Direct Technical Assistance Update

Board Meeting
March 2, 2023
Agenda Item No. 9.1

Presented by:
Yvonne Wright, Chief Academic Officer
Erin Hanson, Assistant Superintendent, Curriculum and Instruction
Stephanie Gregson, Ed.D. Deputy Executive Director, California Collaborative on Educational Excellence (CCEE)

Sacramento City
UNIFIED SCHOOL DISTRICT

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	**PLC**	Professional Learning Community
EL	English Learner	**SBAC**	Smarter Balanced Assessment Consortium
HQI	High Quality Instruction	**SCOE**	Sacramento County Office of Education
IDEA	Individual with Disabilities Act		

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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

Agenda for Tonight's Presentation

- Overview of the Presentation

- Direct Technical Assistance Update, CA Collaborative on Educational Excellence (CCEE)

  - Intensive Supports -

    - Elder Creek Elementary School

   - Harkness Elementary School

SCUSD 5 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

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

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

THE INTENT OF MTSS IN SCUSD

Multi-Tiered Systems of Support will permeate our system as the **foundation** for all practices and decision-making to ensure **high quality tier one instruction** matched with effective, evidence-based interventions and supports for **ALL students.**

The Six MTSS Domains
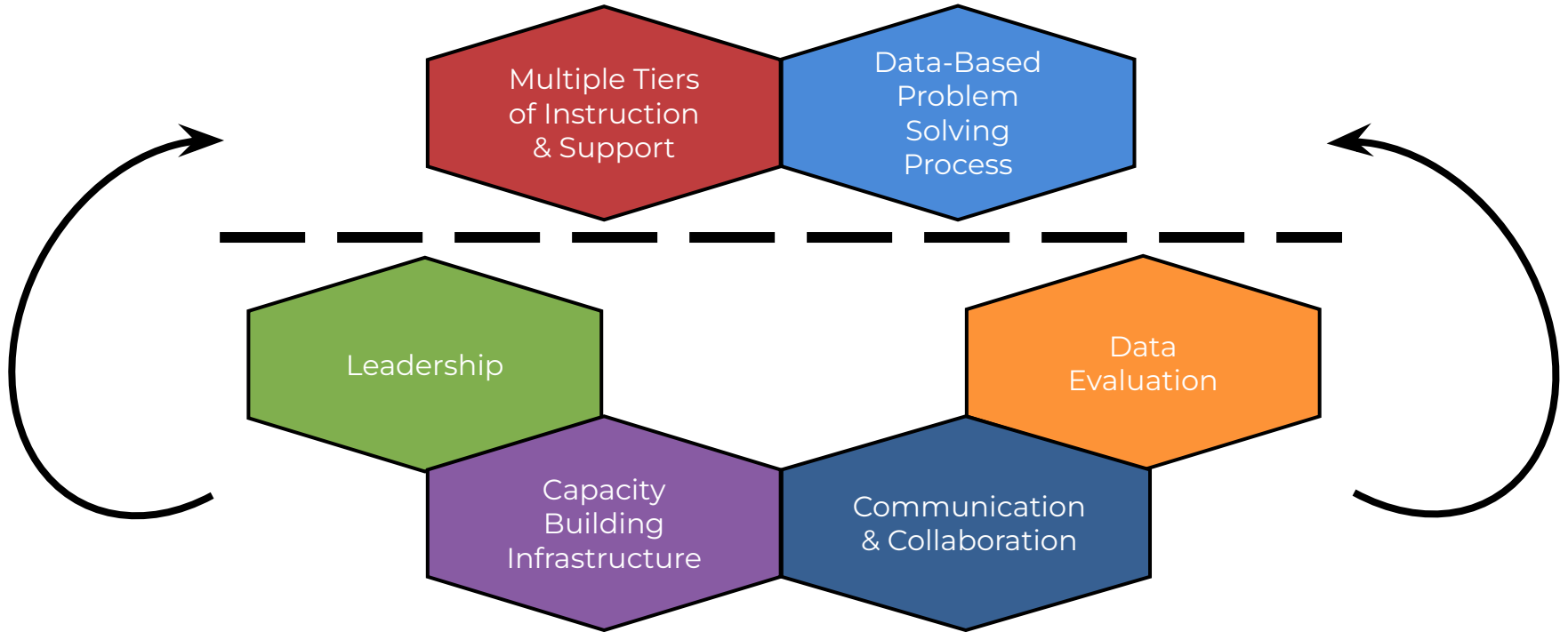
Professional Learning Communities (PLCs) operate within MTSS

Direct Technical Assistance Update
March 2, 2023

Stephanie Gregson, Ed.D. Deputy Executive Director, CCEE

"The PLC approach to collaboration and planning is inherently teacher driven. We know our students best and this program provides the structure and opportunity for us to build comprehensive plans to meet the diverse needs of our students. I've been a 4th grade teacher in SCUSD for 7 years and a program like this is what I've been waiting for!"

