Sacramento City
UNIFIED SCHOOL DISTRICT

# Overview of Student Achievement, Supports, and Strategic Priorities

Board Meeting
February 2, 2023
Agenda Item No.

**Presented by:**
Yvonne Wright, Chief Academic Officer

# Acronyms

| | | | |
|---|---|---|---|
| **AB** | Assembly Bill | **LCFF** | Local Control Funding Formula |
| **BOE** | Board of Education | **LEA** | Local Educational Agency |
| **CCEE** | California Collaborative for Educational Excellence | **MTSS** | Multi-Tiered System of Supports |
| **CDE** | California Department of Education | **SBAC** | Smarter Balanced Assessment Consortium |
| **EL** | English Learner | **SCOE** | Sacramento County Office of Education |
| **HQI** | High Quality Instruction | | |
| **IDEA** | Individual with Disabilities Act | | |

# Every system is perfectly designed to get the results it gets

## 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.

## SCUSD GUIDING PRINCIPLE

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

# You can’t improve what you can’t measure

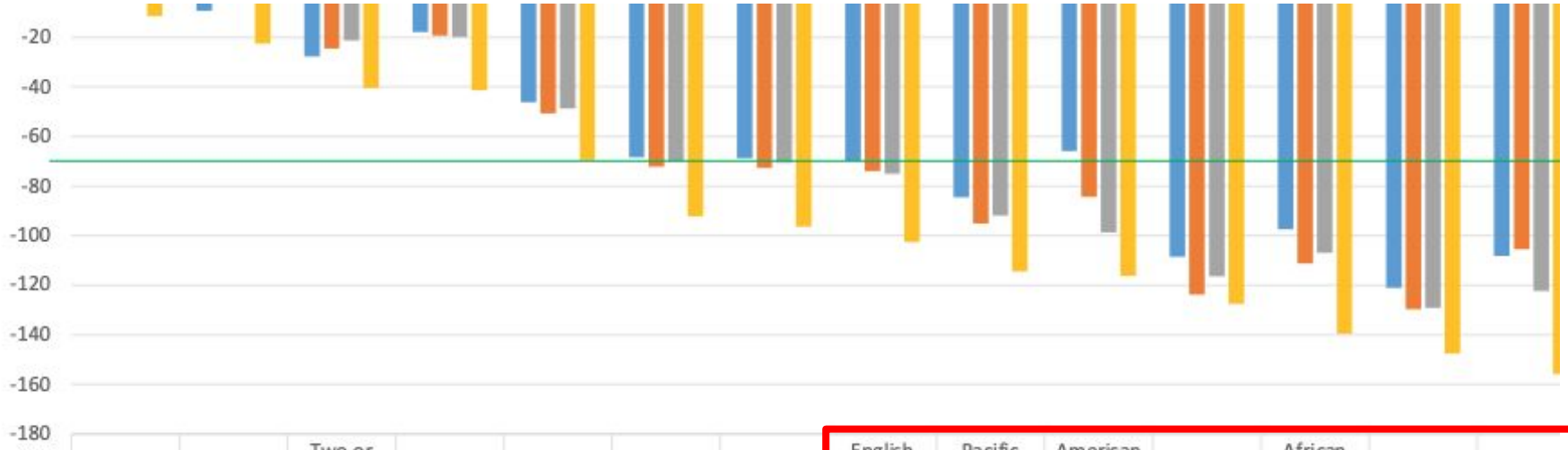
# Agenda for Tonight's Presentation

- Overview of SCUSD Data
- CA Comprehensive Support System and SCUSD's Assigned Technical Assistance
    - CA Collaborative on Educational Excellence (CCEE)
    - Sacramento County Office of Education (SCOE)
    - CA Department of Education
- Overview of SCUSD Strategic Priority Areas
- Next Steps

