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**Subject: Summer Strategic Partnerships**

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

**Division:** Superintendent Office

**Recommendation:** None

**Background/Rationale:** Equity, Access, and Social Justice in Sacramento City Unified School District (SCUSD) cannot be the sole responsibility of a unit, department, or division. It has to become a way of thinking, embedded and evidenced in the daily operations of the district. Parents, site and District staff, Board members and community partners require opportunities to build their capacity to implement the Superintendent’s vision of equity, access and social justice. The SCUSD community was fortunate to be able to take advantage of two such learning opportunities this summer, thanks to generous support from our Foundation funding partners.

**Public Education Leadership Program (PELP):** The Harvard Business School and the Harvard Graduate School of Education established the Public Education Leadership Program (PELP) in 2003. As a centerpiece of the project, a team-based executive education program “PELP Summer Institute” was created which helps large urban district leaders work to improve performance throughout their schools. By integrating both managerial and leadership best practices, district teams learned how to develop and execute a strategy for achieving excellence for all students across the entire district, as well as establishing a culture of collaboration, high expectations, and accountability for their systems. PELP allows districts to build capacity by sending new teams over the course of several years. SCUSD sent a group to PELP in 2018 to further build a culture of continuous improvement and accountability to realize its Equity, Access and Social Justice Guiding Principle and Core Value.

SCUSD was invited to participate again in July 2019 and returned with three representatives from our Local Control Accountability Plan (LCAP) Parent Advisory Committee (PAC), the district's Family & Community Empowerment Manager, Interim State & Federal Programs Director, Instructional Assistant Superintendent, Superintendent and Board of Education president.

California Labor Management Initiative Summer Institute (LMI): The California Labor Management Initiative (CA LMI) is a project of Californians Dedicated to Education Foundation and seeks to engage school system unions and management as collaborative partners in creating, resourcing and implementing solutions resulting in a strong public education system that serves every student in California. Since 2015 the CA LMI has convened public school leaders to advance labor-management collaboration and continuous improvement through peer learning networks and training. The CA LMI facilitates exploration and sharing of research and best practices to build deep enduring cross-sector union-management partnerships in California public schools. The Initiative is guided by a steering committee that includes the state education organizations. The Superintendent, Chief Human Resources Officer and nine representatives from the district's bargaining units (United Professional Educators, Teamsters, Teamsters Classified Supervisors and the Service Employees International Union) participated in a two-day CA LMI Summer Institute in June.

**Financial Considerations:** \$45,350 (Grant funded)

**LCAP Goal(s):** College, Career and Life Ready Graduates

**Documents Attached:**

1. Executive Summary

<p><b>Estimated Time of Presentation:</b> N/A <b>Submitted by:</b> Vincent Harris, Chief Continuous Improvement and Accountability <b>Approved by:</b> Jorge A. Aguilar, Superintendent</p>
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# Board of Education Executive Summary

## Superintendent's Office

Summer Strategic Partnerships

August 15 2019

### I. Overview/History of Department or Program:

Equity, Access, and Social Justice in Sacramento City Unified School District (SCUSD) cannot be the sole responsibility of a unit, department, or division. It has to become a way of thinking, embedded and evidenced in the daily operations of the district. Parents, site and District staff, Board members and community partners require opportunities to build their capacity to implement the Superintendent's vision of equity, access and social justice. The SCUSD community was fortunate to be able to take advantage of two such learning opportunities this summer, thanks to generous support from our Foundation funding partners.

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### II. Driving Governance:

The Equity, Access, and Social Justice Guiding Principle is the driving governance, in a broad sense, in that it guides overall district work. Vital to actualizing this principle is the deliber

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### III. Budget:

\$45,350 in grant funding from the Stuart Foundation, Kabcenell Foundation, and Sierra Health Foundation covered the entire cost of both learning opportunities.

### IV. Goals, Objectives and Measures:

PELP:

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implement the targeted supports necessary to ensure that all students, irrespective of race or ability, achieve their full potential.

### Root Cause #1:

A "Living Room to Boardroom to Classroom to Student Success" mission has not been established, thus a Board/Superintendent governance structure focused on student achievement does not exist. The absence of this structure fosters a culture of maintaining the status quo of unacceptably low student achievement and/or fear of being targeted as a change agent because politics trumps a focus on student success and equity.

### Strategy:

Establish a mission-based governance structure focused on student achievement in all decisions, through intentional leadership, engagement, and accountability, and explicit alignment of all instructional and budget plans and decisions to prioritize success for all students over politics.

### Action Plan:

- x Governance training with Board
- x Strategic community engagement
- x Board report card
- x Board direction to align all budget and program plans for student improvement

### LMI:

This two-day conference focused on labor-management collaborative partnerships as a driver for improving teaching and learning, and meeting the needs of the whole child. Through a blend of content presentations, shared cross-district learning, and district team activities and

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As a part of the PELP training, the team will be meeting with the Harvard faculty and our cohort districts to review our progress in achieving the theory of change and receive additional strategic coaching to resolve concerns and barriers.

LMI: