 GP Continuum	Plan/Prototype	Plan/Prototype	Launch	Scale	Scale
	Self-Directed Learning Through Interest-Based Learning Experiences	Goal #1 Design principles for student interest		Plan/Prototype	Launch	Scale	Sustain
		Goal #2 Master Schedule	Plan/Prototype	Plan/Prototype	Launch	Scale	Sustain
		Goal #3 Map Linked Learning opps		Plan/Prototype	Launch	Scale	Sustain
		Goal #4 Pathway Innovation project		Plan/Prototype	Plan/Prototype	Launch	Scale
	Eliminate Discriminatory Practices	Goal #1 Root cause analysis	Launch	Scale	Sustain	Sustain	Sustain
		Goal #2 Anti-discrimination framework		Plan/Prototype	Launch	Scale	Sustain
	Promote Equitable Access to Health and Wellness	Goal #1 Promote value of mental health	Launch	Scale	Scale	Sustain	Sustain
		Goal #2 Identify barriers to service	Plan/Prototype	Launch	Launch	Scale	Sustain
	Proactive In-Time Supports and Early Interventions	Goal #1 Establish indicators	Plan/Prototype	Launch	Scale	Sustain	Sustain
		Goal #2 Implement best practices	Launch	Scale	Sustain	Sustain	Sustain
		Goal #3 Culturally and linguistically responsive curriculum/practices	Plan/Prototype	Launch	Scale	Scale	Sustain
		Goal #4 Strengthen Early learning systems to better prepare all students to be Kindergarten ready	Plan/Prototype	Plan/Prototype	Launch	Launch	Scale
	Prioritize Inclusion	Goal #1 Consistent SLT process for tiered supports	Launch	Scale	Sustain	Sustain	Sustain
		Goal #2 All staff use inclusive processes	Plan/Prototype	Launch	Scale	Scale	Scale

Integrated Instructional Framework

Outcome

SCUSD's Instructional Framework supports foundational and interdisciplinary learning for students to develop and demonstrate mastery of the Graduate Portrait and state learning standards.

Description

SCUSD's Instructional Framework describes an integrated, culturally responsive, and data-driven system that guides teaching and learning. It includes curriculum and lesson design; data-driven, student-centered instruction; formative assessment methods that enable students to demonstrate proficiency for foundational and interdisciplinary learning; and systems of support. This framework aligns with a developmental PK–12 continuum for the Graduate Portrait, and articulates key student learning behaviors and teacher pedagogical practices.

- **Instructional expectations and practices:** What are our instructional expectations regarding foundational and interdisciplinary learning? How do they reflect learner-centered, equitable, and culturally and linguistically responsive practices?

- **Lesson design**: How do we collaboratively design units and lessons that are rigorous, relevant, and engaging?

- **Data-driven instruction:** How do we use formative assessment, data and evidence to determine what our students have learned and need to learn?
- **Tiered systems of support:** What is the design for a multi-tiered system of support that prioritizes first best instruction? How do we differentiate learning supports within the classroom to meet the diverse needs of our learners?
- **Professional development**: How do we help our instructional staff enhance their effectiveness?
- **Professional learning communities**: How do we collaborate as teams and build our knowledge and skill to ensure that all students attain the Graduate Portrait and master learning standards?

Goal #1

Develop/select a V1.0 equity-centered, culturally responsive Instructional Framework that identifies learning and teaching practices that support all students in attaining the Graduate Portrait. The framework emphasizes an interrelated set of practices and expectations that guide how we support inquiry-based, disciplinary and interdisciplinary learning, and teaching that is learner-centered, interactive, engaging, and intellectually rigorous. Full framework scaled through an iterative process by 2025.

Goal #2

Prototype interdisciplinary teaching and learning in the new schools, integrate learnings from early prototypes into the Instructional Framework, and explore opportunities to scale the model across the district.

Goal #3

Build out the developmental continuum of the Graduate Portrait, and by June 2024, develop and prototype learning outcomes and corresponding performance-based assessments to demonstrate mastery in conjunction with the development of the Instructional Framework.

Self-directed Learning Through Interest-based Experiences

Outcome

Every student has access to flexible learning experiences that are centered on their interests and needs; support ongoing self-directed learning; and are integrated into multiple pathways to graduation or certification of completion.

Description

Educators collaborate with diverse groups of students to design and implement flexible learning experiences and environments that build upon student interests and needs, creatively use space and time to expand the learning environment beyond the traditional "bell" structure, and are aligned to the Graduate Portrait. This collaborative design process develops students' self-directed learning skills. The initial collaborations identify key principles for designing flexible, interest-based, learning experiences that can be applied across the system and adopted by other students and educators to

make learning more engaging, relevant, and self-directed for all students. These design principles will be integrated into the district's instructional framework in fall 2023. The resulting flexible learning experiences influence the design of multiple, interest-based, college and career pathways to graduation or certificate of completion.

Goal #1

Develop design principles, in collaboration with a diverse group of students and staff, that incorporate student interests and needs into learning experiences, and guide how and when learning occurs.

Goal #2

Support schools in redesigning master schedules that are aligned with Vision 2035.

Goal #3

Map opportunities across the community for students to integrate their academic learning with career preparation (as in Linked Learning). Launch an innovation project to prototype these learning experiences.

Goal #4

Launch a year-long innovation project to redesign a pathway to graduation using the flexible design principles developed in goal #1.

Eliminate Discriminatory Practices

Outcome

SCUSD identifies and eliminates systemic discriminatory policies and practices that result in disproportionate outcomes for students.

Description

In collaboration with students and families, staff undertake a root cause analysis to understand the drivers of discriminatory practice. By implementing processes that interrupt discriminatory practices, SCUSD eliminates disproportionate outcomes for students.

Goal#1

Identify root causes of discriminatory practices in our system that lead to disproportionate outcomes.

Goal #2

Begin to design and build a coherent, integrated, data driven framework that addresses discriminatory practices at district office, site, and classroom levels.

Promote Equitable Access to Health and Wellness

Outcome
SCUSD offers enhanced wellness and mental health services, based on an integrated framework, accessible to all students and staff.

Description
Health and academics are intertwined and, together, contribute to a positive, balanced and safe learning environment. Accordingly, the mental health and well-being of students, staff, and families is central to SCUSD's vision. To ensure awareness of and attention to the needs of all students, in a timely and efficient manner, supports are designed to be responsive and proactive. SCUSD also uses this framework to raise awareness of physical and mental health issues, remove barriers to accessing services, and to address the disproportionate effects of the pandemic on our BIPOC (Black, Indigenous, People of Color) and LGBTQ+ (Lesbian, Gay, Bisexual, Trans, Queer, plus) communities.

Goal #1
Promote the value of mental health and wellness through collaboration with the Staff Wellness Committee, including student representatives, and provision of enhanced resources to students and families.

Goal #2
Identify barriers to accessing available services, especially for our BIPOC or low SES (socioeconomic status) students, families, and staff.

Proactive In-time Supports and Early Interventions

Outcome
SCUSD's assessment and support system proactively identifies early interventions, including culturally and linguistically sustaining strategies, and best practices that improve outcomes for students, and support them in attaining the Graduate Portrait.

Description
Use data and assessment to proactively identify needs, especially for BIPOC (Black, Indigenous, People of Color), ELL (English Language Learners), low SES (socioeconomic status), students with disabilities, and students with intersectional needs. Connect this assessment to the provision of in-time supports and early interventions, including MTSS, and culturally and linguistically sustaining interventions and supports that will enable every student to meet the Graduate Portrait.

Goal #1
Establish a set of indicators that all staff working directly with students track regularly to identify signs that students need additional support.

Goal #2

A key set of best practices for specific groups of students, including our BIPOC, ELL, low SES, students with disabilities, and students with intersectional needs, is in regular use, connected to MTSS.

Goal #3

Implement relevant, evidence-based, culturally and linguistically responsive and sustaining curricula and pedagogy at school sites.

Goal #4

Strengthen Early Learning systems to better prepare all students to be Kindergarten ready

Prioritize Inclusion

Outcome

SCUSD has developed a system-wide positive culture that prioritizes inclusion for every student and adult, through the development and implementation of an integrated Multi-Tiered Systems of Support framework.

Description

Create a system-wide culture of ownership that prioritizes inclusion, in which every adult demonstrates a growth mindset and an asset-based approach to students, families, and co-workers, and every student and adult feels supported and valued.

Goal #1

All school leadership teams use a consistent process and framework to regularly review student progress relative to tiered supports and adjust these supports as needed to improve student outcomes.

Goal #2

All staff use inclusive practices, demonstrating a growth mindset and an asset-based approach to others, collaborating to develop a learning environment that works for each student and a working environment that supports each adult.

SUPPORTS FOR ADULTS

Theme	Strategic Outcome	Goal	2021-22	2022-23	2023-24	2024-25	2025-2026
Supports for Adults	Professional Learning System for Equitable Outcomes	Goal #1 professional learning pathways	Plan/Prototype	Launch	Launch	Scale	Sustain
		Goal #2 Adult LMS	Plan/Prototype	Launch	Scale	Sustain	Sustain
		Goal #3 collaborative learning models	Plan/Prototype	Launch	Scale	Scale	Sustain
		Goal #4 Leadership dev frmwk	Plan/Prototype	Launch	Scale	Scale	Sustain
		Goal #5 AP continuum	Plan/Prototype	Plan/Prototype	Launch	Scale	Sustain
	Promote Equitable Access to Health and Wellness	Goal #1 promote value of mental health	Scale	Sustain	Sustain	Sustain	Sustain
		Goal #2 identify barriers to service	Scale	Sustain	Sustain	Sustain	Sustain
	Prioritize Inclusion	Goal #2 all staff use inclusive processes	Plan/Prototype	Launch	Scale	Scale	Scale

Professional Learning System to Support Equitable Outcomes

Outcome

SCUSD's professional learning system supports individual growth for staff at all levels through pathways that are aligned to the Adult Portrait.

Description

SCUSD develops a world-class, learner-centered, professional learning system that provides differentiated professional development and systems of support aligned to the Adult Portrait. The professional learning system broadens access to both internal and external resources and opportunities that cultivate a culture of benchmarking to best practices, both within and outside the district.

Goal #1

All staff in the district have opportunities to develop their skills, knowledge, dispositions and behaviors in their served roles through professional learning pathways aligned to the Adult Portrait and district vision.

Goal #2

SCUSD's professional learning system will include a robust adult learning management system that organizes and evaluates adult learning across the organization.

Goal #3

Implement structured collaborative learning models and networks where staff regularly and effectively lead and facilitate their own learning that results in improved student learning and/or accelerates adult practice.

Goal #4

Implement a leadership development framework that outlines clear leadership capacities aligned to the Adult Portrait that enables internal staff to design a personal pathway to develop strong leadership skills.

Goal #5

Develop and prototype learning outcomes for all staff aligned to the demonstration of progress along the Adult Portrait continuum so that all district staff have opportunities to develop their skills, knowledge, dispositions and behaviors in their roles through professional learning pathways aligned to the Adult Portrait and district vision.

Promote Equitable Access to Health and Wellness

Outcome

SCUSD offers enhanced wellness and mental health services, based on an integrated framework, accessible to all students and staff.

Description

Health and academics are intertwined and, together, contribute to a positive, balanced and safe learning environment. Accordingly, the mental health and well-being of students, staff, and families is central to SCUSD's vision. To ensure awareness of and attention to the needs of all students, in a timely and efficient manner, supports are designed to be responsive and proactive. SCUSD also uses this framework to raise awareness of physical and mental health issues, remove barriers to accessing services, and to address the disproportionate effects of the pandemic on our BIPOC (Black, Indigenous, People of Color) and LGBTQ+ (Lesbian, Gay, Bisexual, Trans, Queer, plus) communities.

Goal #1

Promote the value of mental health and wellness through collaboration with the Staff Wellness Committee, including student representatives, and provision of enhanced resources to students and families.

Goal #2

Identify barriers to accessing available services, especially for our BIPOC or low SES (socioeconomic status) students, families, and staff.

Prioritize Inclusion

Outcome

SCUSD has developed a system-wide positive culture that prioritizes inclusion for every student and adult, through the development and implementation of an integrated Multi-Tiered Systems of Support framework.

Description

Create a system-wide culture of ownership that prioritizes inclusion, in which every adult demonstrates a growth mindset and an asset-based approach to students, families, and co-workers, and every student and adult feels supported and valued.

Goal #1

All staff use inclusive practices, demonstrating a growth mindset and an asset-based approach to others, collaborating to develop a learning environment that works for each student and a working environment that supports each adult.

