

**Marina Miller**

---

**From:** Superintendent  
**Sent:** Friday, October 26, 2018 4:31 PM  
**To:** nmilevsky@saccityta.com  
**Cc:** Fisher, David; 'Borsos, John'; Cancy McArn; Iris Taylor; Raoul Bozio  
**Subject:** Continuous Improvement  
**Attachments:** SCOE Differentiated Assistance Summary.pdf; PACE continuous-improvement.pdf; 9-1 Public Accountability Indicators.pptx; 10.26.18 Narrative.pdf; 10.26.18 Ltr to N. Milevsky re Continuous Improvement.pdf

Dear Ms. Milevsky,

Please see the attached correspondence and attachments.

Sincerely,

Jorge A. Aguilar  
Superintendent  
Sacramento City Unified School District



## OFFICE OF THE SUPERINTENDENT

5735 47th Avenue • Sacramento, CA 95824

(916) 643-9000 • FAX (916) 399-2058

*Jorge A. Aguilar, Superintendent*

October 26, 2018

*Sent Via Email (nmilevsky@saccityta.com)*

### BOARD OF EDUCATION

*Jessie Ryan  
President  
Trustee Area 7*

*Darrel Woo  
Vice President  
Trustee Area 6*

*Michael Minnick  
2<sup>nd</sup> Vice President  
Trustee Area 4*

*Jay Hansen  
Trustee Area 1*

*Ellen Cochran  
Trustee Area 2*

*Christina Pritchett  
Trustee Area 3*

*Mai Vang  
Trustee Area 5*

*Rachel Halbo  
Student Board Member*

### Re: Continuous Improvement

Dear Ms. Milevsky:

The District is in receipt of your email of Friday, October 19, 2018. Per your request, please see the August 9, 2018 letter from the Sacramento County Office of Education (“SCOE”) regarding Differentiated Assistance enclosed herewith. The letter explains the process of engagement in an improvement methodology for continuous improvement resulting from the District’s eligibility for differentiated assistance under the California accountability system. Superintendent Gordon stated that SCOE’s: “approach to supporting the Sacramento City School District meets the intent of the Local Control Funding Formula legislation, which encourages capacity-building, focuses on strengthening systems, and supports continuous improvement.”

The District must work with SCOE to demonstrate how it will address the areas of need as reflected by the California School Dashboard (“Dashboard”). Further, Education Code Section 52071(b) provides that: “the county superintendent of schools shall provide the technical assistance described in subdivision (a) to any school district that fails to improve pupil achievement across more than one state priority ....” At the Board Meeting on January 18, 2018, District staff shared a presentation regarding these matters, including citing from the State Board of Education’s November 2017 agenda item 04, concerning the support that SCOE must provide to eligible districts, including:

- *Tailored to local needs (not one-size-fits-all)*
- *Support providers working alongside the district and schools to identify challenges and opportunities revealed through review of data*
- *Engagement with local educators and communities*
- *Process aligned with the LCAP development*  
(See enclosed Board Presentation Power Point.)

The California Office to Reform Education (“CORE”) is one of the service providers the District has chosen to work with in order to achieve improvements in the designated areas of need indicated by the Dashboard. This work does not involve the NCLB Waiver, from which the District long ago withdrew and is irrelevant in light of ESSA. The District works with various support providers and plans to continue to work with a various entities with expertise in the field of continuous improvement, including, among others, the Carnegie Foundation for Teaching and Excellence, Policy Analysis for California Education (PACE), and the California Collaborative for Educational Excellence (CCEE), as well as SCOE.

At this time, the District has no budget allocated to such professional development and no administrators are being paid out of any funds associated with the differentiated assistance status related continuous improvement efforts.

Moreover, I also have extensive experience in the field of continuous improvement and improvement science (see PACE Policy Brief June 2017 "Exploring Improvement Science in Education: Promoting College Access in Fresno Unified School District."). And, although not controlling over the selection of every support provider utilized by the District, I do anticipate and look forward to extensive engagement with our District's educators throughout the continuous improvement processes. As quoted above from SCOE's letter and correctly pointed out in your October 19, 2018 email, both CDE and SCOE emphasize the importance of engagement between districts, schools and their communities and educators to the continuous improvement process. This is precisely why the District is so eager to include many SCTA member educators in this important work through planning and training meetings. For further detail regarding the data you have requested about the continuous improvement efforts, please see the attached narrative prepared by our Academic and Improvement Teams describing the professional development trainings, staff involvement, costs, etc.

The District does not view the critical work concerning continuous improvement and associated professional development as a proper subject of negotiation with its labor association partners. We are more than happy, however, to meet and confer regarding the planned professional development of SCTA members. If more is desired, then please explain how the implementation of this professional development concerning continuous improvement may be reasonably anticipated to impact the terms and conditions of employment of SCTA members. The District would, of course, enter into negotiations concerning any such impacts. In this regard, I have asked that Nancy McArn include this topic on the agenda for upcoming meetings with SCTA. Again, please clarify the rationale for your demand to cease and desist and demand to bargain regarding this matter.

Sincerely,



Jorge A. Aguilar  
Superintendent

Attachments

The following narrative seeks to provide answers to the numerous SCTA requests for information regarding the differentiated assistance status continuous improvement effort being conducted by the District. The District reserves the right to supplement this list as further information becomes available.

### October 19, 2018 Request

1. The signed agreement for SCUSD to be a member of CORE  
Currently being located – to follow subsequently
2. The signed agreement for SCUSD to participate in the CORE Improvement Community and any other CORE program SCUSD is participating in for the 2018-19 school year.  
There is no separate agreement to participate in the CORE Improvement Community.
3. A list of the CORE team members at each site  
These sites have identified a Continuous Improvement Team to participate in the Continuous Improvement Community (CIC). The members are below:
  - a. Caroline Wenzel: Yee Yang, Principal, Stephanie Lee, Sara Boyd, Manabu Kato, Yvonne Bundy, Heidi Avis
  - b. Cesar Chavez: Eracleo Guevara, Principal, Mary Lee, Tayler Trew, Andrea Alvarado, Jorje Cruz, Pang Moua
  - c. John Bidwell: Shannon Henry, Principal, Sara Goytia (shared with Tahoe), Kiersten Overby, Celeste White
  - d. Tahoe: Aprille Shafto, Principal, Sara Goytia (shared with Bidwell), Jonathan Wininger, Brittney Ah-Yun
4. The number of days teachers on the site teams at Chavez, Bidwell, Wenzel, Tahoe and MLK will be out of their classroom to participate in Continuous Improvement professional learning offered by CORE
  - a. 4 days per teacher (MLK has declined to participate)
5. The number of days teachers on the site teams at SIG schools will be out of their classroom to participate in Continuous Improvement professional learning
  - a. 5 days per teacher
6. The number of days (hours) site principals (or designee) will be away from their school sites to participate in Continuous Improvement professional learning
  - a. 4-5 days as above, depending on site
7. The number of district training specialist assigned to participate in Continuous Improvement professional learning
  - a. Seven (7)
8. The number of ~~days~~-(hours) district training specialists will be working on to coach teachers in Continuous Improvement strategies
  - a. Generally 1 hour a week, for about 24 weeks.
9. The number of ~~days~~-(hours) will spend on trainings and/or meetings regarding CORE
  - a. C. Morrison, 24 (Regional) + 32 (ELIE) + 8 (District Improvement Team - planning and attending) + 8 Improvement Community webinars
  - b. M. Turkie, 24 (Regional) + 32 (ELIE) + 4 (District Improvement Team)

- c. O. Simms, 24 (Regional) + 64 (LIFT) + 40 (SIG)
  - d. Tu Moua, 24 (Regional) + 32 (ELIE) + 8 (District Improvement Team - planning and attending)
  - e. K. Odipo, 32 (ELIE) + 4 (District Improvement Team)
  - f. M. Fetzer, 24 (Regional) + 64 (LIFT) + 4 (District Improvement Team)
  - g. J. Schroeder, 24 (Regional) + 64 (LIFT) + 40 (SIG)
  - h. U. Dahmen, 24 (Regional) + 8 (District Improvement Team) + 24 (Data Collaborative) + 6 (Data Collaborative Webinars)
  - i. V. Harris, 4 (District Improvement Team)
  - j. I. Taylor, 4 (District Improvement Team)
10. The number of days-(hours) the Superintendent or designee will spend at meetings and/or trainings regarding CORE
- a. Four CORE Board meetings a year (x 8 hours)
11. The total cost to SCUSD of participating in CORE including but not limited to:

The following is based on staff members' current understanding and may be supplemented.

Consultant fees n/a

Training fees n/a

Travel for CORE staff n/a

Travel for SCUSD staff – may range from zero to an amount yet to be determined.  
Supplemental information to follow

Cost of substitute teachers

CIC/Math focus: 4 days (6 hours) per teacher at site (varies by site)

SIG: 5 days (6 hours) per teacher at site

Additional pay to teachers, training specialist ~~or district staff~~

CIC/Math focus: budgeted up to 4 hours per month per teacher/training specialist at site (varies by site).

SIG related – to be supplemented as necessary.

Materials (general office supplies - no additional impact)

12. The amount of money spent in the 2017-18 school year on travel for J. Aguilar and/or other SCUSD employees to attend CORE Board meetings or trainings

None

13. The amount of money that is budgeted, encumbered and spent for the 2018-19 school year on travel for J. Aguilar and/or others to attend CORE Board meetings or trainings

None

14. The funding sources for above costs

Partially grant funded (further information to follow)

**October 16<sup>th</sup>, 2018 Request**

- A list of all SCTA members by location who were invited to the October 12<sup>th</sup> Continuous Improvement workshop offered by CORE
  - Caroline Wenzel: Yee Yang, Principal, Stephanie Lee, Sara Boyd, Manabu Kato, Yvonne Bundy, Heidi Avis
  - Cesar Chavez: Eracleo Guevara, Principal, Mary Lee, Tayler Trew, Andrea Alvarado, Jorje Cruz, Pang Moua
  - John Bidwell: Shannon Henry, Principal, Sara Goytia (shared with Tahoe), Kiersten Overby, Celeste White
  - Tahoe: Aprille Shafto, Principal, Sara Goytia (shared with Bidwell), Jonathan Wininger, Brittney Ah-Yun
  - Martin Luther King: Jennifer Graziano, Beth Garland, Felicia Dawkins, Kelly Ryan
  
- A list of all SCTA members by location who attended the October 12<sup>th</sup> Continuous Improvement workshop offered by CORE
  - Caroline Wenzel: Stephanie Lee, Sara Boyd, Manabu Kato, Yvonne Bundy, Heidi Avis
  - Cesar Chavez: Mary Lee, Tayler Trew, Andrea Alvarado, Jorje Cruz, Pang Moua, Tywanda Walker
  - John Bidwell: Sara Goytia (shared with Tahoe), Kiersten Overby, Celeste White
  - Tahoe: Sara Goytia (shared with Bidwell), Jonathan Wininger, Brittney Ah-Yun
  - Martin Luther King: Jennifer Graziano, Beth Garland, Felicia Dawkins, Kelly Ryan
  
- A list of all SCTA members by location who were invited to the October 19<sup>th</sup> Improvement Academy offered by CORE
  - Hiram Johnson HS: Tim Hebert, Lorene Matsumoto, Fernando Rodriguez, Casey Hollingsworth
  - HW Harkness Elem: Gabriel Ramirez, Anna Vreeland, Stan Boline
  - John Sloat: Kari LaSalle, Amy Brauch, Andori Ligi, Brittany Barbone, Kaori Tanamachi
  - John Still K-8: George Kastanis, Tina Aasen, Cathy Miura Glen, Jodi Davids
  - Leataata Floyd: Nova Katz, Raeanne Piccirilli, Diane Lee, Regina Jones, Jeneva Smith, Rosie Arcona

- Parkway: Ann Armanino, Ashley Hughes, Jennifer Gates, Nicole Fontes, Toneiya Donkor
  - Susan B. Anthony: Stephanie Lee, Tim Vang, Nkaohnou Moua, Ching Vang
  - Woodbine: Michelle Robb
- The method by which local educators in SCUSD were engaged as part of the decision making regarding differentiated assistance
    - Board meeting January 18
    - SCOE Meeting with district staff May 31 and
    - Teams to address areas of need:
      - Graduation Task Force
      - African American Achievement Task Force
      - Suspension/School Climate Work Group
      - Special Education Work Group
      - Multi-Tiered System of Support Work Group
  - The list of local educators who were engaged in the decision making regarding differentiated assistance
    - Iris Taylor, Vincent Harris, Jan Mayer, Shela Seaton, Rachel Perry (SCOE), and staff who attended May 31 meeting (to be provided subsequently.)
  - The budget and funding sources for the district to participate in differentiated assistance
    - N/A
  - Any administrators' salaries paid for by money budgeted for differentiated assistance
    - N/A

***The District reserves the right to supplement the above as further information becomes available.***

# Sacramento

## Office of Education

MAILING: P.O. Box 269003, Sacramento, CA 95826-9003  
PHYSICAL LOCATION: 10474 Mather Boulevard, Mather, CA

(916) 228-2500 • www.scoe.net

David W. Gordon  
Superintendent

BOARD OF EDUCATION

O. Alfred Brown, Sr.  
President

Joanne Ahola  
Vice President

Heather Davis

Harold Fong, M.S.W.

Paul A. Keefer, MBA, Ed.D.

Bina Lefkowitz

Karina Talamantes

August 9, 2018

Jorge A. Aguilar, Superintendent  
Sacramento City Unified School District  
5735 47th Avenue  
Sacramento, CA 95824

RE: Differentiated Assistance Summary

Dear Superintendent Aguilar:

Thank you for your engagement with the differentiated assistance process and for your collaboration with the Sacramento County Office of Education's (SCOE) continuous improvement team. During our initial meeting on February 20, 2018, and through our discussions with your team during the April 13 meeting and during the training session on May 31, we learned a great deal about your efforts focused on addressing areas of need illustrated by the California School Dashboard and improving educational outcomes for all students.

The purpose of this letter is to summarize the results of the joint effort between SCOE and the Sacramento City Unified School District to analyze the California School Dashboard, the LCAP, and through the use of evidence-based tools, to identify strengths and weaknesses. This process was implemented in response to your district's eligibility for differentiated assistance under the California accountability system.

Our approach to supporting the Sacramento City School District meets the intent of the Local Control Funding Formula legislation, which encourages capacity-building, focuses on strengthening systems, and supports continuous improvement. The process has been productive and has illuminated important areas of work that will assist your district in moving forward.

The Sacramento County Office of Education recognizes that the areas needing improvement surfaced through the differentiated assistance process are urgent and must be prioritized for immediate action in your district and throughout Sacramento County. As you attend to the academic, graduation, and suspension

RECEIVED

AUG 14 2018

OFFICE OF THE SUPERINTENDENT  
Sacramento City Unified School District





issues, SCOE is prepared to support your district to effectively move forward and improve student outcomes.

Attachment 1 provides an overview of the results of this collaborative process. Attachment 2 provides a list of resources that may assist you to implement next steps for continuous improvement in your district.

I wish to thank you and your team on behalf of the SCOE staff involved in this process. The intent of this process has been for all involved to learn and grow in the interest of continuous improvement. We commend you for your time and your commitment to the students, families, and staff of the Sacramento City Unified School District. If you have any questions regarding the differentiated assistance process or additional resources and services available, please contact me or Deputy Superintendent Rogers at [arogers@scoe.net](mailto:arogers@scoe.net) or (916) 228-2409.

Sincerely,

A handwritten signature in black ink that reads "David W. Gordon". The signature is written in a cursive style with a large, prominent initial "D".

David W. Gordon  
Sacramento County Superintendent of Schools

DWG/AR

Enclosures: 2

**ATTACHMENT 1**

**Sacramento City Unified School District  
Differentiated Assistance Summary**

This report summarizes the results of the joint effort between the Sacramento County Office of Education (SCOE) and the Sacramento City Unified School District to analyze the California School Dashboard, the LCAP, and through the use of evidence-based tools, to identify strengths and areas for improvement. This collaborative process was implemented in response to your district's eligibility for differentiated assistance under the California accountability system.

**Background**

Our discussions regarding the district's performance on the California School Dashboard was prompted by requirements under LCFF 2013:

- County Offices of Education are to use the evaluation rubrics to determine eligibility in order to provide technical assistance to any school district that qualifies.<sup>1</sup>
- A school district is eligible for technical assistance if *any student group* met the criteria for *two or more* LCFF priorities.<sup>2</sup>

As you recall, after a review of your district's performance indicators in the California School Dashboard, the Sacramento City Unified School District meets these criteria in the following areas:

<b>State Priority</b>	<b>State or Local Indicator</b>	<b>Student Group</b>
4. Student Achievement	English Language Arts (red) Mathematics (red)	African American Students
	English Language Arts (red) Mathematics (red)	Foster Youth
	English Language Arts (red) Mathematics (red)	Homeless Students
	English Language Arts (red) Mathematics (red)	Students with Disabilities
5. Student Engagement	Graduation (red)	Foster Youth Students
	Graduation (red)	Students with Disabilities
6. School Climate	Suspension (red)	African American Students
	Suspension (red)	Foster Youth Students
	Suspension (red)	Homeless Students
	Suspension (red)	Students with Disabilities

<sup>1</sup> Educ. Code § 52071(3)(b)

<sup>2</sup> Educ. Code § 52071(b); §52071.5(b)

**Identification of Strengths and Weaknesses In Regards to the State Priorities**

During our collaborative discussions, we reviewed and analyzed the California School Dashboard results for fall 2017, including both the State and Local Indicators applicable to the Sacramento City Unified School District. Discussion and analysis incorporated the district's LCAP summary section with regard to greatest progress and greatest needs. Our review also centered on major actions and services within the LCAP designed to maintain progress, mitigate needs, and accelerate growth for all students and for individual student groups.

Sacramento City Unified School District 2017-18 LCAP Summary	
Greatest Progress	Greatest Needs
<ul style="list-style-type: none"> <li>• Through a continued emphasis on high quality professional learning and targeted efforts to recruit, hire, and retain fully credentialed teachers, most student groups showed an increase towards proficiency on the CAASPP for ELA and math from 2016 to 2017.</li> <li>• The graduation rates of African American students, Hispanic students, English learners, and the low-income student group increased at a higher rate than the district-wide graduation rate resulting in a narrowing of the achievement gap in 2017.</li> <li>• The district's focus on academic achievement for English Learners, greater participation in English Language Development professional learning, and culturally competent bilingual staff resulted in an increase in the English learner reclassification rate from 2016 to 2017.</li> <li>• The district expects to see progress in the future as a result of targeted efforts to decrease suspension through Restorative Practices, Positive Behavior Intervention Supports, and district-wide implementation of Social Emotional Learning skills with both students and educators.</li> </ul>	<ul style="list-style-type: none"> <li>• The district has a relatively high percentage of students with disabilities (over 13%). The critical need for this student group is illustrated by the number of performance categories in "Red" or "Orange" on the spring 2017 California School Dashboard: all of the performance categories for students with disabilities are rated "Red" or "Orange."</li> <li>• English learners show several areas of significant need based on the spring 2017 Dashboard performance indicators including graduation rates, suspension rates, and English learner annual progress.</li> <li>• The district's strategic plan needs assessment identified district disproportionality in suspensions for black and brown students. Both groups received "orange" and "red" ratings for the suspension rate and graduation rate indicators.</li> <li>• Districtwide, the spring 2017 Dashboard Suspension Rate Indicator shows that 8 out of 11 student groups are rated "Red" or "Orange," with all but two student groups showing an increase in the percentage of suspensions, highlighting an area of concern.</li> </ul>

Following the discussions and analysis of the Dashboard and LCAP information, we explored the district's data, reviewed results of the LEA Self-Assessment, and spoke with staff regarding root causes to guide discussion and analysis of your district's systems and the results that these systems produce. The following results from the collaborative process are noted below.

**Strengths:**

The Sacramento City Unified School District's Superintendent is promoting a vision focused on "Equity, Access, and Social Justice." The district's vision and priorities are focused on the achievement and needs of all students with attention to "closing the gap" as well as "raising the bar." District leaders established priority areas to focus upon to prepare students for success as they transition through each grade span, and have determined methods to monitor the outcomes of each. These areas include the following:

Segment	Priority Elements
K-6	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> grade Readiness</li> <li>• Middle School Readiness</li> <li>• EL Redesignation</li> </ul>
Middle School	<ul style="list-style-type: none"> <li>• High School Readiness</li> <li>• EI Redesignation</li> </ul>
High School	<ul style="list-style-type: none"> <li>• Graduation</li> <li>• A-G</li> <li>• EL Redesignation</li> <li>• College Going Culture</li> </ul>

The district has introduced a new tool, the Performance and Targeted Action Index (PTAI), which will be used to review student academic and social-emotional outcomes and make timely, informed decisions. Administrators have been provided access to the PTAI and are participating in professional learning on the effective use of its components including the use of Improvement Science as a methodology for continuous improvement.

***Student Achievement***

The district is implementing a standards-aligned mathematics curriculum including *enVisionMATH (K-6)*, *Big Ideas Math (Gr.7-8)*, *Walch Integrated Math Pathway (Integrated Math1-3)*, and recently adopted an English language arts/English language development curriculum *Benchmark Advance (K-6)* and *My Perspectives (7-12)* scheduled for implementation in 2018-19. The *Unique* materials are new resources for students with disabilities in moderate/severe classrooms. Curriculum maps address each grade level/content area and include support for English language development, social-emotional learning, and Universal Design for Learning (UDL). The maps specify the curricular content to be addressed in identified time periods of instruction, key instructional practices to support learning, and resources for assessing student learning. The English Language Arts maps will be revised during the 2018-19 school year to provide guidance on the use of the newly adopted ELA/ELD instructional materials.

The SCUSD is beginning to focus on providing successful instructional transitions between grade spans across the district. A component of this effort is the implementation of grade-level criteria with fidelity. Beginning in summer 2018, the district plans to enroll over 4,300 students in Expanded

Learning Summer Programs (ELSP) to improve grade level readiness and provide enrichment classes and credit recovery courses. Students at key transition grade levels, kindergarten, second, sixth and eighth grade will be automatically enrolled in classes focused on helping them move closer to grade level readiness in reading, English Language Arts and math.

### ***Student Engagement***

In August 2017, Superintendent Aguilar established a Graduation Task Force to study the causes and impacts of low graduation rates and develop recommendations for improvement. The goal is to ensure that every student has an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.

High school students who are deficient by 5 to 10 credits will be automatically enrolled in the 2018 Expanded Learning Summer Programs credit recovery courses to help ensure more of them graduate on time and meet the A-G requirements necessary for postsecondary education. Additionally, students who are on track for graduation and A-G will be afforded the opportunity to take elective A-G approved courses for further enrichment.

### ***School Climate***

The district's 2017 LCAP notes that systemic change takes time, and that it expects to see progress in the future as a result of targeted efforts to decrease suspension through Restorative Practices, Positive Behavior Intervention Supports, and district-wide implementation of social-emotional learning skills with both students and educators. The district is continuing to focus on the whole child and is widening the array of services to meet students' academic, physical, and emotional needs. The PTAI system features suspension data and an early identification indicator tool to identify students at risk for experiencing problems in this area. Moreover, the district has developed indicators to assess the impact of both proactive and reactive approaches to student's academic performance and rates of recidivism.

### **Areas of Improvement:**

The Sacramento City Unified School District and SCOE collaboratively agreed that the district's improvement work described below responds to the needs identified through the differentiated assistance process.

### ***Student Achievement***

- The district notes that in June 2017, the results of a Special Education program audit from The Council of Great City Schools provided recommendations for improving services for students with disabilities enrolled in the Sacramento City Unified School District. Additionally, the California Department of Education identified the district for improvement through the Special Education Performance Indicator Review (PIR) process. Currently, the district is considering next steps for the implementation of improvement efforts that address the needs of students with disabilities who comprise 14% of the district's enrollment. This includes applying a theory of action to each of the recommendations whereby staff: a) identify the question the recommendation seeks to answer, b) assess if there is existing Board Policy that outlines Board governance, c) develop key actions and timelines, and d) identify sample case studies that illustrate the need for the recommendation. The district has also begun to connect with experts in the area of special education including researchers and technicians to form a

colleagueship of expertise who will serve as thought partners on the strategies being developed and considered to address the recommendations.

- The district is planning to initiate a multi-tiered system of supports (MTSS) to provide increasing levels of academic interventions as well as behavioral and social-emotional support to meet the needs of students. With full implementation of MTSS, students with disabilities participate in the general education curriculum with their grade-level peers and the support of effective learning strategies. Advanced tier interventions are provided to students regardless of eligibility of special education or other student services.
- As the district expands the implementation of recently adopted English language arts/English language development and mathematics curricula, it will establish guidance for providing instruction, grade-level expectations, effective instructional strategies, and standards-aligned assessments.
- The district recognizes the importance of developing procedures for identifying students who need academic intervention and assessing their progress including milestones, feedback loops, data cycles and accountability methods.
- The district recently began examining program participation data to verify that students are equitably represented in rigorous coursework and educational opportunities. Efforts in this area will be continued to ensure that all schools consistently implement the practices associated with this priority.
- Data from the district's new Performance and Targeted Action Index can be disaggregated to review and address potential opportunity and achievement gaps. The district plans to institute a data review process to monitor information about student groups (e.g., African American, foster youth, homeless students, and students with disabilities) regarding gaps in achievement among students.
- The actions and services associated with implementing the district's defined processes for identifying and serving foster youth and homeless students are not implemented consistently across the district. The development of a communication plan and methods for the implementation of the district's policies at all school sites will ensure services are provided as expected.

### ***Student Engagement***

- The 2017 Dashboard indicates that the graduation rates are low overall, and notes that the rates are the lowest for students with disabilities and foster youth. The district acknowledges that the system does not provide all students with optimal pathways to graduation and has convened a Graduation Task Force. The recommendations from the Graduation Task Force, when available, should be implemented in a manner to ensure that systemic, coordinated practices are consistently applied across the district and result in the desired outcomes.

### ***School Climate***

- The district has invested in several strategies to improve climate and positive behavior supports. Through its partnership with CORE the district has implemented a school climate survey. This data is informing the creation of a school climate element which is scheduled to be introduced during the summer of 2018.

### **Next Steps**

As noted in the 2018-19 LCAP, the district is committed to taking the following actions to address the areas for improvement noted above:

- Implement Restorative Practices and Positive Behavior Intervention Supports programs.
- Provide district-wide coaching of Social Emotional Learning competencies for students and educators.
- Deploy social workers and specialists to school sites to provide mental health counseling and referrals for students whose behavior indicates significant needs.
- Provide staff trainings about trauma-informed care, Mental Health First Aid, and suicide risk assessment.
- Fully implement the district's adopted curriculum for ELA/ELD and math.
- Assign (ELA/ELD) and Mathematics training specialists to provide job-embedded coaching support and site-based professional learning for teachers.
- Schedule weekly collaboration time for teachers to review, analyze and monitor student data and examples of student work, create assessments, and plan interventions.
- Lower the adult-student ratio for students with disabilities by hiring additional paraprofessional staff to enhance classroom support.
- Implement a Multi-Tiered System of Support to provide greater opportunities for full inclusion for students with disabilities.

The Sacramento County Office of Education recognizes that the areas needing improvement surfaced through the differentiated assistance process are urgent and must be prioritized for immediate action in your district and throughout Sacramento County. As you attend to the academic, graduation, and suspension issues, SCOE is prepared to support your district to effectively move forward and improve student outcomes.

**Selected Resources for Consideration to Inform Continuous Improvement Efforts**

<b>State Priority 1: Basic Services</b>	
Building Blocks of Integrated Academic LEA Support	<a href="http://region3support.org/files/resources/Building%20Blocks%20of%20Academic%20Support%20Final%20SCOE.pdf">http://region3support.org/files/resources/Building%20Blocks%20of%20Academic%20Support%20Final%20SCOE.pdf</a>
CA Curriculum Adoption Information	<a href="https://www.cde.ca.gov/ci/cr/cf/index.asp">https://www.cde.ca.gov/ci/cr/cf/index.asp</a>
CA Commission on Teacher Credentialing	<a href="https://www.ctc.ca.gov/">https://www.ctc.ca.gov/</a>
Education Resource Strategies (ERS)	<a href="https://www.erstrategies.org/tap">https://www.erstrategies.org/tap</a>
Facility Inspection Tool (Fit)	<a href="https://www.cde.ca.gov/ls/fa/sf/williams.asp">https://www.cde.ca.gov/ls/fa/sf/williams.asp</a>
School Accountability Report Card (SARC)	<a href="http://sarconline.org/">http://sarconline.org/</a>
20 Non-Negotiable Characteristics of Higher Performing School Systems	<a href="http://www.paschoolperformance.org/doc/17">www.paschoolperformance.org/doc/17</a>
<b>SCOE Resources for Priority 1</b>	
Credential Services	<a href="https://www.scoe.net/services/id444/Pages/default.aspx">https://www.scoe.net/services/id444/Pages/default.aspx</a> Effie Crush <a href="mailto:ecrush@scoe.net">ecrush@scoe.net</a>
Curriculum Adoption Support	<a href="https://www.scoe.net/services/id467/Pages/default.aspx">https://www.scoe.net/services/id467/Pages/default.aspx</a>
English Language Arts	Becky Sullivan <a href="mailto:bsullivan@scoe.net">bsullivan@scoe.net</a> Tami Wilson <a href="mailto:twilson@scoe.net">twilson@scoe.net</a>
English Language Development	Graciela Garcia-Torres <a href="mailto:gtorres@scoe.net">gtorres@scoe.net</a>
History/Social Studies	Frank Pisi <a href="mailto:fpisi@scoe.net">fpisi@scoe.net</a>
Mathematics and Science	David Chun <a href="mailto:dchun@scoe.net">dchun@scoe.net</a>
Learning Resources Display Center	<a href="https://www.cde.ca.gov/ci/cr/cf/lrdc.asp">https://www.cde.ca.gov/ci/cr/cf/lrdc.asp</a> Parrish Chavez <a href="mailto:pchavez@scoe.net">pchavez@scoe.net</a>
School Accountability Report Card (SARC)	<a href="https://www.scoe.net/sarc/Pages/default.aspx">https://www.scoe.net/sarc/Pages/default.aspx</a> Teresa Stinson <a href="mailto:tstinson@scoe.net">tstinson@scoe.net</a>
School of Education	<a href="http://www.scoeschoolofed.net/">http://www.scoeschoolofed.net/</a>
Teacher Induction Program	Linda Leibert <a href="mailto:lleibert@scoe.net">lleibert@scoe.net</a>
Teacher Intern Program	Marty Martinez <a href="mailto:mmartinez@scoe.net">mmartinez@scoe.net</a>
Williams Reviews	<a href="https://www.scoe.net/williams/Pages/default.aspx">https://www.scoe.net/williams/Pages/default.aspx</a> Teresa Stinson <a href="mailto:tstinson@scoe.net">tstinson@scoe.net</a>



**State Priority 2: Implementation of State Standards**

CA Standards and Frameworks	<a href="https://www.cde.ca.gov/qs/ci/index.asp">https://www.cde.ca.gov/qs/ci/index.asp</a>
CCSS Implementation Guide	<a href="https://www.cde.ca.gov/re/cc/ccssguide.asp">https://www.cde.ca.gov/re/cc/ccssguide.asp</a>
Executive Summary ELA/ELD Framework	<a href="https://www.scoe.net/castandards/Documents/summary_ela-eld_framework.pdf">https://www.scoe.net/castandards/Documents/summary_ela-eld_framework.pdf</a>
Executive Summary History/Social Studies Framework	<a href="https://www.scoe.net/castandards/Documents/summary_history_framework.pdf">https://www.scoe.net/castandards/Documents/summary_history_framework.pdf</a>
Executive Summary Mathematics Framework	<a href="https://www.scoe.net/castandards/Documents/summary_math_framework.pdf">https://www.scoe.net/castandards/Documents/summary_math_framework.pdf</a>
Executive Summary Science Framework	<a href="https://www.scoe.net/castandards/Documents/summary_science_framework.pdf">https://www.scoe.net/castandards/Documents/summary_science_framework.pdf</a>
20 Non-Negotiable Characteristics of Higher Performing School Systems	<a href="http://www.paschoolperformance.org/doc/17">www.paschoolperformance.org/doc/17</a>

**SCOE Resources for Priority 2**

Standards and Framework Implementation Support	<a href="https://www.scoe.net/services/id467/Pages/default.aspx">https://www.scoe.net/services/id467/Pages/default.aspx</a>
English Language Arts	Becky Sullivan <a href="mailto:bsullivan@scoe.net">bsullivan@scoe.net</a> Tami Wilson <a href="mailto:twilson@scoe.net">twilson@scoe.net</a>
English Language Development	Graciela García-Torres <a href="mailto:gtorres@scoe.net">gtorres@scoe.net</a>
Mathematics and Science	David Chun <a href="mailto:dchun@scoe.net">dchun@scoe.net</a>
History/Social Studies	Frank Pisi <a href="mailto:fpisi@scoe.net">fpisi@scoe.net</a>

**State Priority 3: Parent Involvement**

Building Blocks of Integrated Academic LEA Support	<a href="http://region3support.org/files/resources/Building%20Blocks%20of%20Academic%20Support%20Final%20SCOE.pdf">http://region3support.org/files/resources/Building%20Blocks%20of%20Academic%20Support%20Final%20SCOE.pdf</a>
Dual Capacity-Building Framework for Family-School Partnerships	<a href="https://www2.ed.gov/documents/family-community/partners-education.pdf">https://www2.ed.gov/documents/family-community/partners-education.pdf</a>
Family Engagement Framework	<a href="https://www.cde.ca.gov/ls/pf/pf/documents/famengageframe_english.pdf">https://www.cde.ca.gov/ls/pf/pf/documents/famengageframe_english.pdf</a>
Family Engagement Toolkit	<a href="https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf">https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf</a>
Global Family Research Project	<a href="https://globalfrp.org/Articles/Welcome-to-the-Global-Family-Research-Project">https://globalfrp.org/Articles/Welcome-to-the-Global-Family-Research-Project</a>
Multi-Tiered System of Supports	<a href="https://www.cde.ca.gov/ci/cr/ri/">https://www.cde.ca.gov/ci/cr/ri/</a>
National Standards for Family-School Partnerships	<a href="https://www.pta.org/home/run-your-pta/National-Standards-for-Family-School-Partnerships">https://www.pta.org/home/run-your-pta/National-Standards-for-Family-School-Partnerships</a>

Sacramento County - Early Learning Roadmap	<a href="https://www.sacramentocountyearlylearning.org/admin/files/resource/154/early_learning_roadmap.pdf">https://www.sacramentocountyearlylearning.org/admin/files/resource/154/early_learning_roadmap.pdf</a>
Seeds of Partnership	<a href="http://www.seedsofpartnership.org/legacyResources.html">http://www.seedsofpartnership.org/legacyResources.html</a>
<b>SCOE Resources for Priority 3</b>	
Early Learning Services	<a href="https://www.sacramentocountyearlylearning.org/">https://www.sacramentocountyearlylearning.org/</a> Natalie Woods-Andrews <a href="mailto:nwoodsandrews@scoe.net">nwoodsandrews@scoe.net</a>
Project SOARS (Screening, Outreach, and Referral Services)	<a href="https://www.scoe.net/services/id529/Pages/default.aspx">https://www.scoe.net/services/id529/Pages/default.aspx</a> Natalie Woods-Andrews <a href="mailto:nwoodsandrews@scoe.net">nwoodsandrews@scoe.net</a>
Seeds of Partnership	<a href="https://www.scoe.net/services/id540/Pages/default.aspx">https://www.scoe.net/services/id540/Pages/default.aspx</a> Michael Kast <a href="mailto:mkast@scoe.net">mkast@scoe.net</a>
Social Emotional Learning (SEL)	Brent Malicote <a href="mailto:bmalicote@scoe.net">bmalicote@scoe.net</a>
<b>State Priority 4: Student Achievement</b>	
Advancement Via Individual Determination (AVID)	<a href="https://www.avid.org/what-is-avid.ashx">https://www.avid.org/what-is-avid.ashx</a>
Building Blocks of Integrated Academic LEA Support	<a href="http://region3support.org/files/resources/Building%20Blocks%20of%20Academic%20Support%20Final%20SCOE.pdf">http://region3support.org/files/resources/Building%20Blocks%20of%20Academic%20Support%20Final%20SCOE.pdf</a>
CAASPP Information and Results	<a href="https://caaspp.cde.ca.gov/">https://caaspp.cde.ca.gov/</a> <a href="https://caaspp.cde.ca.gov/sb2017/default">https://caaspp.cde.ca.gov/sb2017/default</a>
California School Dashboard	<a href="https://www.caschooldashboard.org/#/Home">https://www.caschooldashboard.org/#/Home</a>
Center for Applied Special Technology (CAST) Universal Design for Learning (UDL) Exchange	<a href="http://udlexchange.cast.org/home">http://udlexchange.cast.org/home</a>
Characteristics of School Districts that Are Exceptionally Effective in Closing the Achievement Gap	<a href="http://ecadmin.wdfiles.com/local--files/at-risk-children-families/Characteristics%20of%20Schools%20-%20Closing%20Gap.pdf">http://ecadmin.wdfiles.com/local--files/at-risk-children-families/Characteristics%20of%20Schools%20-%20Closing%20Gap.pdf</a>
Characteristics of Successful Districts	<a href="https://dpi.wi.gov/statewide-system-of-support/successful-districts">https://dpi.wi.gov/statewide-system-of-support/successful-districts</a>
Characteristics of Improved School Districts	<a href="http://www.k12.wa.us/research/pubdocs/DistrictImprovementReport.pdf">http://www.k12.wa.us/research/pubdocs/DistrictImprovementReport.pdf</a>
English Language Proficiency Assessments for CA (ELPAC)	<a href="https://www.cde.ca.gov/ta/tg/ep/">https://www.cde.ca.gov/ta/tg/ep/</a>
English Learner Roadmap	<a href="https://www.cde.ca.gov/sp/el/rm/">https://www.cde.ca.gov/sp/el/rm/</a>
Meeting the Needs of Long-Term English Learners	<a href="http://www.nea.org/assets/docs/15420_LongTermEngLangLearner_final_web_3-24-14.pdf">http://www.nea.org/assets/docs/15420_LongTermEngLangLearner_final_web_3-24-14.pdf</a>
Multi-Tiered System of Supports	<a href="https://www.cde.ca.gov/ci/cr/ri/">https://www.cde.ca.gov/ci/cr/ri/</a>

One System: Reforming Education to Serve ALL Students (Report on California's Statewide Task Force on Special Education)	<a href="http://www.smcoe.org/assets/files/about-smcoe/superintendents-office/statewide-special-education-task-force/Task%20Force%20Report%205.18.15.pdf">http://www.smcoe.org/assets/files/about-smcoe/superintendents-office/statewide-special-education-task-force/Task%20Force%20Report%205.18.15.pdf</a>
The Influence of Principal Leadership on Classroom Instruction and Student Learning: A study of Mediated Pathways to Learning	<a href="https://consortium.uchicago.edu/sites/default/files/publications/EAQ_Influence%20of%20Principal%20Leadership.pdf">https://consortium.uchicago.edu/sites/default/files/publications/EAQ_Influence%20of%20Principal%20Leadership.pdf</a>
The National Center on Universal Design for Learning	<a href="http://www.udcenter.org/">http://www.udcenter.org/</a>
UDL Tool Kit	<a href="https://www.osepideasthatwork.org/federal-resources-stakeholders/tool-kits/tool-kit-universal-design-learning-udl">https://www.osepideasthatwork.org/federal-resources-stakeholders/tool-kits/tool-kit-universal-design-learning-udl</a>
What Works Clearinghouse: Literacy, Math, Science, English Learners, K-12	<a href="https://ies.ed.gov/ncee/wwc/">https://ies.ed.gov/ncee/wwc/</a>
20 Non-Negotiable Characteristics of Higher Performing School Systems	<a href="http://www.paschoolperformance.org/doc/17">www.paschoolperformance.org/doc/17</a>
<b>SCOE Resources for Priority 4</b>	
Advancement Via Individual Determination (AVID) Capital Metro Area	<a href="https://www.scoe.net/avid/Pages/default.aspx">https://www.scoe.net/avid/Pages/default.aspx</a> Lindsay Paoli <a href="mailto:lpaoili@scoe.net">lpaoili@scoe.net</a>
Student Assessment	<a href="https://www.scoe.net/statetests/Pages/default.aspx">https://www.scoe.net/statetests/Pages/default.aspx</a> Rachel Perry <a href="mailto:rperry@scoe.net">rperry@scoe.net</a>
English Language Proficiency Assessments for CA (ELPAC)	Amy Barr <a href="mailto:abarr@scoe.net">abarr@scoe.net</a> Graciela García-Torres <a href="mailto:gtorres@scoe.net">gtorres@scoe.net</a>
Expanded Learning	<a href="http://www.region3afterschool.org/">http://www.region3afterschool.org/</a> Monica Gonzalez <a href="mailto:mgonzalez@scoe.net">mgonzalez@scoe.net</a>
Foster Youth Services Foster Focus Data System	<a href="https://www.scoe.net/fys/Pages/default.aspx">https://www.scoe.net/fys/Pages/default.aspx</a> Trish Kennedy <a href="mailto:tkennedy@scoe.net">tkennedy@scoe.net</a>
Homeless Student Programs Project TEACH	<a href="https://www.scoe.net/services/id482/Pages/default.aspx">https://www.scoe.net/services/id482/Pages/default.aspx</a> Alyson Collier <a href="mailto:acollier@scoe.net">acollier@scoe.net</a>
Instructional Guidance and Support English Language Arts	<a href="https://www.scoe.net/services/id467/Pages/default.aspx">https://www.scoe.net/services/id467/Pages/default.aspx</a> Becky Sullivan <a href="mailto:bsullivan@scoe.net">bsullivan@scoe.net</a> Tami Wilson <a href="mailto:twilson@scoe.net">twilson@scoe.net</a>
English Language Development History/Social Studies Mathematics and Science	Graciela García-Torres <a href="mailto:gtorres@scoe.net">gtorres@scoe.net</a> Frank Pisi <a href="mailto:fpisi@scoe.net">fpisi@scoe.net</a> David Chun <a href="mailto:dchun@scoe.net">dchun@scoe.net</a>

Research, Evaluation and Student Assessment	<a href="https://www.scoe.net/services/id487/Pages/default.aspx">https://www.scoe.net/services/id487/Pages/default.aspx</a> Rachel Perry <a href="mailto:rperry@scoe.net">rperry@scoe.net</a>
Students with Disabilities SCOE Special Education Programs SELPA	<a href="https://www.scoe.net/services/id509/Pages/default.aspx">https://www.scoe.net/services/id509/Pages/default.aspx</a> Michael Kast <a href="mailto:mkast@scoe.net">mkast@scoe.net</a> Laura Lystrup <a href="mailto:llystrup@scoe.net">llystrup@scoe.net</a>
<b>State Priority 5: Student Engagement</b>	
Attendance Improvement	<a href="https://www.cde.ca.gov/ls/ai/">https://www.cde.ca.gov/ls/ai/</a> <a href="https://www.cde.ca.gov/ls/ai/cw/attendstrategy.asp">https://www.cde.ca.gov/ls/ai/cw/attendstrategy.asp</a>
Attorney General's Truancy Toolkit	<a href="https://oag.ca.gov/truancy/toolkit">https://oag.ca.gov/truancy/toolkit</a>
Advancement Via Individual Determination (AVID)	<a href="https://www.avid.org/what-is-avid.ashx">https://www.avid.org/what-is-avid.ashx</a>
California Student Opportunity Access Program	<a href="http://www.csac.ca.gov/doc.asp?id=77">http://www.csac.ca.gov/doc.asp?id=77</a>
DataQuest	<a href="https://dq.cde.ca.gov/dataquest/">https://dq.cde.ca.gov/dataquest/</a>
EdData	<a href="http://www.ed-data.org/">http://www.ed-data.org/</a>
Graduation Requirements	<a href="https://www.cde.ca.gov/ci/gs/hs/hsgmin.asp">https://www.cde.ca.gov/ci/gs/hs/hsgmin.asp</a> <a href="https://www.cde.ca.gov/ci/gs/hs/hsgfaq.asp">https://www.cde.ca.gov/ci/gs/hs/hsgfaq.asp</a>
Evidence Based Resources for Keeping Student on Track to Graduation	<a href="http://www.doe.virginia.gov/support/school_improvement/title1/1003_g/resources/evidence_based_resources.pdf">http://www.doe.virginia.gov/support/school_improvement/title1/1003_g/resources/evidence_based_resources.pdf</a>
National Dropout Prevention Center	<a href="http://dropoutprevention.org/">http://dropoutprevention.org/</a>
The On-Track Indicator as a Predictor of High School Graduation	<a href="https://www.scoe.net/calsoap/professional_resources/Documents/on_track_indicator.pdf">https://www.scoe.net/calsoap/professional_resources/Documents/on_track_indicator.pdf</a>
What Works Clearinghouse: Path to Graduation	<a href="https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Path-to-Graduation">https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Path-to-Graduation</a>
<b>SCOE Resources for Priority 5</b>	
Advancement Via Individual Determination (AVID) Capital Metro Area	<a href="https://www.scoe.net/avid/Pages/default.aspx">https://www.scoe.net/avid/Pages/default.aspx</a> Lindsay Paoli <a href="mailto:lpaoli@scoe.net">lpaoli@scoe.net</a>
Cal-SOAP Consortium Student and Professional Resources	<a href="https://www.scoe.net/calsoap/Pages/default.aspx">https://www.scoe.net/calsoap/Pages/default.aspx</a> Monica Roberts <a href="mailto:mroberts@scoe.net">mroberts@scoe.net</a>
School Attendance Review Boards (SARB)	<a href="https://www.scoe.net/services/id443/Pages/default.aspx">https://www.scoe.net/services/id443/Pages/default.aspx</a> Teresa Stinson <a href="mailto:tstinson@scoe.net">tstinson@scoe.net</a>

