

# Strategic Planning Restart and Goals and Priorities

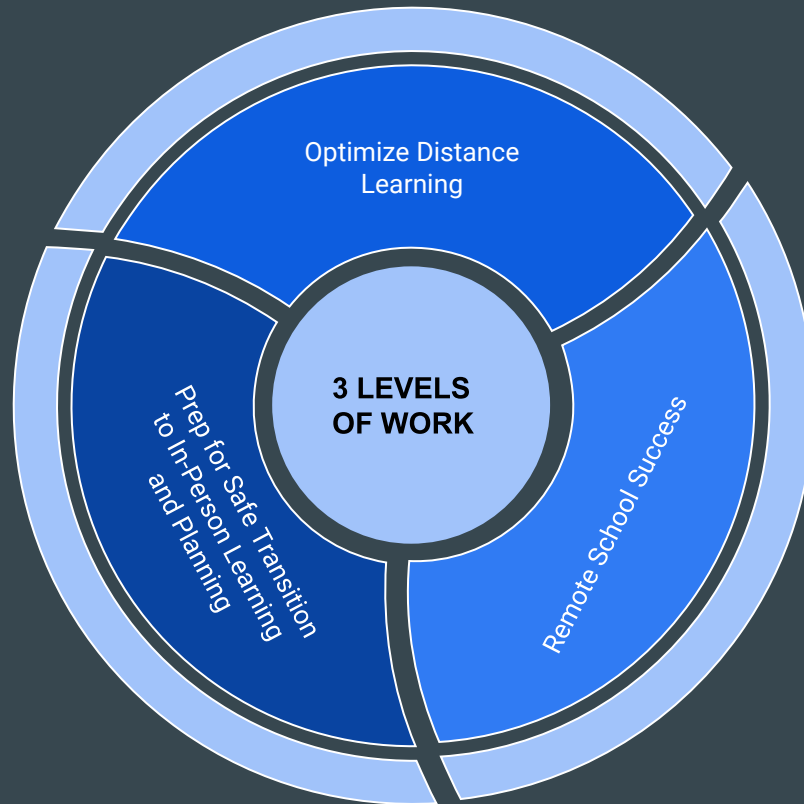


Pasquale Scuderi  
Superintendent  
Alameda Unified School District

# Overview

---

- Acknowledge the continued uniqueness of the present
- Reset and restart the strategic planning process
- Infusing Board and Staff Goals and priorities
- Resuming development of strategic plan



# AUSD Graduate Profile - Approved February 2020

---

**I Am College and Career & Life  
Ready**

Core academics  
Life and Professional skills

**I Seek Opportunities and Challenges**

Critical thinker and problem solver  
Ability to stretch, engage, and persist

**I Know Myself and Work Effectively  
with Others**

Socially and Emotionally Aware  
Effective Collaborator

**I Build Community Through  
Understanding and Service**

Cultural Awareness  
Civic responsibility

# Previously

---

## February 2020:

Graduate Profile development included \_\_\_\_\_ stakeholders in both group and individual input scenarios

## March 2020:

Strategic planning group and academic committee began initial discussions about structure and goals

COVID-19 shifts priorities and puts planning on hold

## September 2020:

Strategic Planning Resumes

# Revised Strategic Planning Timelines

<b>Initial Timeline</b> <b>2019-2020 (presented 2/11/20)</b>	<b>Revised Timeline</b> <b>2020-2021 (presented 9/22/20)</b>
<b>March:</b> <b>Consultation w/staff</b>	<b>September:</b> <b>Planning team reconvenes</b>
<b>April:</b> <b>Board study session, staff writing retreat, review initial draft with principals</b>	<b>October:</b> <b>Planning team writing retreat. Produce rough draft.</b>
<b>May:</b> <b>Continued consultation and first draft to Board</b>	<b>November:</b> <b>Consultation and engagement</b>
<b>June:</b> <b>Final draft to Board</b>	<b>December:</b> <b>Board workshop</b>
	<b>January:</b> <b>Revisions, consultation, and engagement</b>
	<b>February 1:</b> <b>Present Initial Draft to Board</b>

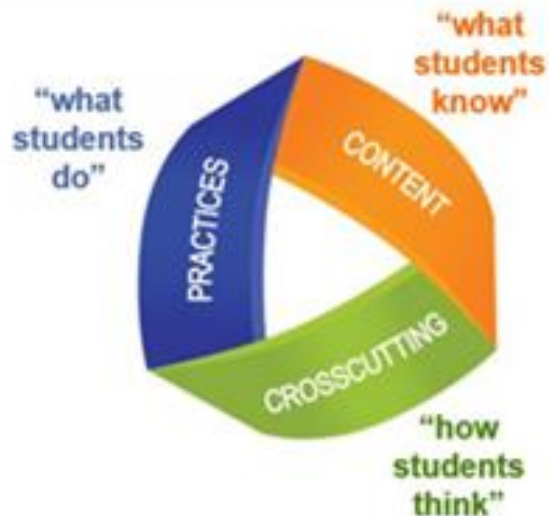
# Preliminary Needs Assessment

---

Emergent or Existing Needs for Focus::

- African-American student achievement
- Educator quality and satisfaction
- Cross-content literacy
- Mathematics
- Special Education
- Instructional quality/consistency
- Social and emotional needs of students

# Instructional Non-Negotiables



Quoted text from Peter A'Hearn

## Bloom's Taxonomy



# Strategic Planning: Targeted Universalism

---

Setting universal goals pursued by targeted processes to achieve those goals.

Targeted universalism is an approach that supports the needs of the particular while reminding us that we are all part of the same social fabric.

Needs of the particular:

- African-American Students
- Students with Disabilities
- English Language Learners

# Developing Structure (EXAMPLE)

---

OBJECTIVE 1: Create Standards Based Learning Environments for Students and Support Staff  
(CURRICULUM AND INSTRUCTION)

Strategy A: Ensure Standards-Based Grading and Instruction in all classrooms

Strategy B: Foster Academic Discourse Across Content Areas

## ACTION STEPS

Teachers	Principals and Administrators	Classified Employees	Teaching and Learning	Student Services	Human Resources	Business and Operations	Board of Education
----------	-------------------------------	----------------------	-----------------------	------------------	-----------------	-------------------------	--------------------

## TARGETED PROCESSES AND SUPPORTS

African-American Students	Students w/ Disabilities	English Language Learners
---------------------------	--------------------------	---------------------------

# Priorities: Board Collaboration on Special Education

---

## Special Education:

- Stabilize staffing and explicitly recruit talent
- Expand capacity for internal assessment
- Ongoing collaboration and capacity building with site administrators
- Clarity in IEP process
- Family groups during covid

# Priorities: Board Collaboration on College Readiness

---

## Concurrent Enrollment Options

- Peralta's High School Special Enrollment provides enrichment opportunities for high school students who can benefit from college level instruction.
- High school students can enroll into Peralta courses concurrently as a high school student, earning both high school and college credit.
- This is a very popular option for AUSD high school students who want to deepen their learning in a particular subject, explore vocational courses (auto mechanics, construction, welding, etc), or get a head start on college level general education requirements.

# Priorities: Board Collaboration on Equity in Practice

---

- Introduction and implementation of use of data to understand differential access to learning opportunities, resources, and ultimately student outcomes
- Strides in advancing district's cultural orientation towards equity; NOW, move toward action and practice - decisions, resource distribution, and explicit communication
- More intentional and broader outreach, engagement, and activation of BIPOC community

# Priorities: Board Collaboration on Budget and Finance

---

- FISCAL: long term strategy for managing expiring parcel taxes and future bonds
- Articulate priority-based budgeting
- Address structural health of ongoing budget

# Priorities: Board Collaboration on High School Graduation

---

- Analysis of high school graduation requirements in context of graduate profile
- Create or enlist existing student committees to discuss these issues
- Review current textbook adoptions and materials through lens of relevance and inclusion