"Doing the work with the PLC process this year has helped me become a more intentional, focused, and collaborative teacher. It's very easy for teaching to feel like a solo event when you are in your classroom all day. But, the PLC process has encouraged me to collaborate and share data more with my grade-level team and has also encouraged all staff across grade levels to communicate more."

This work is making a difference, you are making a difference. Stay the course!

John F. Kennedy
Women's Varsity Volleyball
2021-2022

Presentation Overview

Who is the CCEE?

Past & Current State of SCUSD

Areas of Support & Progress

Areas of Focus

Next Steps

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Who is the California Collaborative for Educational Excellence?

CCEE was legislatively created to **advise and assist** local educational agencies in meeting their Local Control Accountability Plan
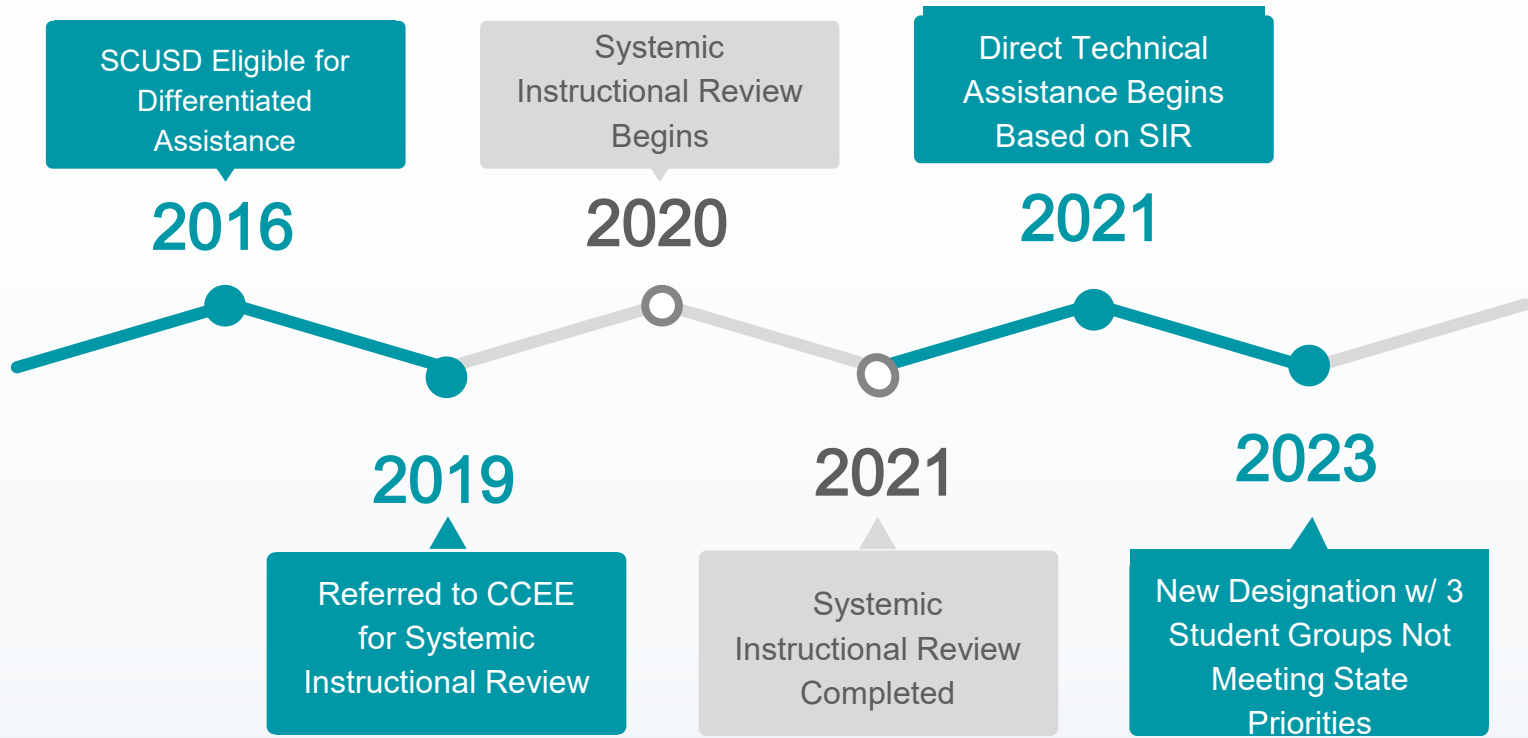
Teaching, Learning & Leading Center