SYSTEMS TRANSFORMATION

People

Strategic Outcome	Goal	2021-22	2022-23	2023-24	2024-25	2025-2026
PEOPLE						
Diverse, High Quality, Workforce	Goal #1 implement plan for diverse workforce	Scale	Scale	Sustain	Sustain	Sustain
	Goal #2 Align Evals to AP	Plan/Prototype	Launch	Scale	Sustain	Sustain
Exceptional Standards of Service	Goal #1 service perf mgt system	Plan/Prototype	Launch	Scale	Sustain	Sustain
	Goal #2 Evals	Plan/Prototype	Launch	Scale	Sustain	Sustain
	Goal #3 Collab learning teams	Plan/Prototype	Launch	Sustain	Sustain	Sustain

Diverse, High Quality Workforce

Outcome

SCUSD's human capital system builds a diverse, high-quality, high-performing workforce.

Description

SCUSD enhances the strength of its workforce by cultivating a robust human capital system, improving diversity, and maximizing each staff member's potential throughout the human resource lifecycle: attraction, recruitment, hiring, onboarding, placement, ongoing development, evaluation, retention, transition, and separation. These practices are aligned with the Adult Portrait and focused on increasing the diversity of our staff, especially teachers.

Goal #1

Implement a long-term plan to attract, recruit, hire, onboard, develop and retain diverse staff that reflects the diversity of our student population.

Goal #2

Align staff evaluations and performance management with the Adult Portrait.

Exceptional Standards of Service

Outcome

SCUSD's central office delivers exceptional services to our schools and community.

Description

SCUSD is transforming the central office to better serve our schools, students, and families. We are implementing a performance management system that holds central service areas accountable for a customer service culture. This reflects our belief that student achievement benefits from dependable central services that convey trust and confidence through prompt, knowledgeable, caring, and

individualized attention.

Goal #1

Develop a service performance management system that is grounded in a research-based Customer Service Excellence framework.

Goal #2

Develop a support and accountability process for service performance that links service department manager evaluations to service standards and performance.

Goal#3

Establish collaborative learning teams across service departments to support cross-departmental collaboration on challenging problems of practice, and identify actions to improve service performance.

Equity

Strategic Outcome	Goal	2021-22	2022-23	2023-24	2024-25	2025-2026
EQUITY						
Equity Framework	Goal #1 equity frmwk	Plan/Prototype	Launch	Scale	Sustain	Sustain
	Goal #2 used to guide policy and practice		Plan/Prototype	Launch	Scale	Sustain
Equitable Allocation and Distribution of Resources	Goal #1 budget activities aligned to EF	Plan/Prototype	Launch	Sustain	Sustain	Sustain
	Goal #2 Eq access to tech	Plan/Prototype	Launch	Sustain	Sustain	Sustain

Equity Framework

Outcome

SCUSD's Equity Framework guides all decisions, plans, and actions, and is embedded in all strategies and initiatives.

Description

Develop an Equity Framework that is informed by our core values, vision, relevant and timely data, and research. This framework guides district efforts and is integrated with all district initiatives. It articulates clear equity goals that support the implementation of evidence-based practices and actions focused on resolving inequities at every level of our system.

Goal #1

Develop our Equity Framework.

Goal #2

All staff use the Equity Framework consistently to guide policies and practices.

Equitable Allocation and Distribution of Resources

Outcome
SCUSD has developed an agile system for the equitable allocation and distribution of resources.

Description
Develop an agile, results-oriented, data-driven system that equitably allocates and resources to improve programming for vulnerable populations based on their changing needs.

Goal #1
All relevant budget activities are aligned to our Equity Framework, and tools that center equity in decision-making, linked to student needs data, are identified and implemented with fidelity.

Goal #2
Provide equitable access to technology to support flexible learning options everywhere, supporting multiple pathways designed to meet the unique needs of each student.

Effective Process

Strategic Outcome	Goal	2021-22	2022-23	2023-24	2024-25	2025-2026
EFFECTIVE PROCESS						
Innovation Practice	Goal #1 istudio	Launch	Scale	Sustain	Sustain	Sustain
	Goal #2 Two innvoation projects	Launch	Scale			
	Goal #3 Innovation frmk	Plan/Prototype	Launch			
	Goal #4 Advisory council		Plan/Prototype	Launch	Scale	Scale
System-Wide Project Management	Goal #1 PM frmk	Plan/Prototype	Launch	Sustain	Sustain	Sustain
	Goal #2 V2035 embedded in plans	Plan/Prototype	Launch	Sustain	Sustain	Sustain
Results-Oriented Continuous Improvement Cycles	Goal #1 Quarterly reviews	Scale	Sustain	Sustain	Sustain	Sustain
	Goal #2 DD reviews	Launch	Scale	Sustain	Sustain	Sustain

Innovation Practice Strengthens System Problem Solving

Outcome
SCUSD's innovation practice addresses challenges in the system and accelerates promising solutions, from prototype to implementation, at scale.

