



Sonoma Valley Unified School District

Entry Plan Report

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Process

- ▶ The entry plan process began in late June and continued through September 2023 with individual and small group meetings with district administrators, school administrators, community partners, and community leaders to gather perspectives, historical context and identify potential opportunities.
- ▶ This entry and first year planning process will allow time to meet stakeholders, perform data analyses, conduct program and systems evaluations to begin the process for developing an operational plan.
- ▶ The plan contains 4 phases:
Research, Plan, Implement and Evaluate

Purpose

- ▶ 1) Gather information and learn about the organization and community in a systematic and thorough manner;
- ▶ 2) Assess the school district and individual school building culture, strengths, challenges, and areas for continued growth;
- ▶ 3) Assess the state of the school district, including the instructional programs, operations, business systems, finances, audits, reviews in order to take timely action for improvement;
- ▶ 4) Identify and prioritize critical issues;
- ▶ 5) To focus organizational efforts and align resources to ensure all students are provided a world-class education;
- ▶ 6) Create a network of contacts and resources

Listening Tour

- ▶ Board members
- ▶ Building administrators
- ▶ Educational Services Director
- ▶ SAFE Grant Director
- ▶ Exceptional Student Services Director
- ▶ Manager of Information Technology
- ▶ Manager of Maintenance & Operations
- ▶ Manager of Nutrition Services
- ▶ Coordinators of Special Education
- ▶ Association Presidents (VTMA & CSEA)
- ▶ Community Non-profit Organizations
- ▶ Officials: Mayor, County Supervisor, City Council Members, County Board of Education Members, City Manager, County Superintendent
- ▶ Police chief
- ▶ State representatives
- ▶ Service organizations
- ▶ Student Voice

Data Review

Student Performance Review- reviewed performance data to determine equitable student outcomes. This data was disaggregated by race/ethnicity, socioeconomic status, language proficiency, exceptional needs and other key characteristics. More current data will need to be reviewed and include:

- ▶ Literacy, Numeracy, and other core subject area data
- ▶ Dashboard Accountability Measures
- ▶ Attendance
- ▶ Kindergarten Readiness Data
- ▶ English Learner Reclassification data
- ▶ Graduation and dropout rates
- ▶ A-G and On-Track rates
- ▶ Special Education Accountability Metrics (disproportionality, LRE, etc)
- ▶ Youth Truth Survey

Document Review

- ▶ LCAP
- ▶ District budget
- ▶ District financial audit
- ▶ Professional Development Plan
- ▶ Safety Plans
- ▶ Organizational Charts
- ▶ Administrator job descriptions
- ▶ Collective Bargaining Agreements
- ▶ Federal grants and other funded grants
- ▶ Special Education Handbook
- ▶ Crisis Management Plan
- ▶ Prior Special Education Study
- ▶ Prior Organizational Study

Overarching Strengths

- ▶ Community Support
- ▶ Willingness to improve
- ▶ Engaging classroom learning environments
- ▶ Staff prepared to teach students everyday
- ▶ Willingness to share ideas
- ▶ Small and connected



Emerging Issues

- ▶ Special Education Program
- ▶ Declining Student Enrollment/ School Consolidation
- ▶ Communication Strategy
- ▶ Shared Vision, Mission, Goals
- ▶ Budget
- ▶ Academic Performance (including SWD and EL students)
- ▶ Instructional Minutes/ Master Schedule
- ▶ School Climate- Behavior, Belonging
- ▶ English Learner Master Plan
- ▶ Resource Management

“Big Picture” Recommendations

- ▶ Engage in strategic planning, including re-visit of mission, vision, goals
- ▶ Develop clear theory of action for student outcomes
- ▶ Focus on recruiting, retaining highly qualified staff
- ▶ Focus on academic improvement, while addressing whole child needs
- ▶ Create a culture of belonging and inclusiveness
- ▶ Focus on students



Immediate Next Steps

- ▶ Engage in developing Portrait of a Graduate, Educator and System
- ▶ Create structures to gather student voice and build agency (e.g student panels to gather input and feedback, including English learners, recently arrived youth, foster youth, unhoused youth and students with exceptional needs)
- ▶ Build awareness of innovative instructional programs/courses ranging from robotics, STEM, visual and performing arts, foreign languages
- ▶ Re-envision academic offerings and curriculum for TK-12
- ▶ Build capacity of staff in effective Tier 1 instructional strategies- determine instructional focus system-wide
- ▶ Complete return on investment on programs to assess implementation levels and efficient use of fiscal resources
- ▶ Improve upon budget allocation methodologies
- ▶ Identify possibilities for school consolidation and reorganization
- ▶ Supporting executive leadership in taking a systems approach to data usage to drive systems change, grow promising practices and build leadership capacity
- ▶ Identify recruitment strategies for difficult to staff positions

Immediate Next Steps

- ▶ Continue to build on student focus and theme of “SVUSD has a heart for kids”
- ▶ Establish a “theory of action” that will inform our actions and resource allocation
- ▶ Adjust organization structure to promote efficiency, effectiveness and alignment of roles
- ▶ Explore parent engagement programs and strategies designed to leverage families’ assets to be empowered as they support their children
- ▶ Implement Special Education study recommendations
- ▶ Develop updated English Master Plan to address effective designated and integrated ELD instruction that accelerates reclassification and progress of English learners
- ▶ Continue to engage with city and county partners around identified school-related challenges and connect students and families to external resources
- ▶ Explore opportunities to expand mental health and wellness opportunities for sustainability of infrastructure and programs
- ▶ Establish data culture at district and schools
- ▶ Solidify MTSS framework (academic, social-emotional, behavior) and address gaps

