



San Jose Unified
School District

"Inspiring and Preparing for Success"

Listening and Learning Campaign 90 Day Plan Report Out

SJUSD School Board Meeting

October 28, 2010

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District Vision and Goals

The San Jose Unified School District (SJUSD) articulates its vision as a learning community that inspires students to be the best they can be, equipping them with world-class skills, a commitment to lifelong learning, active citizenship in a diverse society, and respect for self and others. The stated goals are:

- Every student will meet or exceed state and district academic and lifelong learning standards
- SJUSD's divisions and schools will demonstrate cost effective budget management
- SJUSD will recruit, support, and retain a high quality workforce
- SJUSD will ensure staff, parent, student and community satisfaction and effective partnerships
- SJUSD's division, departments and schools will demonstrate effective, efficient and exemplary operational practices



SJUSD's employees will demonstrate innovative educational leadership

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Entry Plan Goals

- To ensure a smooth and orderly transition of leadership and to carefully structure this transition to best support and facilitate clear understanding of the districts' current state of instructional improvement and increases in student achievement
- To develop a clear, trusting, productive, collaborative relationship with the SJUSD Board of Trustees
- To create opportunities for the new superintendent to listen broadly and deeply to a multitude of stakeholders and gain a comprehensive understanding of SJUSD
- To proactively ensure that all voices, not just those who traditionally avail themselves to collaboration with the school system, are heard and engaged in the process of continuous improvement
- To build enthusiasm for SJUSD's vision, mission, and strategic plan, while also establishing the commitment to engage in needed change to ensure a system of continuous improvement



To identify and execute activities that must happen immediately to ensure an outstanding beginning to the school year

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Outcomes and Deliverables

Expected results

- Superintendent visitation to every school in the district
- A 90 day report on observations, findings and a proposed vision for the future



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Structure of the Entry Plan

The superintendent engaged in a purposeful effort to listen, learn, discern and begin to develop plans for the future, in collaboration with the Board and the San Jose community. The following activities were the core components of the entry plan:

1. Developed working relationship with the Board of Education
2. Assessed the organizational capacity and alignment
3. Analyzed Data and Reviewed Documents
4. Engaged and Interviewed Parents and Community Leaders
5. Sought understanding of the current, strengths, strategies, and opportunities for improvement in light of current budget and other challenges
 - 90 Day Plan Report Out



Who was interviewed?

- All SJUSD Board members
- Superintendent's Council Members
- District Directors
- District Managers
- Principal 1 on 1's
- CSEA President
- SJTA President
- SJAA President
- Trades President
- AFSCME President
- County Superintendent
- Surrounding District Superintendent's
- City Council Leaders
- Civic Leaders
- Charter School Leaders
- Parent Leaders
- Key elected officials
- Area legislators – state and national
- Chamber of Commerce officials
- Parent organizations and local PTAs
- Key business and Civic leaders and advocates
- Non-profit groups
- Faith Based Leaders
- Faculty and staff
- Former superintendents
- Teachers, Parents and Community members at Community meetings



1. Governance Team: SJUSD Board of Trustees

Initial Observations and Impressions

- The SJUSD Board is focused and places the well being of students as a first priority.
- The SJUSD Board works well as a unit.
- The community perspective is that board is committed to student achievement and eliminating achievement gaps.
- The adoption of Board Policy 0210 (The district's policy on equity) is evidence of the board's commitment to providing a first class education for EVERY child.

Recommendations:

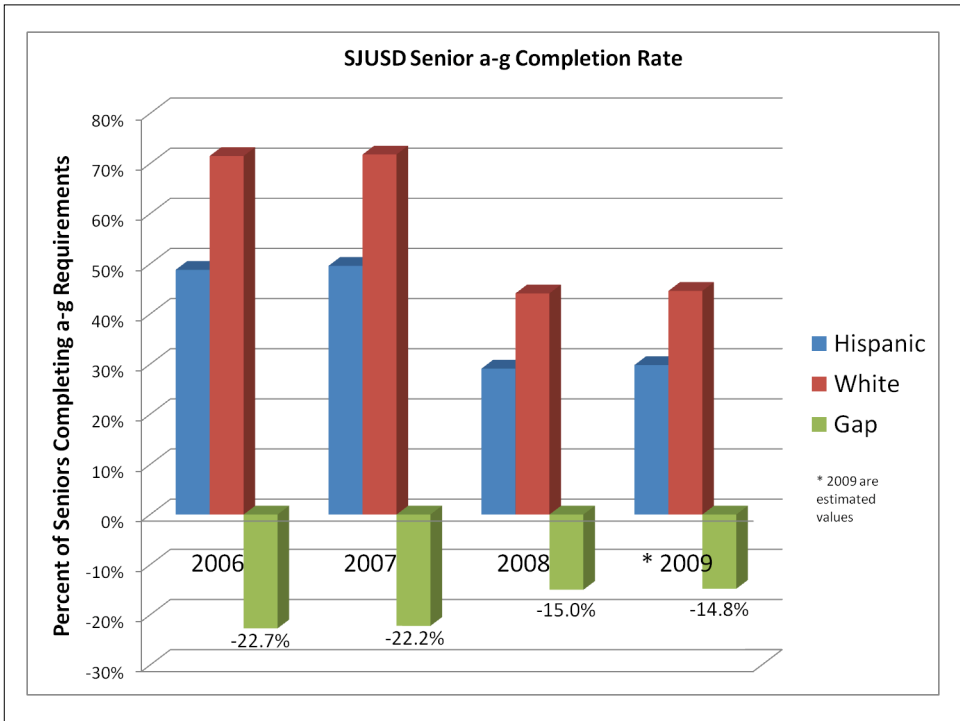
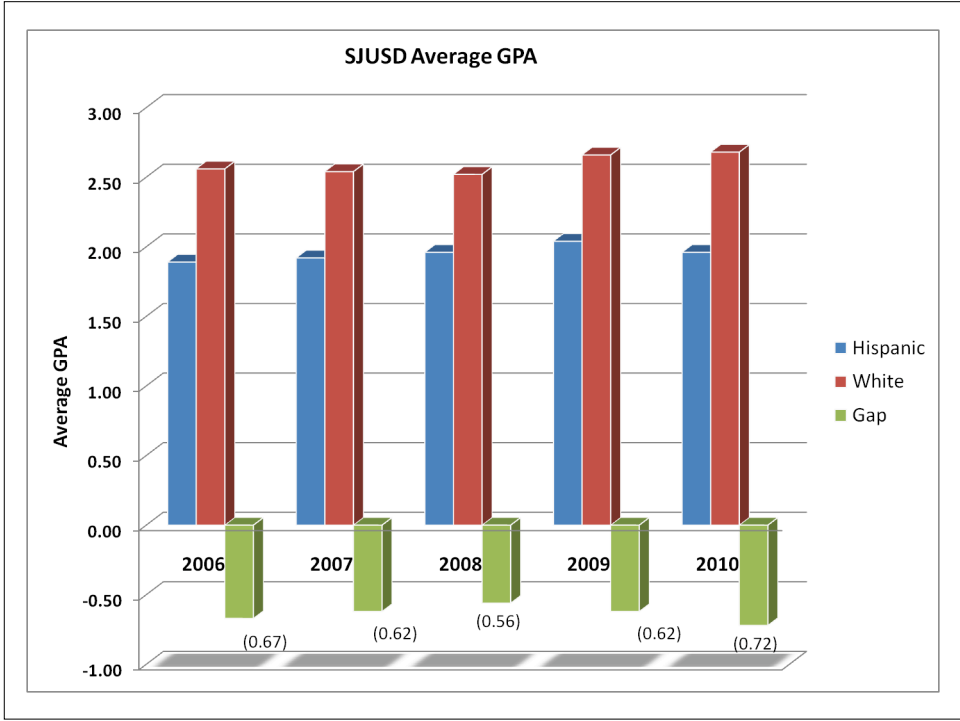
- Continue Semi-Annual Governance team meetings to ensure that the organization is continuing to move in the direction that is board driven
- Board should consider establishing exactly what types of data they will review periodically throughout the year and annually (ex. How many students from each school make a years growth? Which sub groups are making a year's growth? Etc.)