Description
SCUSD's innovation practice enables all staff and students to use innovation processes and tools to address challenges in the system. The innovation studio supports this with training, resources, and incentives, and promotes a culture of creativity, continuous improvement, and managed risk-taking. Innovation approaches are described in SCUSD's Innovation Framework, and applied regularly to ensure that solutions meet stakeholders needs now and in the future.

Goal #1

Set-up the innovation studio (physically and/or virtually) and train a diverse, cross-district cadre of facilitators (students and educators) to lead the practice. Aim to establish trained innovation process facilitators at sites by June 2025.

Goal #2

Launch two innovation projects that will inform the development of the Innovation Framework.

Goal #3

Develop SCUSD's Innovation Framework to provide a clear definition of innovation in SCUSD with guidelines and expectations on the innovation practice in the district.

Goal #4

Strengthen our innovation practice by establishing an Innovation Advisory Council of internal and external partners, trained in the Innovation Framework, to identify and support innovation work in SCUSD.

System-wide Project Management

Outcome
SCUSD's internal project management framework ensures alignment of all strategies and site and department action plans.

Description
Create, implement, and monitor a process that ensures organizational alignment among strategies and site and department action plans to create synergies in our efforts to provide world-class educational experiences for all students.

Goal #1
Create and implement a shared project management framework that includes shared processes and tools, and is based on data.

Goal #2
Vision 2035 is embedded in all department and school level plans, vision statements, and Expected Schoolwide Learning Results (ESLRs).

Results-oriented Continuous Improvement Cycles District-wide

Outcome
SCUSD staff consistently improve outcomes by effectively implementing results-oriented cycles of improvement district-wide.

Description

Data-driven, results-oriented, practices are evident throughout the district, especially at the grade-level team, school, and central office department levels. Staff have the capacity to set measurable goals, collect outcome and implementation data from multiple sources, and adjust actions, and monitor progress. Diverse stakeholders are involved in analyzing data to strengthen interpretation and this informs instructional decisions and actions, especially resource allocations, that lead to improved outcomes.

Goal #1

Strategic plan priorities are being monitored quarterly to ensure progress toward equitable metrics and indicators.

Goal #2

Regular data-driven cycle reviews are established across all grade level teams, school sites, central office departments, and at the district level.

Infrastructure

Strategic Outcome	Goal	2021-22	2022-23	2023-24	2024-25	2025-2026
INFRASTRUCTURE						
Integrated Technology Systems and Infrastructure	Goal #1 Tech frmwk	Scale	Scale	Sustain	Sustain	Sustain
	Goal #2 Data dashboard	Plan/Prototype	Launch	Scale	Sustain	Sustain
	Goal #3 LMS	Plan/Prototype	Launch	Launch	Scale	Scale
Data Management System	Goal #1 Interoperable data system	Plan/Prototype	Launch	Scale	Sustain	Sustain
	Goal #2 cutting edge tools	Plan/Prototype	Launch	Scale	Sustain	Sustain
Future Ready Working and Learning Environments	Goal #1 Asset and use map	Launch	Scale	Sustain	Sustain	Sustain
	Goal #2 LFMP	Plan / Prototype	Launch	Sustain	Sustain	Sustain

Integrated Technology Systems and Infrastructure That Support Effective Learning and Services to Students, Families, and Staff

Outcome

SCUSD's technology systems and infrastructure are world-leading and future ready, supporting effective learning and services to students, families, and staff.

Description

SCUSD's cross-department technology task force develops a framework that guides development, equitable deployment, and maintenance of a future-ready technology infrastructure to support all adults in their work and all students in attaining the Graduate Portrait. This work also guides the development and support of an integrated Learning Management System and a dashboard that allows all stakeholders to access relevant data.

Goal #1

Develop an integrated technology framework that guides all plans and purchases of technology, ensures

regular updating of infrastructure and tools to world-leading and future ready standards, and aligns systems across the district.

Goal #2

Develop/adopt an LMS for both students and adults.

Goal #3

Begin to prototype a data dashboard to support all data inquiries and reviews, with different views for different stakeholders, integrated with backend data storage.

Data Management System Is Integrated, Responsive, and Accurate

Outcome

SCUSD's data management infrastructure supports effective data-driven decision making across the district.