# ELA SBAC

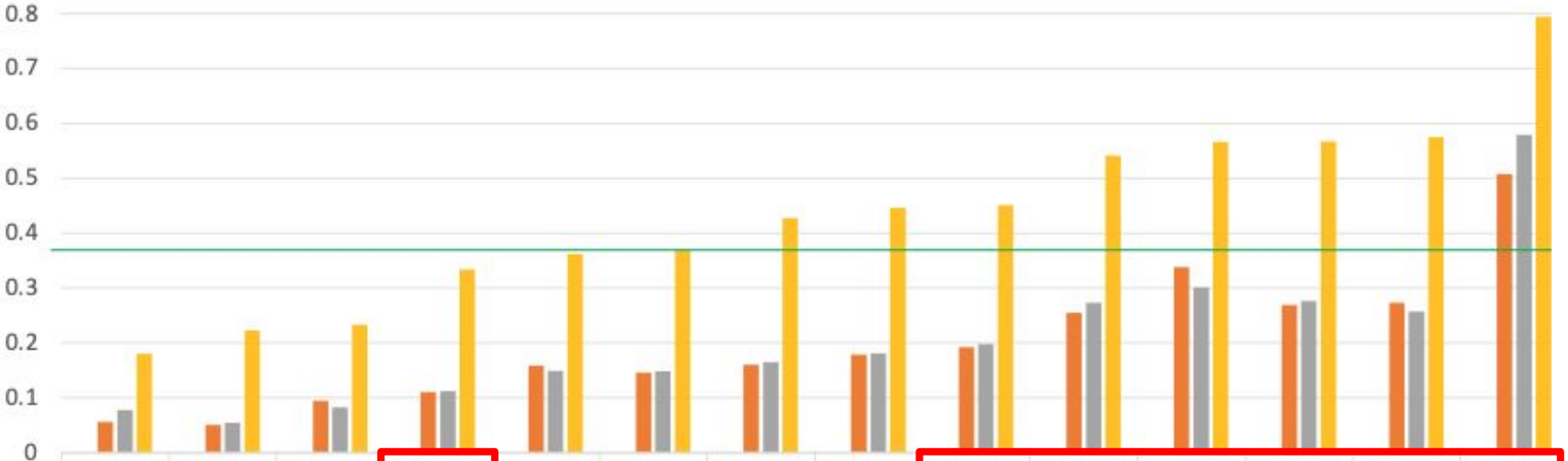
| | White | Filipino | Two or More Races | Asian | All Students | Hispanic | SED | English Learners (21-22 DA) | American Indian (21-22 DA) | Pacific Islander (21-22 DA) | African American (21-22 DA) | Foster (21-22 DA) | SWD (21-22 DA) | Homeless (21-22 DA |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2016-17 | 22.6 | 10.6 | -13.7 | -15.1 | -31.4 | -51.6 | -54.2 | -62.3 | -60.6 | -73.9 | -76.4 | -89.3 | -103.3 | -87.7 |
| 2017-18 | 25.6 | 26.2 | -4.1 | -6.3 | -26.7 | -46.8 | -49.9 | -58.3 | -52.5 | -70.7 | -77.1 | -103.3 | -104.2 | -78.6 |
| 2018-19 | 34.1 | 22.6 | -3.3 | -5.4 | -21.5 | -39.7 | -43.9 | -58 | -61.2 | -66.1 | -72.5 | -82.3 | -100.5 | -88.1 |
| 2021-22 | 22 | 14.3 | -1.3 | -15.7 | -33 | -52.6 | -60.6 | -76.2 | -77.8 | -82.6 | -96.9 | -115.2 | -116.7 | -127.2 |

# Math SBAC



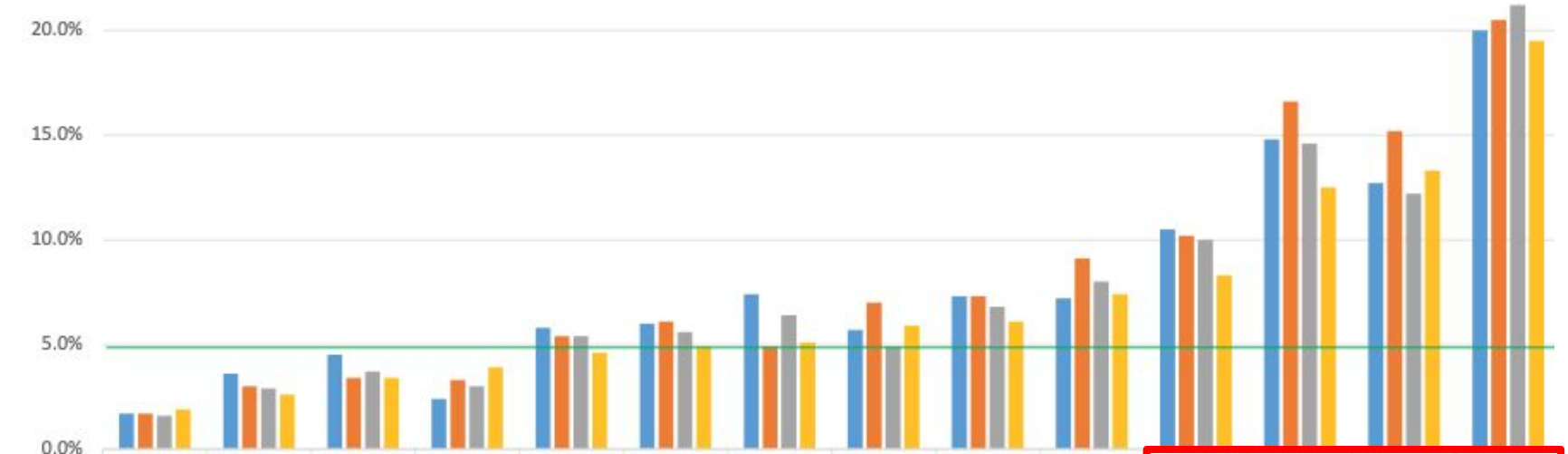

| | White | Filipino | Two or More Races | Asian | All Students | Hispanic | SED | English Learners (21-22 DA) | Pacific Islander (21-22 DA) | American Indian (21-22 DA) | Foster (21-22 DA) | African American (21-22 DA) | SWD (21-22 DA) | Homeles (21-22 D |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2016-17 | 4.5 | -9.4 | -27.8 | -18 | -46.3 | -68.4 | -68.7 | -69.7 | -84.6 | -65.9 | -108.5 | -97.5 | -121 | -108.1 |
| 2017-18 | 1.3 | -3.9 | -24.6 | -19.4 | -50.7 | -72.2 | -72.8 | -74 | -95.1 | -84.4 | -123.7 | -111.3 | -129.7 | -105.4 |
| 2018-19 | -5.1 | -3.2 | -21.4 | -19.8 | -48.8 | -69.8 | -70.5 | -75.1 | -91.9 | -98.6 | -116.4 | -107 | -129.1 | -122.3 |
| 2021-22 | -11.5 | -22.5 | -40.4 | -41.4 | -69.5 | -92.3 | -96.4 | -102.6 | -114.5 | -116.2 | -127.6 | -139.5 | -147.5 | -155.8 |