**State Priority 6: School Climate**

Aspen Institute: National Commission on Social, Emotional, and Academic Development (SEAD)	<a href="https://www.aspeninstitute.org/tag/sead/">https://www.aspeninstitute.org/tag/sead/</a>
Climate Connection	<a href="http://surveydata.wested.org/resources/ClimateConnectionToolkit_2ndedition.pdf">http://surveydata.wested.org/resources/ClimateConnectionToolkit_2ndedition.pdf</a>
Family Engagement Framework	<a href="https://www.cde.ca.gov/ls/pf/pf/documents/famengageframe_english.pdf">https://www.cde.ca.gov/ls/pf/pf/documents/famengageframe_english.pdf</a>
Family Engagement Toolkit	<a href="https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf">https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf</a>
Fix School Discipline Educator Toolkit	<a href="http://www.fixschooldiscipline.org/educator-toolkit/">http://www.fixschooldiscipline.org/educator-toolkit/</a>
Guiding Principles: A Resource Guide for Improving School Climate and Discipline	<a href="https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf">https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf</a>
Data about the health and well-being of children in communities across CA	<a href="http://www.kidsdata.org/">http://www.kidsdata.org/</a>
Multi-Tiered System of Supports	<a href="https://www.cde.ca.gov/ci/cr/ri/">https://www.cde.ca.gov/ci/cr/ri/</a>
Positive Behavioral Interventions & Supports	<a href="http://www.pbis.org/">http://www.pbis.org/</a>
Positive Environments Network of Trainers	<a href="http://www.pent.ca.gov/pos/rti/rti.html">http://www.pent.ca.gov/pos/rti/rti.html</a>
Positive School Climate	<a href="https://www.cde.ca.gov/ls/ss/se/schoolclimate.asp">https://www.cde.ca.gov/ls/ss/se/schoolclimate.asp</a>
Report: A Hallmark of Academically Successful Schools	<a href="http://surveydata.wested.org/resources/S3factsheet6_positiveclimate_20130904.pdf">http://surveydata.wested.org/resources/S3factsheet6_positiveclimate_20130904.pdf</a>
Report: School Climate and Academic Performance Across CA High Schools	<a href="http://surveydata.wested.org/resources/S3factsheet3_API_20120716.pdf">http://surveydata.wested.org/resources/S3factsheet3_API_20120716.pdf</a>
Preschool Learning Foundations	<a href="https://www.cde.ca.gov/sp/cd/re/psfoundations.asp">https://www.cde.ca.gov/sp/cd/re/psfoundations.asp</a>
Restorative Justice Research	<a href="https://www.wested.org/resources/restorative-justice-research-review/">https://www.wested.org/resources/restorative-justice-research-review/</a>
Safe and Supportive Schools - Measurement	<a href="https://www.cde.ca.gov/ls/ss/se/safesupportive.asp">https://www.cde.ca.gov/ls/ss/se/safesupportive.asp</a>
School Connection Toolkit	<a href="http://surveydata.wested.org/resources/ClimateConnectionToolkit_2ndedition.pdf">http://surveydata.wested.org/resources/ClimateConnectionToolkit_2ndedition.pdf</a>
School Wellness Policy	<a href="https://www.cdc.gov/healthyschools/npao/wellness.htm">https://www.cdc.gov/healthyschools/npao/wellness.htm</a>
Social Emotional Learning (SEL)	<a href="https://www.cde.ca.gov/eo/in/socialemotionalllearning.asp">https://www.cde.ca.gov/eo/in/socialemotionalllearning.asp</a>

Guiding Principles Resources	<a href="https://www.cde.ca.gov/eo/in/documents/selguidingprincipleswb.pdf">https://www.cde.ca.gov/eo/in/documents/selguidingprincipleswb.pdf</a>
Speak out, Listen Up! Tools for using student perspectives and local data for school improvement	<a href="https://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2014035.pdf">https://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2014035.pdf</a>
Student Mental Health Initiative	<a href="https://www.regionalk12smhi.org/">https://www.regionalk12smhi.org/</a>
Student Reports of Bullying	<a href="https://nces.ed.gov/pubs2017/2017015.pdf">https://nces.ed.gov/pubs2017/2017015.pdf</a>
School-Wide Information System (SWIS)	<a href="http://www.swis.org/">http://www.swis.org/</a>
The Center on Response to Intervention	<a href="http://www.rti4success.org">http://www.rti4success.org</a>
What Works Brief- Harassment & Bullying (WestEd)	<a href="http://surveydata.wested.org/resources/S3_WhatWorksBrief7_HarassmentBullying_final.pdf">http://surveydata.wested.org/resources/S3_WhatWorksBrief7_HarassmentBullying_final.pdf</a>
What Works Clearinghouse: Behavior	<a href="https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Behavior">https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Behavior</a>
<b>SCOE Resources for Priority 6</b>	
<b>Prevention and Early Intervention Bullying Prevention</b>	<a href="https://sactobullyprevention.org/">https://sactobullyprevention.org/</a> Brent Malicote <a href="mailto:bmalicote@scoe.net">bmalicote@scoe.net</a>
Drug & Alcohol Prevention Friday Night Live and Club Live	<a href="https://www.scoe.net/services/id457/Pages/default.aspx">https://www.scoe.net/services/id457/Pages/default.aspx</a> Brent Malicote <a href="mailto:bmalicote@scoe.net">bmalicote@scoe.net</a>
Safe Alternative and Violence Education (SAVE)	<a href="https://www.scoe.net/services/id481/Pages/default.aspx">https://www.scoe.net/services/id481/Pages/default.aspx</a> Brent Malicote <a href="mailto:bmalicote@scoe.net">bmalicote@scoe.net</a>
<b>Social Emotional Learning - Community of Practice</b>	Brent Malicote <a href="mailto:bmalicote@scoe.net">bmalicote@scoe.net</a>
<b>State Priority 7: Course Access</b>	
Advancement Via Individual Determination (AVID)	<a href="https://www.avid.org/what-is-avid.ashx">https://www.avid.org/what-is-avid.ashx</a>
CA Career Resource Network	<a href="http://www.californiacareers.info/">http://www.californiacareers.info/</a>
Career Technical Education	<a href="https://www.cde.ca.gov/ci/ci/">https://www.cde.ca.gov/ci/ci/</a>
College Career Indicator (CCI) CCI Flyer	<a href="https://www.cde.ca.gov/ta/ac/cm/cci.asp">https://www.cde.ca.gov/ta/ac/cm/cci.asp</a> <a href="https://www.cde.ca.gov/ta/ac/cm/documents/ccidashboardflyer.pdf">https://www.cde.ca.gov/ta/ac/cm/documents/ccidashboardflyer.pdf</a>
Ed Code Section 52010(a) to (i) Adopted course of study: grades 1- 6	<a href="http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=51210.&amp;lawCode=EDC">http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=51210.&amp;lawCode=EDC</a>

Ed Code Section 51220(a) to (k) Adopted course of study: grades 7 -12	<a href="https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&amp;sectionNum=51220">https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&amp;sectionNum=51220</a>
<b>SCOE Resources for Priority 7</b>	
Advancement Via Individual Determination (AVID) Capital Metro Area	<a href="https://www.scoe.net/avid/Pages/default.aspx">https://www.scoe.net/avid/Pages/default.aspx</a> Lindsay Paoli lpaoli@scoe.net
Career Tech Education/ROP Capital Region Academies for the Next Economy (CRANE)	<a href="https://www.scoe.net/services/id531/Pages/default.aspx">https://www.scoe.net/services/id531/Pages/default.aspx</a> Louise Stymeist@scoe.net
<b>State Priority 8: Student Outcomes</b>	
CAASPP Interim Assessments	<a href="https://www.cde.ca.gov/Ta/tg/sa/sbacinterimassess.asp">https://www.cde.ca.gov/Ta/tg/sa/sbacinterimassess.asp</a>
CalSTAT Inclusive Practices	<a href="http://www.calstat.org/PA-InclusivePractices.html">http://www.calstat.org/PA-InclusivePractices.html</a>
CalSTAT Reading/Literacy	<a href="http://www.calstat.org/PA-ReadingLiteracy.html">http://www.calstat.org/PA-ReadingLiteracy.html</a>
CalSTAT Collaborative Practices to Promote Student Success	<a href="http://www.calstat.org/PA-Collaboration.html">http://www.calstat.org/PA-Collaboration.html</a>
College Career Indicator (CCI) CCI Flyer	<a href="https://www.cde.ca.gov/ta/ac/cm/cci.asp">https://www.cde.ca.gov/ta/ac/cm/cci.asp</a> <a href="https://www.cde.ca.gov/ta/ac/cm/documents/ccidashboardflyer.pdf">https://www.cde.ca.gov/ta/ac/cm/documents/ccidashboardflyer.pdf</a>
Graduation requirements	<a href="https://www.cde.ca.gov/ci/gs/hs/hsgfaq.asp">https://www.cde.ca.gov/ci/gs/hs/hsgfaq.asp</a>
Multi-tiered System of Supports	<a href="https://www.cde.ca.gov/ci/cr/ri/">https://www.cde.ca.gov/ci/cr/ri/</a>
Seal of Biliteracy	<a href="https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp">https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp</a>
<b>SCOE Resources for Priority 8</b>	
College Planning	Monica Roberts mroberts@scoe.net
Seal of Biliteracy	<a href="https://www.scoe.net/services/id526/Pages/default.aspx">https://www.scoe.net/services/id526/Pages/default.aspx</a> Graciela Garcia-Torres gtorres@scoe.net
Student Assessments	<a href="https://www.scoe.net/statetests/Pages/default.aspx">https://www.scoe.net/statetests/Pages/default.aspx</a> Rachel Perry rperry@scoe.net
<b>State Priority 9: Expelled Youth</b>	
Educational Options	<a href="https://www.cde.ca.gov/sp/eo/">https://www.cde.ca.gov/sp/eo/</a>
<b>SCOE Resources for Priority 9</b>	
Alternative Education Court and Community Schools	<a href="https://www.scoe.net/services/id440/Pages/default.aspx">https://www.scoe.net/services/id440/Pages/default.aspx</a> Matt Perry mperry@scoe.net