Description

Accurate, timely, data-driven decisions require a robust data management infrastructure that integrates data warehouses and operational data stores from across the district so that data analysis is supported by historical and current data that are consistent, accurate, responsive, and real-time.

Goal #1

Our data system is interoperable (different information systems connect, access, and exchange data) and real time (once new data is entered, it is immediately accessible from anywhere) to ensure seamless, secure, and controlled data exchange between applications and databases.

Goal #2

Cutting edge tools are deployed to proactively monitor and extract information from our data systems to enable proactive response to critical equity-centered indicators.

Future Ready Working and Learning Environments

Outcome

SCUSD's working and learning environments are future-ready and support the Graduate Portrait, Adult Portrait, Systems Portrait, and Core Values by design.

Description

SCUSD's working and learning environments for students, staff, and community support our vision by reflecting inclusive, world-class facilities that are designed to support the Graduate Portrait, Adult

Portrait, Systems Portrait, and Core Values. We have integrated our learnings from the 2020–2021 school year's distance learning experiences, strategic foresight about our facilities' needs in the future, our Equity Framework, and high standards for safety and sustainability into our designs for construction and upgrades. We have also integrated best practices in designs that are human centered, support environmental stewardship and maximize productivity and mental and physical health. Also, we design environments as community assets by ensuring a welcoming environment that is accessible and culturally responsive.

Goal #1
Develop a facilities asset and use map that includes a full inventory of facilities and spaces, and a deep understanding of how they are currently being used.

Goal #2
Develop a Long-range Facilities Master Plan that incorporates our core values and supports our vision and commitment to sustainability, inclusion and equity.

Community

Strategic Outcome	Goal	2021-22	2022-23	2023-24	2024-25	2025-2026
COMMUNITY						
Consistent, Targeted, Transparent Community Engagement	Goal #1 Guidelines	Plan/Prototype	Launch	Scale	Sustain	Sustain
	Goal #2 Engagement	Plan/Prototype	Launch	Scale	Sustain	Sustain
Strong Community Partnerships	Goal #1 partnership model	Launch	Scale	Scale	Sustain	Sustain
	Goal #2 mentorship program	Plan/Prototype	Plan/Prototype	Launch	Scale	Scale
Socialize Vision 2035 and the Strategic Plan	Goal #1 - Create opportunities for stakeholders to make meaning of the vision, strategic plan, and understand their roles in support and implementation	Launch	Scale	Sustain	Sustain	Sustain

Consistent, Targeted, Transparent Community Engagement

Outcome
SCUSD's communications are consistent, targeted, and transparent across the range of engagement from input, to feedback, to inform, in order to keep the community engaged and the district accountable.

Description
Strengthen communication structures that prioritize transparency (e.g. closing the loop on input and explaining how and why decisions are made); tell stories of growth, challenges, and progress across the district; and to keep the community engaged and the district accountable, especially for the benefit of vulnerable students and families.

Goal #1
Implement our guidelines for clear, accessible, and meaningful communications created in collaboration with families, so that we can target our messages to various groups.

Goal #2

Collaboratively build out our family and community engagement process across the range of engagement—from input, to feedback, to inform—giving our families greater opportunities to collaborate, and increasing our engagement rate overall, particularly with our most vulnerable families.

Strong Community Partnerships

Outcome

Strong cross-community partnership teams leverage resources, strengthen programs, and nurture community cohesion.

Description

Build cross-community leadership and partnership teams amongst sites and with families, organizations, and businesses with the goal of identifying and leveraging resources, building capacity, strengthening programs, and nurturing community cohesion.

Goal #1

Develop our initial model of partnership that is sustainable, scalable, and focused on student needs, in collaboration with our business partners.

Goal #2

Establish a co-development process with our community partners that results in a mentorship program, career experience opportunities for our students, and externship opportunities for staff.

Socialize Vision 2035 and the Strategic Plan

Outcome

SCUSD socializes Vision 2035 and the strategic plan with internal and external audiences, building understanding and buy-in.

Description

Socialize our vision and strategic plan to ensure that all internal and external stakeholders have opportunities to engage, understand, and *make meaning* of our Vision 2035 elements—The Graduate Portrait, Adult Portrait, Systems Portrait, and Core Values—and our strategic plan for attaining them.

Goal #1

Create opportunities for all stakeholders to make meaning of the vision and the strategic plan, and understand their roles in support and implementation.