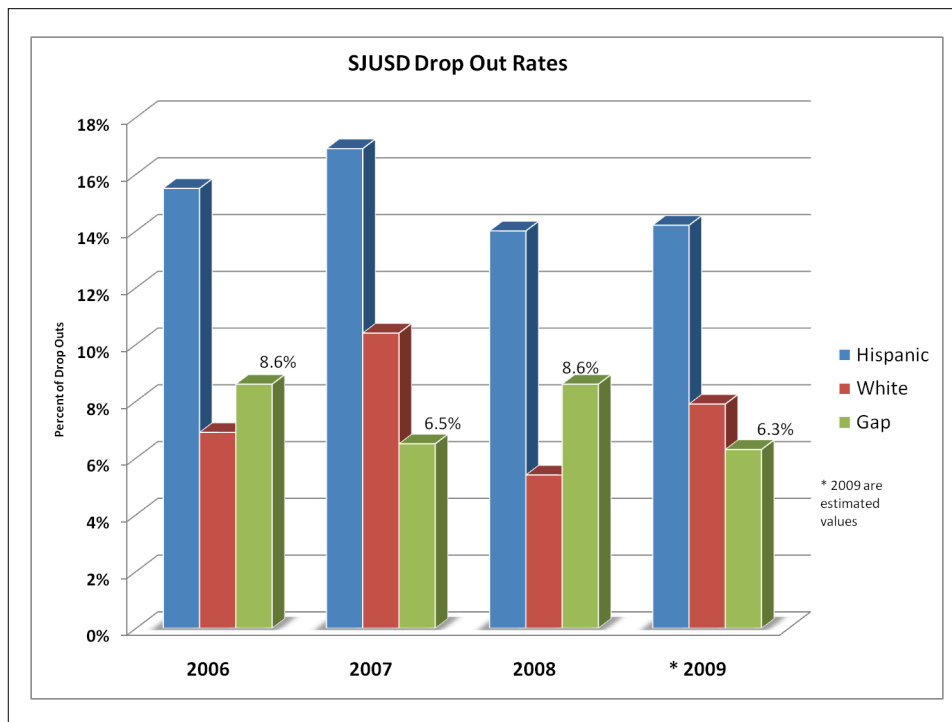


Instructional Expertise

Research has found that the single most important measurable cause of increased student learning was teacher expertise. The effects were so strong, and the variations in teacher expertise so great, that after controlling for socioeconomic status, the large disparities in achievement between Latino and White students were almost entirely accounted for by differences in the qualifications of their teachers.







2. Organizational Capacity and Alignment cont.

Initial Observations and Impressions:

- Since research and best practices stress that achievement gaps are closed through effective instruction it is important to acknowledge that the re-alignment of the division of Curriculum and Instruction has the division and sites focused on accelerating achievement for every child through the lens of powerful instruction.
- The capacity in the finance department and in operations are strengths of the district.
- Although the strategic plan was most recently updated in May 2010, there is a list of activities in the plan that staff is not engaged in and activities we are engaged in that are not in the plan.
- An updated plan could more closely align to identified needs that will continue to improve instructional expertise and eliminate gaps in performance between Latino and White students

2. Organizational Capacity and Alignment cont.

Initial Observations and Impressions:

- There does not appear to be effective alignment or communication between the division of External Programs and the division of Curriculum and Instruction
- There is a lack of clarity regarding the alignment of the offices organized under the Assistant Superintendent of External Programs.
- The division of External Programs does not appear to be aligned and staffed in a comparable way to districts of similar size and make-up.



2. Organizational Capacity and Alignment cont.

Recommendations:

- Continue the district's focus on increasing rigor and instructional effectiveness in the classrooms. The district's resources should be allocated to support this initiative
- The Strategic Plan should be reviewed and modified as appropriate
- An audit of the division of External Programs should be conducted
 - audit of office Continuous Improvement
 - audit of the Research and Assessment department
 - To answer the following questions :
 - Are External Programs and Curriculum and Instruction organized in a way that there is effective communication between them?
 - Are the offices under the Assistant Supt. of External programs organized effectively?
 - How is the Division of External Programs aligned and staffed compared to similar districts



2. Organizational Capacity and Alignment cont.

Recommendations Cont.:

- If we are truly to work to reduce the achievement gap, over the next 6 – 12 months staff must address how we will continue to support instructional rigor and site leadership by addressing the following questions:
 - How are our leaders developed?
 - How are our leaders held accountable?
 - How are leaders supported when they fall short?