<b>State Priority 10: Foster Youth</b>	
Foster Youth CA College Pathways	<a href="http://www.cacollegepathways.org/">http://www.cacollegepathways.org/</a>
ESSA Foster Youth Resources	<a href="http://www.fostercareandeducation.org/AreasofFocus/EducationStability.aspx">http://www.fostercareandeducation.org/AreasofFocus/EducationStability.aspx</a>
Foster Focus Data System Information	<a href="https://www.scoe.net/services/id456/Documents/foster_focus_dashboard_brochure.pdf">https://www.scoe.net/services/id456/Documents/foster_focus_dashboard_brochure.pdf</a>
Foster Youth Toolkit	<a href="http://kids-alliance.org/wp-content/uploads/2015/03/EdToolkit.pdf?utm_source=Education+Toolkit+Announcement&amp;utm_campaign=FY+Ed+Toolkit&amp;utm_medium=email">http://kids-alliance.org/wp-content/uploads/2015/03/EdToolkit.pdf?utm_source=Education+Toolkit+Announcement&amp;utm_campaign=FY+Ed+Toolkit&amp;utm_medium=email</a>
<b>SCOE Resources for Priority 10</b>	
Foster Youth Services (FYS) Student and Educational Services Foster Focus Data System	<a href="https://www.scoe.net/fys/Pages/default.aspx">https://www.scoe.net/fys/Pages/default.aspx</a> Trish Kennedy <a href="mailto:tkennedy@scoe.net">tkennedy@scoe.net</a>
<b>Additional SCOE Resources</b>	
<b><i>Planning and Continuous Improvement</i></b>	
Assessment and Evaluation	Rachel Perry <a href="mailto:rperry@scoe.net">rperry@scoe.net</a>
Differentiated Assistance/Improvement	Jan Mayer <a href="mailto:jmayer@scoe.net">jmayer@scoe.net</a>
Local Control and Accountability Plan (LCAP)	Shela Seaton <a href="mailto:sseaton@scoe.net">sseaton@scoe.net</a>



# Exploring Improvement Science in Education: Promoting College Access in Fresno Unified School District

Jorge Aguilar, Michelle Nayfack and Susan Bush-Mecenas

California's Local Control Funding Formula (LCFF) requires districts to report multiple measures of student performance that reflect success in the goal of preparing students for college, career, and citizenship. As they engage in the Local Control Accountability Plan (LCAP) process, they are expected to use state and local indicator data from California's School Dashboard<sup>1</sup> to monitor student progress. When Dashboard indicators identify student subgroups as low performing or low growth, districts are encouraged to engage in a process of continuous improvement to develop strategies and then monitor their effectiveness.<sup>2</sup> At this early stage of implementation, education leaders have an opportunity to learn from early adopters who are already using continuous improvement principles. In this case study, we share how Fresno Unified School District (FUSD) developed and utilized its data dashboard and the principles of Improvement Science to increase college access for their students, in partnership with the University of California, Merced.



California's new accountability and continuous improvement framework relies on district and school leaders using multiple measures of school performance to identify where change is needed, and to monitor carefully the development, testing, and evaluation of improvement strategies over time. This process of continuous improvement requires that local leaders have access to research-based evidence and strategies that they can implement in their schools and opportunities to learn from one another about what works, under which conditions, and for which students. PACE's series of Continuous Improvement Briefs aims to support education leaders at all levels in learning how to improve the performance of their schools and students.

## Fresno's Aim: Increase Student Awareness About Postsecondary Choices

Since 2009 FUSD has invested in a robust data dashboard to support its school improvement work. The Fresno School Quality Improvement (SQI) and Targeted Action Index is made up of 75 indicators including standardized test performance, English Learner re-designation, measures of student growth mindset, measures of school climate, and college enrollment.<sup>14</sup>

Using this data dashboard, the district's Equity and Access team found evidence that many students were eligible to apply to a variety of California's colleges and universities, but most of them applied to just one. This pattern persisted even among the district's low-income students, for whom college application fees for up to four California State University (CSU) campuses and four University of California (UC) campuses were waived.

**“ Fresno's Equity and Access team found that many students were eligible to apply to a variety of California's colleges and universities, but most of them applied to just one.**

The FUSD team recognized this as an equity, access, and social justice issue that violated the district's guiding principle: “All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.”

Identifying and understanding this issue was the start. To resolve it, the team in Fresno searched for an approach to system improvement that could accelerate their efforts. They ultimately landed on Improvement Science. The Improvement Science framework, first used in the health care sector, is now being applied in education systems. It is defined by six principles:<sup>15</sup>

- 1) Identify specific problems
- 2) Focus on key participants
- 3) Attend to variation in performance (what works, for whom, under what set of conditions)
- 4) Reflect upon the existing system that is designed to produce current outcomes (systems thinking)

- 5) Measure processes and outcomes to assess the efficacy of strategies
- 6) Utilize rapid Plan-Do-Study Act (PDSA) cycles to promote quick improvement

The Improvement Science framework helps districts understand how to focus on specific problems, introduce small measureable changes, measure the impact of these changes, and determine whether and when these changes create true improvements that should be spread more widely across the system.

**“ Improvement Science helps districts focus on specific problems, introduce small measureable changes, measure the impact of these changes, and determine whether these changes create true improvements.**

FUSD is a leader in using the principles of Improvement Science to help solve problems of practice. Multiple teams within FUSD's central office are committed to applying some or all of these principles to their work. In this case study, we detail how the Equity and Access team has used the district's data system and a locally developed online tool to plan for and test improvements that were designed to increase the number of eligible high school students applying to multiple California colleges and universities.

### Identifying Specific Problems and Focusing on Key Participants

Determining how to move forward in solving their problem of college access presented an opportunity for the Equity and Access team to think differently about how school districts normally approach the change process. Rather than jump directly into testing potential solutions, a team of data analysts turned first to existing district data to understand what was happening with their college-eligible students.

Using eight years of historical data from FUSD's data dashboard and data retrieved from the National Student Clearinghouse, the Equity and Access team created a set of student academic profiles. Each profile included a list of colleges that were likely to accept a FUSD student with similar academic characteristics. Next, the FUSD team used their data dashboard to compare these profiles to current student data. This allowed them to identify eligible students who were not applying to CSU and UC universities where they likely would be accepted.

## Attending to Variation in Performance and Reflecting on the Existing System

Before developing and testing specific solutions to this problem, the Fresno team sought to understand the problem as it was experienced by the user, in this case the District's college-eligible students. The Equity and Access team worked closely with school counselors to understand the experiences of their students. They interviewed students to document (a) why certain students applied to more colleges than others and (b) what interventions had already been tried by counselors. This allowed district leaders to understand the variation in performance across schools, as well as challenges and opportunities for improvement. Afterwards, the team identified the following set of root causes that could help explain existing college application patterns in FUSD:

- The district had never communicated to its students about which specific colleges and universities matched their academic profiles
- School staff and counselors did not have detailed knowledge about institutions of higher education outside of the Fresno area because most attended local colleges themselves
- School counselors had limited time to meet with students individually to discuss college plans
- Students and their parents had little knowledge about institutions of higher education outside of the area, and lacked crucial information about financial aid, application waivers, and other policies designed to help low-income students

The Equity and Access team identified one root cause to focus on: the lack of students' awareness of their matched college options based on their academic profiles.

## Using PDSA Cycles and Measuring Processes and Outcomes to Assess Improvement

Continuous improvement requires the measurement of processes and outcomes to determine whether tests of change are producing actual improvements to the performance problem. The goal was to increase the number of college-eligible students applying to CSUs and UCs that matched their academic profiles. The Equity and Access team relied on their own online tool, the Cycle of Continuous Improvement Learning and Competency Tool, to provide structure to the entire improvement process. This tool helped the team operationalize all six principles of Improvement Science

and demonstrate that they were acquiring the skills and expertise necessary to translate Improvement Science into practice

The Cycle of Continuous Improvement Learning and Competency Tool, which is still in the testing stage, helped Fresno execute their Plan-Do-Study-Act model by creating a road map with detailed instructions for team members. The tool also served as a hub for documentation



Figure 1: Plan-Do-Study-Act Cycle of Improvement

Beginning with the Plan phase, the Fresno team developed an intervention by creating individualized "I Am Ready" packets for every senior who qualified to apply to CSU and UC campuses. This packet was intended to increase students' awareness of their individual college eligibility. These packets were mailed to current students who had been identified using course-taking, A-G, SAT/ACT, and other data as good matches to the alumni profiles of students who had already been accepted to a wide range of CSUs and UCs.

During the Do phase, the team developed and assembled the college packets, which provided specialized information about the students' matched campuses based on their academic profiles. The packets also included application fee waiver information and a form to give to their school counselor to set up an appointment to discuss college applications.

To support this effort, school counselors underwent two days of training to learn more about various CSU and UC campuses and student eligibility. The entire Do process was in contrast to typical counseling practice, in which counselors met with students to discuss course-taking and to provide college application resources in a much less comprehensive fashion and usually only in response to student request.

Measurement and data collection were embedded into each step of the Do process. Counselors documented where students were applying as well as their reasons for not applying to eligible campuses. They documented the number of students who set up counseling appointments using the forms included in the packets. This data served as leading process indicators in the Cycle of Continuous Improvement Learning and Competency Tool (e.g., how many students used the form to schedule a counseling appointment?) and were used to inform future improvement efforts (e.g., what reasons did students give for not applying?)

**“ Sending “I Am Ready” packets and encouraging students to have conversations about them with school counselors helped to increase the number of students applying to UC/CSU outside of Fresno more than 50 percent.**

After the Do cycle, the FUSD team engaged in Study. They asked themselves whether their data showed an improvement in the performance problem. The team also studied their implementation of each component of their change idea and documented concrete examples of why specific components did not get implemented. Reasons included an inability to prioritize the work, a lack of clarity around the task or the knowledge and skills to complete it, and a lack of funds or decision-making authority to complete the task. These insights helped to improve the change idea the following year.