Innovation, Instruction & Impact Center

Transformative Systems Center

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Sacramento City Unified District's Journey

SCUSD Eligible for Differentiated Assistance	Systemic Instructional Review Begins	Direct Technical Assistance Begins Based on SIR

2016   **2020**   **2021**

2019   **2021**   **2023**

Referred to CCEE for Systemic Instructional Review	Systemic Instructional Review Completed	New Designation w/ 3 Student Groups Not Meeting State Priorities

Sacramento City Unified Status

2016-17	2017-18	2018-19
Differentiated Assistance	Differentiated Assistance	Differentiated Assistance

Focus Student Group	Priority Areas Eligibility Criteria Met for DA in 2019
Students Experiencing Homelessness	Pupil Achievement, Pupil Engagement
Foster Youth	Pupil Achievement, Pupil Engagement, School Climate
Students with Disabilities	Pupil Achievement, Pupil Engagement

Sacramento City Unified Status		
2019-2020	2020-2021	2021-2022
CA Dashboard Pause	CA Dashboard Pause	New Designation under Differentiated Assistance

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SCUSD Differentiated Assistance Status for 2022

Focus Student Group	Priority Areas Eligibility Criteria Met for DA in 2022
Students Experiencing Homelessness	Pupil Achievement, Pupil Engagement, School Climate
Foster Youth	Pupil Achievement, Pupil Engagement, School Climate
Students with Disabilities	Pupil Achievement, Pupil Engagement, School Climate
African American Students	Pupil Achievement, Pupil Engagement, School Climate
American Indian Students	Pupil Achievement, Pupil Engagement
Pacific Islander Students	Pupil Achievement, Pupil Engagement
English Learners	Pupil Achievement, Pupil Engagement

Academic Performance

View Student Assessment Results and other aspects of school performance.
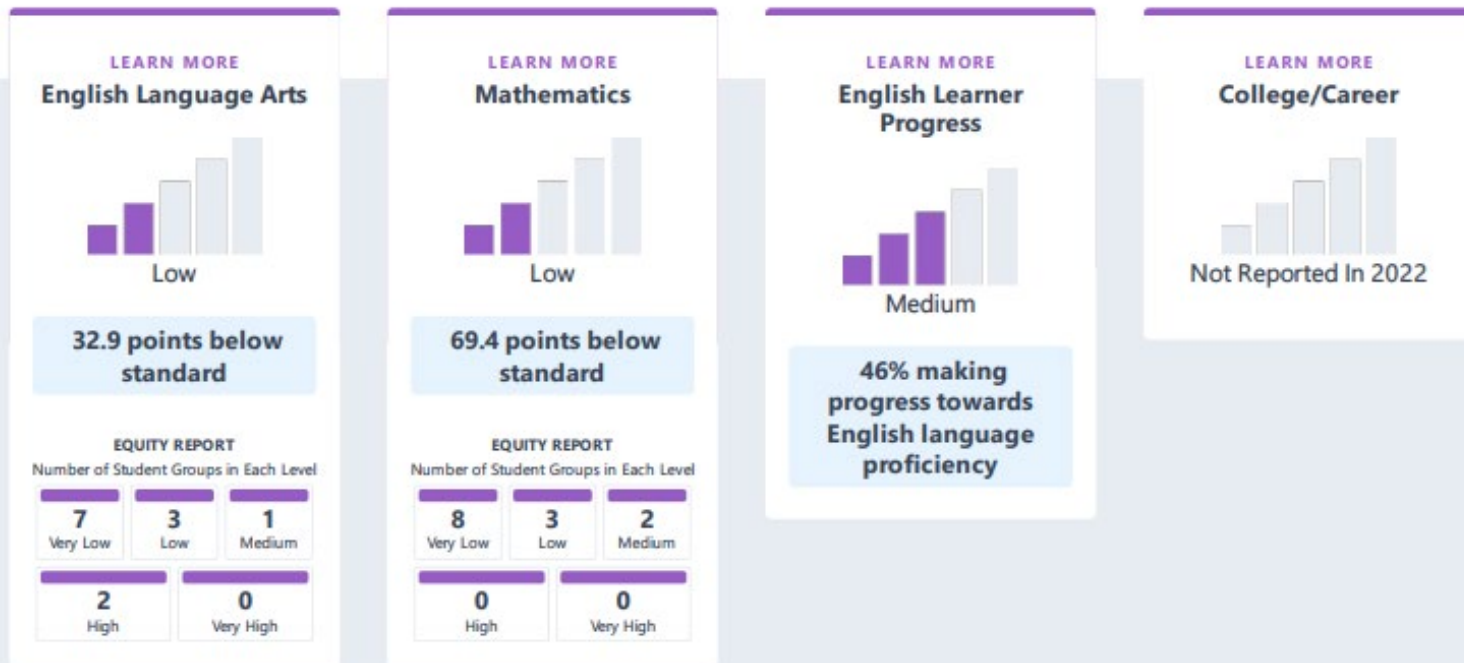
Source: 2022 CA Dashboard