3. Data Analysis and Document Review

Initial Observations and Impressions:

- The district adopted an Equity Policy which helps establish a subset of expected data that the community can expect to see.
- The Equity Policy targets professional growth, parent involvement, evaluation accountability, fiscal alignment and stability, and employment practices
- The district has a deep and rich source of data in our data warehouse.
- Principals and site staffs have come to expect a certain data set at the beginning of each year
- The data that we have used in community reports have painted an average picture which tends to mask where there is uneven performance
- Data currently indicates that there is an opportunity gap between the education that we are providing to our white and Asian students and our Latino and Black students.
- It is not consistent from site to site how data is used to inform instruction or change practice at sites



3. Data Analysis and Document Review

Recommendations:

- The district/Board need to establish a very clear picture of what data the community can always expect to see from the district every year.
- The district should consider Equity focused professional development that is implemented at Board, district leadership and site level



3. Data Analysis and Document Review

Recommendations cont.:

- There should be an audit of the research and assessment department to answer the following questions:
 - Are there effective processes for setting and communicating benchmarks?
 - What is the quality of instructional assessment in the district?
 - Are interim assessments used to provide feedback on a regular basis to inform instruction?
 - How is assessment data disseminated and used at the student, classroom, school and district levels?
 - Are effective assessment tools, processes, data systems, accountability mechanisms and training levels?
 - Are we using the results of our benchmarks effectively?
 - Is there open communication and support to building principals regarding all operations in the division of External Programs?
 - Is leadership being systematically developed in all departments in Curriculum and Instruction and External Programs?



4. Community Engagement and District Communications

Initial Impressions and Observations-

- The repeated strengths from community meetings:
 - The district has consistently shown fiscal responsibility
 - The district offers a rich variety of programs for students (I.B., Magnet, Immersion, etc.)
 - The district offers and supports a variety of parent outreach programs
- The repeated areas for growth from community meetings:
 - The district struggles to meet the needs of both high performing and low performing students
 - The district does not do enough to remove poor performing teachers
 - The district does not have enough incentives for teachers and needs to do a better job of recruiting teachers that reflect diversity of students.
 - The district needs to do a better job of communicating with parents and a better job of including of parents in the decision making process



4. Community Engagement and District Communications

- Recommendation
 - Investigate the effectiveness of the district's customer service training
- Recommended audit of communications
 - There should be increased training for public information officer
 - The district communications leadership should be tasked with the creation of a communication plan



Waiting for Adequate Resources from the State of California?

- In the 30 years following Proposition 13 California ranks 44th in K-12 spending per student, 46th in K-12 spending as a percentage of personal income and 50th in the number of K-12 students per teacher
- 2010-2011 Budget released 2 weeks ago
- There is a greater reliance on one time revenues, such as apportionment deferrals, fund shifts, and federal funds. The temporary revenue increases from 2009-10 (one –cent increase in the sales tax, higher personal income tax rates, .50% increase in the vehicle License Fee rate)expire in 2011-12.
- Without a major economic turnaround in the economy will there be midyear cuts?



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5. Operations and Finance

Initial Impressions and Observations-

- Fiscal Department is a district strength
- The district has made fiscally sound decisions
- The district has built up its reserve in preparation for difficult fiscal conditions
- Employee units have made decisions to support district's fiscal constraints
- The district is currently using reserves to balance budget

Recommendations

- Continue to use and present financial data to assist district in making fiscally responsible decisions
- Develop a plan for increasing revenues at local level
- Implementing transparent budget process so that when cuts have to be made they align to district's strategic goals



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Superintendent Continued Focus

Creating Clarity

- Instructional (Instructional Clarity)
 - Strategic focus on rigorous instruction that closes the opportunity gap
- Operations and Fiscal (Management Clarity)
 - Strategic focus on maintaining fiscal solvency
- Leadership (Cultural Clarity)
 - Strategic focus on site leadership
 - Strategic focus on culturally relevant PD
 - Strategic focus on data usage