# Chronic Absenteeism



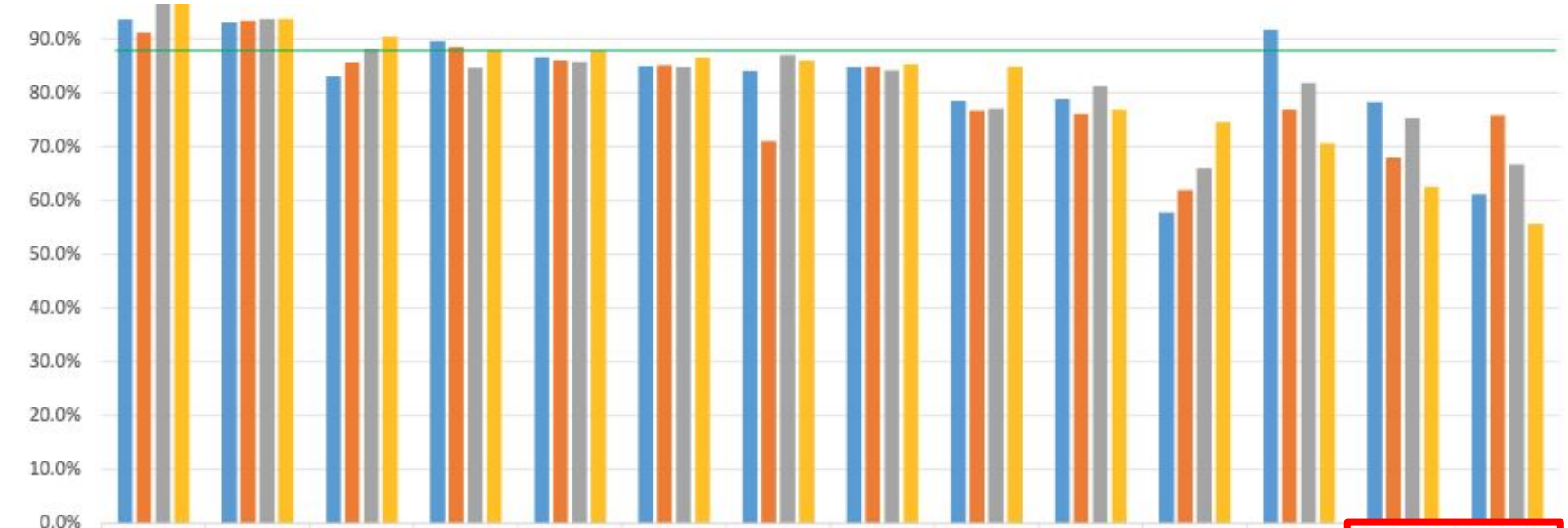

| | Filipino | Asian | White | English Learners (21-22 DA) | Two or More Races | All Students | Hispanic | SED | SWD (21-22 DA) | Pacific Islander (21-22 DA) | Foster (21-22 DA) | African American (21-22 DA) | American Indian (21-22 DA) | Homeless (21-22 DA) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2016-17 | | | | | | | | | | | | | | |
| 2017-18 | 5.6% | 5.1% | 9.5% | 11.1% | 15.9% | 14.6% | 16.0% | 17.9% | 19.2% | 25.5% | 33.8% | 26.9% | 27.3% | 50.8% |
| 2018-19 | 7.8% | 5.5% | 8.3% | 11.2% | 14.9% | 14.8% | 16.5% | 18.1% | 19.8% | 27.3% | 30.1% | 27.6% | 25.7% | 57.9% |
| 2021-22 | 18.0% | 22.3% | 23.3% | 33.4% | 36.2% | 36.9% | 42.8% | 44.6% | 45.1% | 54.1% | 56.6% | 56.7% | 57.5% | 79.4% |

# Suspensions




| | Asian | White | English Learners (21-22 DA) | Filipino | Hispanic | All Students | Pacific Islander (21-22 DA) | Two or More Races | SED | American Indian (21-22 DA) | SWD (21-22 DA) | African American (21-22 DA) | Homeless (21-22 DA) | Foster (21-22 DA) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2016-17 | 1.7% | 3.6% | 4.5% | 2.4% | 5.8% | 6.0% | 7.4% | 5.7% | 7.3% | 7.2% | 10.5% | 14.8% | 12.7% | 20.0% |
| 2017-18 | 1.7% | 3.0% | 3.4% | 3.3% | 5.4% | 6.1% | 4.9% | 7.0% | 7.3% | 9.1% | 10.2% | 16.6% | 15.2% | 20.5% |
| 2018-19 | 1.6% | 2.9% | 3.7% | 3.0% | 5.4% | 5.6% | 6.4% | 4.9% | 6.8% | 8.0% | 10.0% | 14.6% | 12.2% | 21.2% |
| 2021-22 | 1.9% | 2.6% | 3.4% | 3.9% | 4.6% | 4.9% | 5.1% | 5.9% | 6.1% | 7.4% | 8.3% | 12.5% | 13.3% | 19.5% |

# Graduation




| | Filipino | Asian | Two or More Races | White | All Students | SED | Pacific Islander (21-22 DA) | Hispanic | African American (21-22 DA) | English Learners (21-22 DA) | SWD (21-22 DA) | American Indian (21-22 DA) | Homeless (21-22 DA) | Foster (21-22 DA) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2016-17 | 93.6% | 93.0% | 83.0% | 89.5% | 86.6% | 85.0% | 84.0% | 84.7% | 78.5% | 78.8% | 57.7% | 91.7% | 78.3% | 61.1% |
| 2017-18 | 91.1% | 93.4% | 85.6% | 88.5% | 85.9% | 85.1% | 71.0% | 84.8% | 76.7% | 76.0% | 61.9% | 76.9% | 67.9% | 75.8% |
| 2018-19 | 100.0% | 93.7% | 88.1% | 84.6% | 85.7% | 84.7% | 87.0% | 84.1% | 77.0% | 81.2% | 65.9% | 81.8% | 75.3% | 66.7% |
| 2021-22 | 98.2% | 93.7% | 90.4% | 87.9% | 87.8% | 86.5% | 85.9% | 85.3% | 84.8% | 76.9% | 74.5% | 70.6% | 62.5% | 55.6% |

# Summary SBAC ELA by Ethnicity/Race

| ELA by Ethnicity/Race | Students at PL 1 - Standards Not Met | Students at PL 2 - Standards Nearly Met | Students at PL 3 - Standards Met | Students at PL 4 - Standards Exceed. | # Standards Met/ Exceed. | % Standards Met/ Exceed. |
|---|---|---|---|---|---|---|
| White | 710 | 598 | 927 | 1061 | 1988 | 60% |
| Filipino | 58 | 55 | 79 | 72 | 151 | 57% |
| Asian | 1216 | 810 | 936 | 682 | 1618 | 44% |
| Hispanic | 3622 | 2109 | 1671 | 788 | 2459 | 30% |
| American Indian or Alaska Native | 58 | 22 | 21 | 8 | 29 | 27% |
| Native Hawaiian or Other Pacific Islander | 268 | 100 | 66 | 25 | 91 | 20% |
| Black or African American | 1420 | 526 | 360 | 97 | 457 | 19% |
| Two or More Races | 469 | 293 | 432 | 396 | 828 | 52% |
| Grand Total | 7820 | 4514 | 4492 | 3129 | 7621 | 38% |

The achievement gaps between White and Black / African American (B/AA) students persisted into the 2021-22 SBAC ELA results. The percentage of White students who met or exceeded standards in ELA was approximately 41 percentage points higher than B/AA students.

# Summary SBAC ELA by Ethnicity/Race

Students w/96+% Attendance, No Suspensions, and Not Socioeconomically Disadvantaged

| Row Labels | Students at PL 1 - Standards Not Met | Students at PL 2 - Standards Nearly Met | Students at PL 3 - Standards Met | Students at PL 4 - Standards Exceeded | # Standards Met/ Exceeded | % Standards Met/ Exceeded |
|---|---|---|---|---|---|---|
| White | 92 | 130 | 324 | 453 | 777 | 78% |
| Filipino | 13 | 9 | 31 | 31 | 62 | 74% |
| Asian | 85 | 112 | 191 | 251 | 442 | 69% |
| Native Hawaiian or Other Pacific Islander | 6 | 7 | 10 | 9 | 19 | 59% |
| Hispanic | 187 | 190 | 253 | 201 | 454 | 55% |
| Black or African American | 63 | 42 | 53 | 23 | 76 | 42% |
| Two or More Races | 25 | 52 | 122 | 166 | 288 | 79% |
| American Indian or Alaska Native | | | | | n<30 | |

... and the achievement gap between White students and B/AA students is NOT "explained" by student attendance patterns, behavior patterns, nor socioeconomic differences in SCUSD.

Even when controlling for students with 96+ attendance, no suspensions, and who are not socioeconomically disadvantaged ... a 36 percentage point achievement gap remains in ELA.

# Summary SBAC Math by Ethnicity/Race

| Math by Ethnicity/Race | Students at PL 1 - Standards Not Met | Students at PL 2 - Standards Nearly Met | Students at PL 3 - Standards Met | Students at PL 4 - Standards Exceed. | # Standards Met/ Exceed. | % Standards Met/ Exceed. |
|---|---|---|---|---|---|---|
| White | 929 | 762 | 769 | 834 | 1603 | 49% |
| Filipino | 82 | 64 | 53 | 63 | 116 | 44% |
| Asian | 1505 | 952 | 619 | 622 | 1241 | 34% |
| Hispanic | 4692 | 2000 | 1015 | 521 | 1536 | 19% |
| American Indian or Alaska Native | 71 | 25 | 11 | 4 | 15 | 14% |
| Native Hawaiian or Other Pacific Islander | 303 | 101 | 43 | 17 | 60 | 13% |
| Black or African American | 1742 | 430 | 156 | 56 | 212 | 9% |
| Two or More Races | 633 | 342 | 289 | 321 | 610 | 38% |
| Grand Total | 9957 | 4676 | 2956 | 2437 | 5393 | 27% |

The achievement gaps between White and Black / African American (B/AA) students persisted into the 2021-22 SBAC Math results. The percentage of White students who met or exceeded standards in ELA was approximately 40 percentage points higher than B/AA students.

# Summary SBAC Math by Ethnicity/Race

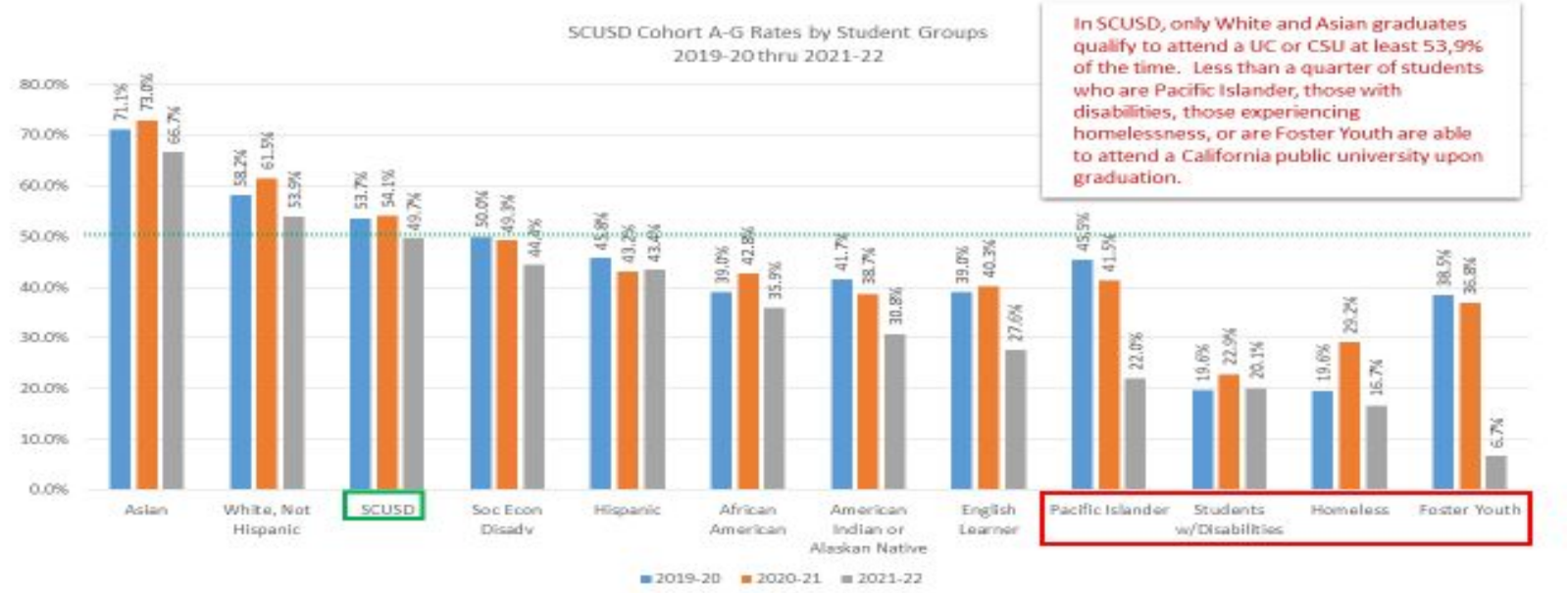
Students w/96+% Attendance, No Suspensions, and Not Socioeconomically Disadvantaged

| Row Labels | Students at PL 1 - Standards Not Met | Students at PL 2 - Standards Nearly Met | Students at PL 3 - Standards Met | Students at PL 4 - Standards Exceeded | # Standards Met/ Exceeded | % Standards Met/ Exceeded |
|---|---|---|---|---|---|---|
| White | 130 | 207 | 275 | 391 | 666 | 66% |
| Asian | 113 | 139 | 136 | 253 | 389 | 61% |
| Native Hawaiian or Other Pacific Islander | 6 | 8 | 9 | 9 | 18 | 56% |
| Filipino | 19 | 19 | 18 | 28 | 46 | 55% |
| Hispanic | 274 | 206 | 193 | 161 | 354 | 42% |
| Black or African American | 78 | 60 | 26 | 16 | 42 | 23% |
| Two or More Races | 57 | 62 | 92 | 153 | 245 | 67% |
| American Indian or Alaska Native | | | | | n<30 | |

... and the achievement gap between White students and B/AA students is NOT "explained" by student attendance patterns, behavior patterns, nor socioeconomic differences in SCUSD.

Even when controlling for students with 96+ attendance, no suspensions, and who are not socioeconomically disadvantaged ... a 43 percentage point achievement gap remains in Math.

# Cohort A-G Rates




Data Source: SCUSD Student and Data Systems based on CALPADS submission (Sept 2022)

# Student Outcomes

- The **achievement gap** between White and Black / African American (B/AA) students persisted in the 2021-22 SBAC ELA and Math results. The percentage of White students who met or exceeded standards in ELA and Math was approximately 41 and 40 percentage points higher, respectively, than B/AA students. The achievement gap between White students and B/AA students is NOT "explained" by student attendance patterns, behavior patterns, nor socioeconomic differences in SCUSD. Even when controlling for students with 96+ attendance, no suspensions, and who are not socioeconomically disadvantaged … 36 and 43 percentage point achievement gaps remains in ELA and Math, respectively.
- There is an academic readiness **feedback gap** as it pertains to common assessments in SCUSD. If a student is Asian or White, they were able to receive academic readiness feedback about 35% and 27% of the time, respectively. If a student is Black or African American, their feedback opportunity drops to 21% of the time. Students experiencing homelessness received this feedback about 10% of the time.
- Digging down into English grades reveals a concerning reality. On one hand, about 77% of secondary English grades earned were in a A, B, and C range. But the secondary English grades "earned" by B/AA students were so dismal that they were even outperformed by students who, by definition as English Learner (EL) students, are still learning English. Nearly 72% of the English grades received by EL students were in the A, B, and C range. For B/AA students, only about 68%. **This means that EL students in SCUSD have a better chance of performing better in English in our district than B/AA students by the time they graduate**.
- On one hand, it is encouraging that the percent of students receiving office discipline referrals (ODRs) – which is a key indicator for positive behavior implementation as part of MTSS – declined to 2% in 2021-22 from 3.8% in 2018-19. That said, it does not appear that student "misbehavior" is tolerated equally across SCUSD, as 97% of White students were given 0-3 ODRs in 2021-22 as opposed to about 87% of B/AA students. This data seems to indicate either B/AA students are not as well-behaved as White students or we are not as tolerant with respect to B/AA students as we are with White students. On its face, it appears that in addition to an achievement gap, a feedback gap, and an attendance gap, SCUSD also has a **behavior tolerance gap**.

# CDE Comprehensive Support Mandate

**Education code subdivision (g) of section 520645.5** (CA School Dashboard) is **enacted when three or more pupil subgroups** identified pursuant to Section 52052 or if the district has less than three or more pupil subgroups or if all of the school district pupil subgroups **fail to meet priority outcomes in three consecutive school years, the district is eligible for support from Comprehensive Support.**

# CDE-California System of Support

| Level 1<br>General Assistance | Level 2<br>Differentiated Assistance | Level 3<br>Intensive Intervention |
|---|---|---|
| All Schools | If any student group meets the criteria for two or more LCFF priorities. | LEAs with persistent performance issues over a period of time |
| State/local agencies provide support resources, tools, and technical assistance to improve student performance and narrow disparities among student groups across the LCFF priorities, including recognition for success and the ability to share promising practices | County superintendents, charter authorizers, the California Department of Education (CDE), and the California Collaborative for Educational Excellence (CCEE) provide individually designed assistance to address identified performance issues, including significant disparities in performance among student groups. | The State Superintendent of Public Instruction may require more intensive interventions for LEAs with persistent performance issues and a lack of improvement over a four-year period. |

# Why is SCUSD receiving Differentiated Assistance

SCUSD is receiving Differentiated Support to address the achievement results for the following student groups and indicators:

- ***African American:*** *Academics, Chronic Absenteeism, Suspension Rate*
- ***American Indian:*** *Academics, Chronic Absenteeism*
- ***English Learners:*** *Academics, Chronic Absenteeism*
- ***Students with Disabilities (SWD):*** *Academics, Chronic Absenteeism, Suspension Rate*
- ***Foster:*** *Academics, Chronic Absenteeism, Graduation Rate, Suspension Rate*
- ***Homeless:*** *Academics, Chronic Absenteeism, Graduation Rate, Suspension Rate*
- ***Pacific Islander:*** *Academics, Chronic Absenteeism*

# SCUSD's Differentiated Assistance

- CA Collaborative on Educational Excellence (CCEE)
- Sacramento County Office of Education (SCOE)
- CA Department of Education (CDE)

# CA Collaborative on Educational Excellence (CCEE)

- Engages the district in cycles of improvement discussions to identify successes, areas of need, and on-going support that is needed.
- Assesses the district's capacity and provides assistance to make needed improvements that will result in improved student outcomes.
- Monitors the districts progress in taking identified actions for improving and providing evidence of improved student achievement.

# CA Collaborative on Educational Excellence (CCEE) Concerns

- “Specifically, the CA Collaborative for Educational Excellence is concerned with the amount of evidence that demonstrates the District’s inability to identify the learning needs of students at a district and site level.”
- “This concern is raised both throughout focused conversations for SIR related progress and through a third party analysis that determined 42% of the SIR actions are contingent on robust agreement prioritizing the use of common formative assessments for informed improvement.”
- “The District, through the Superintendent’s leadership to **urgently** prioritize a model that promotes deep professional collaboration structures that prioritize student data for purposes of improving student achievement.”

ccee
California Collaborative for Educational Excellence

**To:** Jorge Aguilar, Superintendent, Sacramento City Unified School District

**From:** Matt Navo, Executive Director, California Collaborative for Educational Excellence

**Date:** March 23, 2022

Dear Superintendent Aguilar,

This letter is to follow up on the Sacramento City Unified School District and California Collaborative for Educational Excellence quarterly progress monitoring March 4, 2022. The purpose of the quarterly progress monitoring meeting was to: 1) discuss the Systemic Instructional Review (SIR) implementation data; and 2) to engage in a cycle of improvement discussion by identifying successes and areas of need, as well as determine if any ongoing support is needed. Our continued interest is to support and assist the district in efforts to implement the SIR actions as well as fulfill our obligations under Education Code sections 52072 and 52074 to determine the District's capacity to implement the SIR recommended actions.

Under Education Code 52074, the SCUSD was identified for Direct Technical Assistance for the following student groups and Local Control Funding Formula State Priority Areas:

- Foster Youth: Pupil Achievement, Pupil Engagement, School Climate
- Students with Disabilities: Pupil Achievement, Pupil Engagement
- Students Experiencing Homelessness: Pupil Achievement, Pupil Engagement

The Sacramento City Unified School District and California Collaborative for Educational Excellence partnership exists per various provisions of the Education Code. Education Code 52074 outlines a focus on the district's progress toward improving and providing evidence for completed actions that improve student achievement. We would like to acknowledge that the district Direct Technical Assistance Team has demonstrated improved efforts and alignment of the SIR recommended actions to the District Local Control and Accountability Plan (LCAP). Of the identified MTSS and UDL priorities set by the district with-in the SIR actions, we confirm that there are now 4/4 actions in- progress or complete. Of the 79 total actions with-in the SIR there are 16 completed or in progress. This is an improvement from last year's review where there were only 2 actions completed or in progress.

We have seen more intentional efforts to build focused improvement around the SIR actions over the past six months. We are appreciative and grateful for the transparency and openness of the Sacramento City Unified School District team along with the continued positive efforts toward building a Multi-tiered System of Supports (MTSS) framework. However, the California Collaborative for Educational Excellence remains concerned about improved focused alignment from the boardroom to the classroom on teaching and learning.

Specifically, the California Collaborative for Educational Excellence is concerned with the amount of evidence that demonstrates the District's inability to identify the learning needs of students at a district and site level. This requires focused collaboration amongst all educators on the teaching and learning needs of students that prioritizes data to track improvement toward student defined learning goals.

This concern is raised both through our focused conversations for SIR related progress and through a third party analysis that determined 42% of the SIR actions are contingent on robust agreement prioritizing the use of common formative assessments for informed improvement. Specifically, 100% of the curriculum, learning, and support of SIR actions require deep collaboration and agreement amongst all educators in Sacramento City

# Sacramento County Office of Education (SCOE)

- Has provided coaching on how to frame Differentiated Assistance in the LCAP
- Has hosted quarterly working sessions focused on a specific CA Dashboard indicator like Chronic Absenteeism or a process like SPSA Development
- Has shared best practices on work processes and supported process mapping
- Has supported with prioritization of identified actions
- Funded work through the Carnegie Foundation

# CA Department of Education (CDE)

- Monitors compliance with IDEA
- Provides support for action planning related to significant disproportionality status

# SCUSD Strategic Priorities

1. High Quality Instruction to Meet the Needs of all Students with a Focus on Students Least Well Served
2. Multi-Tiered System of Supports(MTSS)
3. Culturally Responsive Professional Learning

# Sac City Improvement Journey

**Public Education Leadership Project (PELP)**

- Framing the Problem of Practice (PoP) and Theory of Action (ToA)

