

Santa Ana Unified School District



Strategic Plan



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Message from the Superintendent

The Santa Ana Unified School District Strategic Plan is the culmination of efforts between the school district and community working together for the benefit of our students. Under the leadership of the Board of Education, we have collaborated with the Continuous Improvement Team—comprised of students, parents, community members, and staff members—to create a Strategic Plan that clearly outlines the goals our district strives to accomplish. By utilizing focused strategies and monitoring key indicators, these goals provide a framework that ensures all students in the Santa Ana Unified School District are prepared for college and career and equipped to assume their roles in the global citizenry.

I would like to thank each person who assisted in the creation of our Strategic Plan. Whether you are a student, parent, community member or staff member, your contributions to this plan will ensure that the Santa Ana Unified School District continues to provide our students with a world-class education and 21st-century skills and knowledge.

About SAUSD

Founded in 1888, the Santa Ana Unified School District (SAUSD) is the largest school district in Orange County and the sixth-largest in California. SAUSD educates approximately 56,000 students across 61 dynamic school sites throughout the eclectic and vibrant Santa Ana community. The K-12 school district is the second-largest employer in Santa Ana, employing nearly 4,500 educators and staff members.

Approximately 60% of SAUSD students are English learners, and Spanish, Vietnamese and Khmer are the most common languages spoken at home. Additionally, 87% of students participate in free or reduced-price meal programs.

Overarching Goal

Our students will be college and career-ready and prepared to be productive citizens in the 21st century.

Vision Statement

We will work collaboratively and comprehensively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career.

Mission Statement

We assure well-rounded learning experiences which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country, and a global society.

Our Guiding Principles from the Board of Education

Success, Achievement, United, Service, Dedication

Our Core Values

Respect, Responsibilities, and Results

Our Core Beliefs based on our Guiding Principles and Core Values

The Seven Building Blocks to Our Success

WE BELIEVE:

1. **CLEAR FOCUS ON LEARNING:** That everyone's work should be focused on improving student learning based on the Common Core State Standards.
2. **COMPREHENSIVE ACCOUNTABILITY:** That we are accountable for student success and should use student learning data to improve our practice.
3. **CLIMATE:** That we should maintain a safe and orderly learning environment and base our relationships on our core values.
4. **CAPITAL:** That we should align our resources to improving student learning.
5. **COMMUNICATION:** That effective communication among all groups centered on a common message around student success is essential.
6. **COMMUNITY AND PARENT INVOLVEMENT:** That transparent, credible processes supporting the involvement of and partnership with key stakeholders support the achievement of our mission.
7. **COMMITMENT AND CAPACITY:** That we value our employees and support their continuous improvement through training, evaluation, and the sharing of best practices.

SAUSD Student Outcomes

SAUSD graduates will exhibit both the academic aptitude for higher education and a variety of intellectual skills that go beyond college entrance requirements. Students will gain an appreciation for learning in general, value their accomplishments in academics, the arts, and personal health and well-being, and become contributing citizens.

SAUSD GRADUATES ARE PREPARED FOR SUCCESS IN COLLEGE AND CAREER IN OUR INTERCONNECTED WORLD BY:

- » Mastering grade level academic skills required for college or some other form of career advanced education.
- » Developing problem-solving skills and an organized approach to learning tasks.
- » Developing a mastery of logic and critical thinking skills and learning how to apply the correct application to new situations.
- » Developing accuracy in their oral and written expression that includes sound analytical thinking and convincing public speaking skills.
- » Developing a curiosity to explore ideas and issues with determination to take risks, learn from mistakes, and adapt to new thinking.
- » Learning in a variety of academic disciplines and settings.
- » Effectively using a variety of digital skills and media resources to acquire, create, and process technical information while maintaining trustworthiness, values, and good manners.
- » Developing the ability to work collaboratively and learn as an active member of a team.
- » Determining the validity and relevance of information resources in the development of research skills.
- » Connecting and correlating knowledge and skills continuously through real-world applications in reading, writing, mathematics, science, social studies, the arts, physical activity, and enrichment experiences.

SAUSD GRADUATES ARE RESPONSIBLE FOR THEIR PERSONAL SUCCESS AND BECOME CONTRIBUTING CITIZENS BY:

- » Practicing ethical behaviors exhibiting integrity and commitment to the well-being of self and others within a balanced lifestyle.
- » Maintaining trust, positive values, good manners, and respect for others.
- » Showing initiative and responsibility through positive actions to expressing self-motivations, self-discipline, and perseverance.
- » Communicating and collaborating by exercising a willingness to help and connect with culturally diverse individuals and groups to make necessary compromises toward accomplishing a common goal.
- » Preparing for the unknown by being empowered with tools to face challenges and life-long learning.

Strategic Goal 1

Provide all students with the knowledge, skills, and values to help them become productive citizens in the 21st century.

Strategies

- a. Implement the Common Core State Standards
- b. Improve secondary education
- c. Create and implement a technology plan that will support 21st-century teaching and learning.

Key Indicators

- | | |
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| » High School Graduation Rate: | 95% |
| » A-G Course Completion in Grade 12: | 85% |
| » Advanced Placement—
Enrollment and Pass Rate: | 35% |
| » PSAT/SAT/ACT in Grades 10-12—
College-ready status: | 85% |
| » CAHSEE Proficiency—
ELA and Math- Grade 10: | 85% |
| » 9 th grade credit completion rate
by end of summer of 9 th grade: | 95% |
| » State Writing Proficiency—
Grades 4, 7, and 10: | 85% |
| » English Language Reclassification: | 85% |
| » English Proficiency on CELDT by 1
fluent level: | 85% |
| » Math Proficiency Grade 4, Algebra I
and Algebra II by state measures: | 85% |
| » Reading Proficiency in Grades 1, 3, and 6
and by Renaissance Assessment: | 85% |

Strategic Goal 2

Develop and maintain a high-performing staff.

Strategies

- a. Strengthen positive work climate
- b. Strengthen professional development
- c. Strengthen Evaluation Systems
- d. Recruit and retain highly-qualified staff

Key Indicators

- » Recruit and retain 100% highly-qualified and fully certificated staff
- » On-time completion of employee evaluations
 - 90%- Certificated
 - 90%- Classified
 - 95%- Management
- » New employee orientation and on-boarding
 - 95% of employees complete all components of new employee orientation
 - 90% employee satisfaction rating with orientation
 - 95% of all new certificated employees complete BTSA within 2 years
- » Position correlation (.4 or higher) between participation in the Assistant Principal to Principal Participation Program
 - 90% (or higher) participant satisfaction rate with the program
- » Coordinate with Education Services to survey professional development participants to ensure that
 - 80% (or higher) of teachers have determined the units of study to be highly effective as a vehicle to implement the Common Core State Standards
 - 80% (or higher) of schools using units of study and key instructional practices based on professional development implementation rubric and “Look Fors”
 - 80% (or higher) improvement in school climate from initial trend data gathered by Human Resources

Strategic Goal 3

Maintain the fiscal integrity of the district, prioritize the revenues necessary to achieve our vision, and align expenditures with improving student learning initiatives.

Strategies

- a. Align resources to student learning
- b. Maintain a balanced budget
- c. Prioritize funds necessary to improve programs and services
- d. Build and utilize technology infrastructure to build efficiencies district-wide

Key Indicators

- » Trimester Interim Reports will indicate a balanced budget—ongoing revenues equal or exceed ongoing expense.
- » Positive report from external end-of-year audit; 100% of prior-year audit issues addressed
- » Denote funds allocated for key initiatives with the District's accounting system (SACS)
- » Increase the percentage of the District's financial reserve by 10% each year of the 2% reserve for economic uncertainty
- » Percent of classroom expenditures is greater than 65% of total general fund expenditures
- » Establish baseline data on the use and effectiveness of technology to support teaching and learning. Using data, establish the increased use of technology by a commensurate amount.

Strategic Goal 4

Engage and empower our community to improve student academic achievement.

Strategies

- a. Establish transparent, credible processes for community and stakeholder involvement
- b. Promote partnerships with parents, community groups, and leaders
- c. Improve internal and external communications
- d. Work with governmental and non-profit agencies to support learning and safety from a community perspective

Key Indicators

- » Increase the number of business partnerships that support school and educational programs
- » Strengthen two-way communication with District stakeholders and increase community usage of communications tools by 10%.
- » Establish baseline data through parent survey and increase the positive response rate by 10% each year for the following statements:
 - I feel respected and welcomed at my child's school.
 - When I have a concern, I know whom to contact.
 - I feel like I am an important part of this school.
- » Establish parent engagement programs at all schools and establish baseline data through parent survey to increase the positive response rate by 10% each year to the following statement:
 - I have opportunities to participate at my child's school.

Strategic Goal 5

Promote an environment that supports learning and the safety of students and staff.

Strategies

- a. Promote a positive school climate
- b. Promote a safe and secure learning and working environment
- c. Provide clean and state of the art learning facilities
- d. Strengthen district-wide emergency urban school response strategies
- e. Monitor and maintain a district-wide Emergency Management System

Key Indicators

- » Increase the percentage of students who agree that schools provide safe and secure environments for students to learn by 10%
Measurement: pre- and post-survey
- » Establish baseline data on parent survey and increase the positive response rate of parents who agree that schools provide safe and secure environments for students to learn by 10%
- » Increase the percentage of schools that successfully completed PBIS implementation at their corresponding stages by 10% annually
Measurement: PBIS school evaluations
- » Increase the percentage of parents who implemented parenting strategies provided through school district parent education
Measurement: pre- and post-survey
- » Decrease the percentage of suspensions and expulsions by 10% annually
Measurement: student data
- » Increase student attendance district-wide
Measurement: student data
- » Within the Gang Reduction Intervention Partnership (GRIP) at Adams Elementary, Diamond Elementary, Davis Elementary, Fremont Elementary, Garfield Elementary, Kennedy Elementary, Lowell Elementary, and Monte Vista Elementary, increase the participation of parents in gang prevention parent education activities by 10%. Measurement: attendance data
- » Increase the percentage of positive outcomes in the Williams Settlement Uniform Complaint Report by 10%. Measurement: Williams data