



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.3

Meeting Date: September 15, 2011

Subject: Sacramento's High-Performing Schools Compact

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Superintendent's Office

Recommendation: Review Sacramento's High-Performing Schools Compact

Background/Rationale:

Sacramento's High-Performing Schools Compact is a framework for improving student academic achievement in all public schools by increasing transparency and coordination

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A Partnership of the Sacramento City Unified School District and the
Sacramento Charter Community

SEPTEMBER 2011

Vision

Since the gold rush, Sacramento has been a city focused on discovery. The present years to improve schools has been no different: A diverse community has challenged assumptions attempt to discover a path to excellence in public education. This compact between the Sacramento City Unified School District and the Sacramento City Community is a significant step forward in finding that path. It represents a caring community sharing a promise:

- That all children — those from elegant homes in leafy neighborhoods and those decidedly less privileged — attend schools at which they learn.
- That all children — regardless of race, ethnicity, income or ability — graduate from high school without educational disadvantages. They graduate ready for adult life.
- That all educators are dedicated to continuous improvement — getting better at teaching so that children get better at learning.

The foundation for this vision is being forged through High-Performing Schools Compact, a document that asks the community to commit to true collaboration and to the principle that all children deserve a great education. Just as children are different, schools should be different. One size does not fit all.

This Compact calls for Sacramento City Unified to become a district where high performing

Sacramento City Unified School District
Sacramento Charter Community
High-Performing Schools Compact

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The included agreements align with the foundational pillars of the Strategic Plan. ~~Those are~~

- I. Career and College Ready Students
- II. Family and Community Engagement
- III. Organizational Transformation

Collectively, our vision is to

- Meet the diverse needs of all students in Sacramento by developing and replicating high quality public school options, both traditional and charter, with a focused commitment to those in the highest need areas of our community. To this end the district has committed to transforming and restructuring seven low performing schools in the last two years. Additional low-performing schools will be identified for reconstitution and transformation including the development of an RFP process to accelerate transformation.
- Increase professional collaboration and working relationships among families, educators, and staff that support the needs of our students
- Identify and share best practices among educators;
- Maximize funding for classroom instruction as part of the commitment to improving public education for all children in Sacramento;
- Create a strong public school network that meets the educational needs of every child in the city.

JOINT COMMITMENTS

In support of these shared values and beliefs, and in support of our common goal to educate every student within the City of Sacramento, as District and Charter, we commit to the following:

- Creating a system of school choice that includes enrollment to traditional and charter schools as options, working to serve all students within the District, including those in the highest need areas, in order to close achievement gaps; including the creation of a committee to recommend options of low performing neighborhoods replicating and growing successful schools, with a focus in the neighborhoods of highest needs
- Creating an accountability framework for continuous improvement and transformative educational practices creating an annual, transparent and public process for improvement

- Co-developing a blended technology school. Blended learning is defined as students learning at least in part at a supervised brick-and-mortar location away from home and at least in part through online delivery with some elements of student control over time, place, path, and/or pace.
- Leveraging strategic partnerships to provide resources to support students and increase family supports; sharing parent engagement best practices; establishing and maintaining a welcoming school environment for parents and families; offering trainings, joint classes, courses and -3(o1ts)] TJ ET BT 1 0 0 1 307.vV(e)4(s);] TJ cD Tm [()] TJ E/Mont conTm ra o1t

- Negotiate other low cost, cash flow solutions to Charter Schools where feasible, without Schools to participate in bulk purchasing;
- Including Charter Schools in the process of identifying facilities in communities in which they seek to serve
 - o Offering long-term FUA agreements, in terminus with charter agreement
 - o Locating Charter Schools where feasible near communities they seek to serve
 - o Providing reasonably equipped facilities for Charter Schools
 - o Maximizing facilities use including colocation for District and Charter Schools;
 - o Developing a set of education guidelines for use in the 2012 school year, including the incubation of new schools

JOINT IMPLEMENTATION TIMELINE

In support of our shared values and shared beliefs, in support of our common goal to educate every student within the City of Sacramento to the greatest degree possible, we jointly commit to negotiate the details of this compact. Therefore, the Sacramento City Unified School District and the Sacramento Charter School Community commit to the following implementation steps:

PHASE I: November 2011 to June 2012

- Identify participants and convene the Oversight Committee and Working Groups
- Delineate specific objectives and critical partners to involve in developing the details to support the Compact in each of the four focus areas
- Working groups convene partners and stakeholders for dialogue, issue identification, and definition of key principles guiding the agreements
- Identify costs and prioritize key issues in each focus area
- Develop a set of specific metrics against each deliverable by which Compact progress can be measured

Key Outcomes for the Oversight Committee

- Identify and engage internal and external stakeholders
- Develop and implement communications plan
- Create a Low Performing Neighborhoods Committee
- Develop six-month and one-year action plans with specific deliverables for each focus area
- Implement six-month action plan for each focus area

Early Deliverables for Focus Areas

- Human Capital/Instruction:
 - o Establish shared Professional Development opportunities for both the District teachers, administrators and staff
 - o Create and convene groups to develop blended learning models for consideration
- Facilities/Funding:
 - o Develop an RFP process for underutilized facilities
 - o Draft co-location guidelines
- Student Recruitment/Enrollment
 - o Analyze student demographic information, academic data and enrollment patterns to inform the vision for a portfolio of schools
- Accountability/Continuous Improvement
 - o Establish charter school accountability framework

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SIGNATORIES

Jonathan Raymond Superintendent, SCUSD

Mary Welch, Regional Superintendent, Aspire Public Schools

Gary Bowman, Superintendent/Executive Director, California Montessori Project

Penny Schwinning