After reviewing all of the evidence on their graduating students, the Equity and Access team determined that the packet idea was successful. Sending these packets and encouraging students to have follow-up conversations about them with school counselors helped to increase the number of students applying to CSU/UC outside of Fresno from 382 to 578, an increase of over 50 percent. Reviewing the

implementation and effects of this change idea as a whole, the team agreed to adopt this intervention with some modifications. As a next step, the Fresno team is building upon their early success by continuing to use Improvement Science and their Cycle of Continuous Improvement Learning and Competency Tool to address barriers to college matriculation. Next, they are hoping to develop and test interventions that will counteract the “summer melt” phenomenon that often results in lower college attendance by students who are admitted and intending to enroll at a college/university.

## Lessons Learned: Implementing Continuous Improvement at Scale

The team in Fresno had some early wins in using the principles of Improvement Science to boost college access, but they have far more work to do to make dramatic changes within the district. The team acknowledges that true continuous improvement requires a culture change within districts, as it requires a level of discipline and rigor that is not yet the norm in education environments. The Equity and Access team has learned a great deal about building staff capacity to engage in continuous improvement initiatives.

### Define What Your Team or District Means by “Continuous Improvement”

The Fresno team learned that there was not a common language or definition of continuous improvement across their team. This lack of consensus caused staff to feel as though they were doing continuous improvement even when they were not adhering to the principles that the team was trying to adopt. This created a number of problems for the team, the largest of which was that staff often wanted to adopt new terminology without actually changing their existing practices. The Equity and Access team used the principles of Improvement Science to apply a disciplined and rigorous methodology to their work. They developed the Cycle of Continuous Improvement Learning and Competency Tool as a way to develop a shared language and structure across their own team and future district teams. The tool holds the team accountable to their own change ideas and facilitates the implementation of principles of continuous improvement that they have agreed will help determine whether they have improved their system over time.

### Anchor All Work Around the Problem of Practice

Doing so provides structure and discipline. It tempers the desire to implement solutions without demonstrating a solid base of understanding of: (a) the problem being solved; (b) academic, technical, and/or clinical expertise that informs the problem being solved; or (c) a working theory of improvement for the problem being solved. The Equity and Access team made concentrated efforts to better understand why eligible students weren't applying to certain colleges and universities. They involved school counselors to make sure that the root causes they were identifying could actually explain the student behaviors reflected in their data. Once the team had a clear understanding of the problem and what an improved outcome would look like, they selected a change idea (college packets) that they believed would address one of the primary root causes of the problem of practice. Throughout their PDSA cycles, the team kept a laser focus on this problem of practice.

### Test Before You Scale and Use Data to Determine if Tests Are Actual Improvements

Documentation can be a useful tool to ensure clarity, accountability, and transparency. In Fresno, their Cycle of Continuous Improvement Learning and Competency Tool required that staff provide research and evidence to (a) support their change idea, (b) clarify which individuals had taken ownership over specific tasks, and (c) mandate that staff take stock of their success and challenges. Further, such documentation enhanced transparency of these efforts to district leaders, the research community, and even the public.

### Balance Science and Practice

An important consideration in this work is the need to balance fidelity to the "science" of Improvement Science with the urgency for change. Close adherence to the six Improvement Science principles can be difficult when promising change opportunities present themselves with short action timelines. The FUSD team posed two guiding questions as they sought to strike this balance. Had peer reviewers verified that the solution under consideration was viable and rigorous? Was the opportunity to "change conditions in the present" strong enough to outweigh the impact of deviating from the agreed upon practices and processes of the team?

### Don't Be Afraid to Fail

The theory of change behind continuous improvement is that school systems must become learning organizations that constantly test interventions designed to address systemic problems and then learn to determine whether these changes bring about

improvements. Since districts are testing change hypotheses, there is a strong likelihood that some of these hypotheses will not produce the intended outcomes. Fresno's Equity and Access leadership team continues to wrestle with daily failures, even though they are a natural part of continuous improvement. If the process of improvement is structured correctly, failure produces as much learning as success.

### Stay Humble

In trying to build the will and skill of colleagues to engage in improvement Science work, the FUSD team recognized a common attitude: that they already had the expertise to solve their performance problem. Upon reflection, the team accepted that they lacked the humility to be honest about why, despite in-house expertise, their outcomes continued to be unsatisfactory. To combat this mindset, the Equity and Access team constantly asked themselves and others in the district, "if we know how to solve this problem, then why haven't we yet?"

Fresno Unified School District began its Improvement Science journey by starting small and building the capacity of one team within the district to improve a narrow problem of practice for a subgroup of its students. This early work has resulted in improved outcomes for a subgroup of Fresno's students as well as the development of a learning tool that will ultimately help the district build improvement Science capacity across more of its teams and departments.

---

<sup>1</sup> California's School Dashboard can be accessed at [www.caschooldashboard.org](http://www.caschooldashboard.org)

<sup>2</sup> Superintendent's Advisory Task Force on Accountability and Continuous Improvement (2016). *Preparing All Students for College, Career, Life and Leadership in the 21st Century*. Sacramento, CA: California Department of Education.

<sup>3</sup> To learn more about FUSD's Data Dashboard and Indicators see <http://bit.ly/FUSDdatadashboard>

<sup>4</sup> Bryk, A., Gomez, L. M., Grunow, A., & LeMahieu, P. G. (2015). *Learning to Improve: How America's Schools Can Get Better at Getting Better*. Cambridge, MA: Harvard Education Press.



## About the Authors

**Jorge Aguilar** is the newly appointed Superintendent of Sacramento City Unified School District. He most recently served as Associate Superintendent for Equity and Access at Fresno Unified School District. He has served as Associate Vice Chancellor for Educational and Community Partnerships and Special Assistant to the Chancellor at UC Merced, and adjunct faculty at California State University, Fresno. He started his career in education in 1994 as a high school teacher at South Gate High School in the Los Angeles Unified School District. He is a graduate of the University of California, Berkeley (1994) and Loyola Law School (1998).

**Michelle Nayfack** is the Senior Researcher, System Improvement and Policy, at Policy Analysis for California Education (PACE) at Stanford University where she leads developmental evaluation for the CORE-PACE Research Partnership. Before joining PACE she studied state and federal policy implementation and school turnaround at the American Institutes for Research and systems level change in both traditional school districts and charter management organizations at the Center on Educational Governance. She holds a Ph.D. in Urban Education Policy from the University of Southern California and a teaching credential from California State University, Northridge.

**Susan Bush-Mecenas** is a Ph.D. candidate, Provost Fellow, and research assistant with the Center on Educational Governance at the University of Southern California. In addition to her work with the CORE-PACE Research Partnership, she supports several other research studies at USC including the Teacher Incentive Fund grant evaluation of Los Angeles Unified School District's human capital reforms and a study of teacher evaluation implementation in New Orleans. Her research interests include organizational learning, capacity building, accountability, and school district reform.

## CORE-PACE Research Partnership Publications

Heather Hough, Demetra Kalogrides, Susanna Loeb *Using Surveys of Students' Social-Emotional Skills and School Climate for Accountability and Continuous Improvement* 2017

Julie A. Marsh, Susan Bush-Mecenas, Heather Hough *Local Control in Action: Learning from the CORE Districts' Focus on Measurement, Capacity Building, and Shared Accountability* 2016

Heather Hough, Emily Penner, Joe Witte *Identity crisis: Multiple measures and the identification of schools under ESSA* 2016



CORE-PACE RESEARCH PARTNERSHIP

[edpolicyinca.org](http://edpolicyinca.org)

Stanford Graduate School of Education  
520 Galvez Mall, CERAS 401  
Stanford, CA 94305-3001  
Phone: (650) 724-2832  
Fax: (650) 723-9931



Sacramento City Unified School District  
Est. 1854

---

# SCUSD's Improvement and Accountability Indicators: Integration of the California School Dashboard and the SCUSD Performance and Targeted Action Index

Board Meeting  
January 18, 2018  
Agenda Item No. 9.1

Presented by:  
Vincent Harris, Chief Continuous Improvement and Accountability Officer  
Iris Taylor, Chief Academic Officer  
Cathy Morrison, LCAP/SPSA Coordinator



## Tonight's Presentation

- Overview of the California School Dashboard and the state's system of support
- SCUSD status and variation in performance across indicators
- Integration of the Dashboard with the LCAP/SPSA and Performance and Targeted Action Index





## SCUSD CORE VALUE

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.



**Sacramento City Unified School District**  
Est. 1854

---

**Equity, Access, and  
Social Justice  
Guiding Principle**

*All students are given  
an equal opportunity to graduate  
with the greatest number of  
postsecondary choices  
from the widest array of options*



## Defining Equity, Access, and Social Justice

- Equity, Access, and Social Justice requires displaying data in real-time in such a way that data triggers a moral call to action irrespective of parent advocacy or (in)ability to navigate our Sacramento City Unified School District.
- Equity, Access, and Social Justice act as a “check and balance” to ensure that “downdrafting” practices, procedures, processes, and traditions are identified and researched to determine the purpose of their continued use.
- Equity, Access, and Social Justice is about respecting the value of data and establishing a continuous improvement and accountability framework that is transparent and looks at data by student, by name, by need, and by *inequity and injustice!*



## California Dashboard Context

<b>Multiple Measures</b>	<b>Focus on Equity</b>	<b>Support for Local Decision-Making</b>
<ul style="list-style-type: none"><li>• More than a single number</li><li>• Identifies strengths and weaknesses in different areas</li></ul>	<ul style="list-style-type: none"><li>• Underscores the importance of looking at all student groups</li><li>• Helps communities align resources through the LCAP process</li></ul>	<ul style="list-style-type: none"><li>• Flexibility for districts to choose how to use state resources</li><li>• Extra funding for districts and schools serving students who need extra help</li></ul>