**California Collaborative for Educational Excellence**

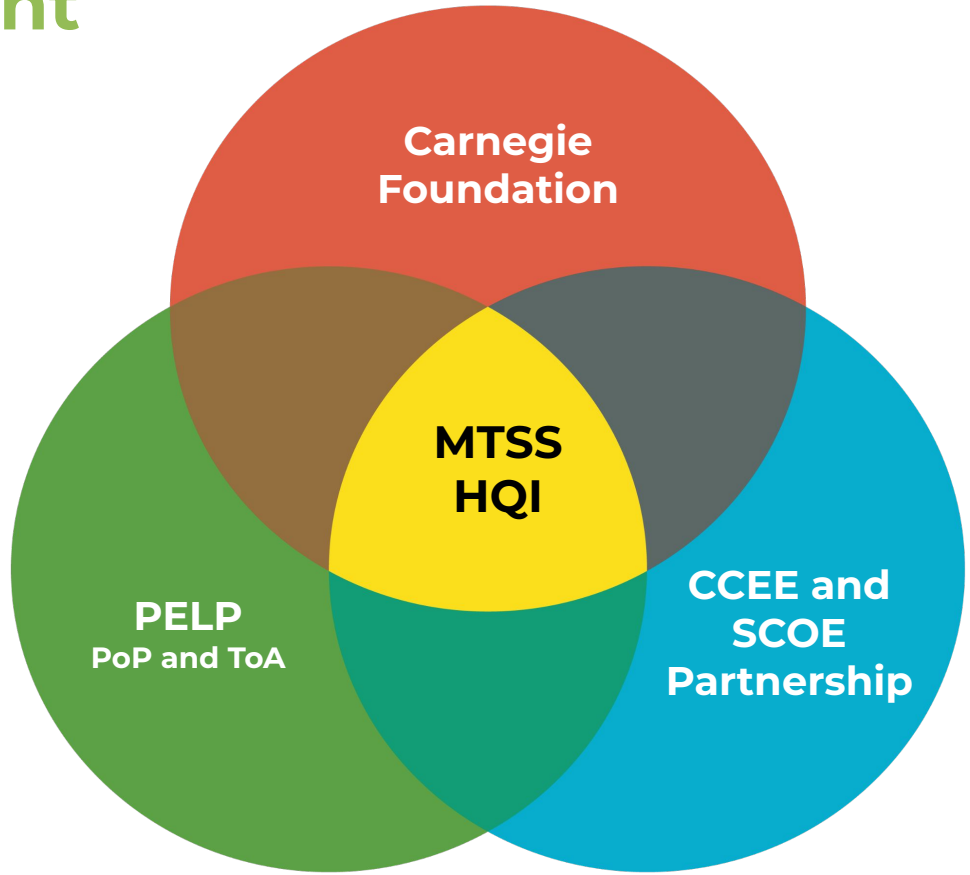
- Direct Technical Assistance

**Sacramento County Office of Education**

- Differentiated Assistance

**Carnegie Foundation for Teaching & Learning**

- Learning Leadership Network



# High Quality Instruction

- Focus on Academic Instruction + Culture and Climate/Learning Environment
- Trauma Informed and Culturally Responsive
- Grounded in the CA Standards for the Teaching Profession

# Culturally Responsive Professional Learning

- Anti-Bias/Anti-Racism
- Universal Design for Learning (UDL)
- Learning Intentions and Success Criteria

# Next Steps

- **February 16th** - An in-depth data Board presentation outlining the current state of student achievement including disaggregated data for each priority outcome on the California Dashboard
- **March 2nd** - More detailed presentation from our partners providing Differentiated Assistance (SCOE, CCEE, and CDE)
- **March - June** - A series of more in-depth student achievement-focused Board presentations from departments focused on each priority strategy

# Q&A

# SCUSD Strategic Priorities:

## 4. Effective Talent Programs Focused on Recruitment & Retention in Service of High Quality Instruction

# Grow Our Own / Sustainability

## Recruitment

- Classified to Certificated Pipeline (SCOE)
  - Round #1 = 12 participants
  - Round #2 = 43 participants
    - *High school pathways*

- Teacher Residencies (CSUS and The National Center for Teacher Residencies)
  - Math and Science
    - Planning year 1
    - 3 participants year 2
    - 7 participants year 3
    - 6 participants year 4
  - Transitional Kindergarten (SCOE)
    - Increasing Diversity (CSUS)
    - Special Education (regional partnership)

# Grow Our Own / Sustainability

## Recruitment

Teacher Leaders to Administrators (SCOE and National University)

- Sacramento City Unified Leadership Program (SCULP)
  - Aspiring Leaders (10)
    - John Still, K-8
    - John Sloat
    - Rosa Parks
    - Theodore Judah
    - Leataata Floyd
    - CK McClatchy
    - Ethel Baker
    - Student Support Center

# Grow Our Own / Sustainability

## Recruitment

- SCUSD Community Fairs
- In-Cider Informational sessions (local churches & school sites)
- Fresno State Education Hiring Expo- February 2023 (HSI)
- Lao Family Hiring Fair- February 2023
- Student Teacher Showcase- February 2023
- SCOE/Tulare Educational Hiring Fair- March 2023
- HBCU Recruitment visits- TBD
- Chico State Education Hiring Fair- March 2023 (Hispanic Association of College and Universities)
- California Speech & Language Association (CSHA)- March 2023
- Sacramento State University Hiring Fair- April 2023
- Cal State Northridge Hiring Expo- April 2023 (HSI)
- SacJobs Hiring Event- April 2023

# Grow Our Own / Sustainability

## Retention

- Intentional Professional Learning
  - Monthly Professional Learnings
- *Mentors*
- Sacramento City Unified Leadership Program 2.0 (SCULP)
  - Current administrators working to earn their Professional Clear Credentials (SCOE)
- Espresso Yourself (DRiP)
  - Connecting BIPOC educators and allies

# SCUSD Strategic Priorities:

## 5. Network Upgrades and Centralized Workforce Processes; Including HR Enhancements in Service of High Quality Instruction

# District Network Upgrades

## Cybersecurity

- Protect student and staff data
  - 24x7x365 live network monitoring
  - Installing network access control
  - New Firewall - USA access only
- Cybersecurity Analyst Position
- Disaster Recovery/Business Continuity
  - Cloud-based data storage area for critical data
  - Backup business continuity site
  - Google domain cloud backup

# District Network Upgrades

## Implementing a resilient & pervasive network to support student-centered learning

- Migrating on-prem applications to cloud applications
  - Infinite Campus
  - Staff email move to O365
  - Document management system
- Wireless access point upgrade
- Network switching upgrade
- HR workflow automations

# Next Steps