LEARN MORE
English Language Arts

Low

32.9 points below standard

EQUITY REPORT
Number of Student Groups in Each Level

7 Very Low	3 Low	1 Medium
2 High	0 Very High	

LEARN MORE
Mathematics

Low

69.4 points below standard

EQUITY REPORT
Number of Student Groups in Each Level

8 Very Low	3 Low	2 Medium
0 High	0 Very High	

LEARN MORE
English Learner Progress

Medium

46% making progress towards English language proficiency

LEARN MORE
College/Career

Not Reported In 2022
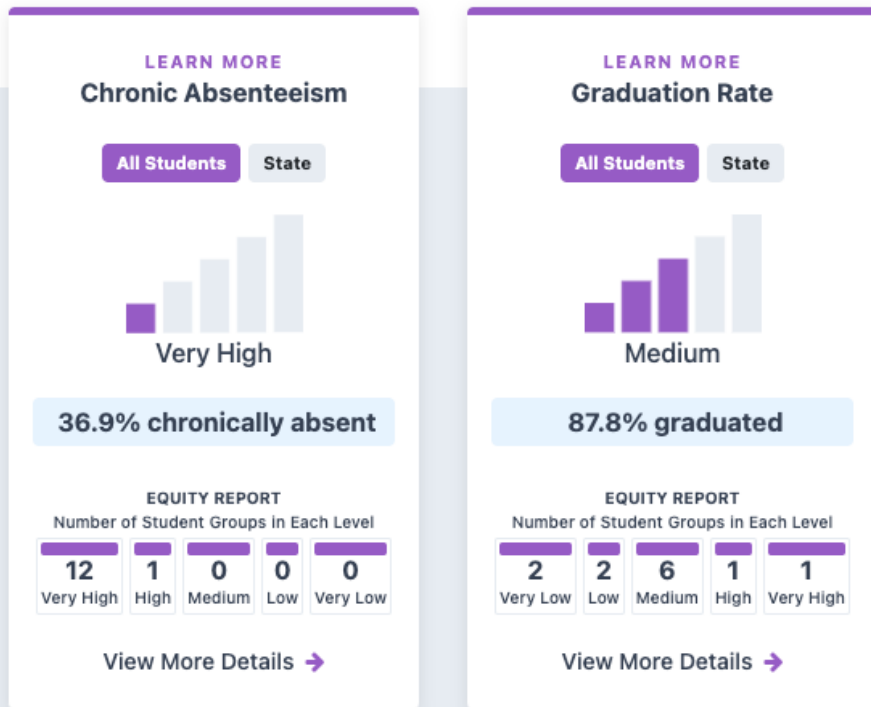
Source:
2022 CA
Dashboard

School Climate Indicator

Source: 2022 CA Dashboard

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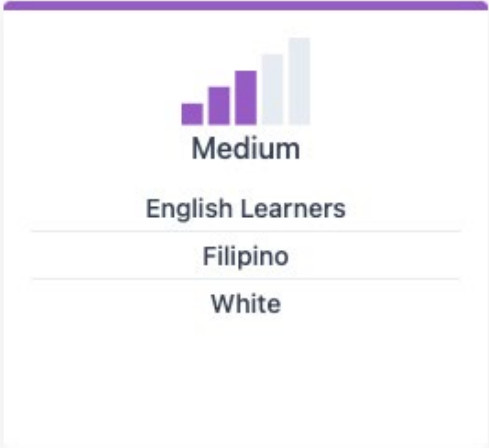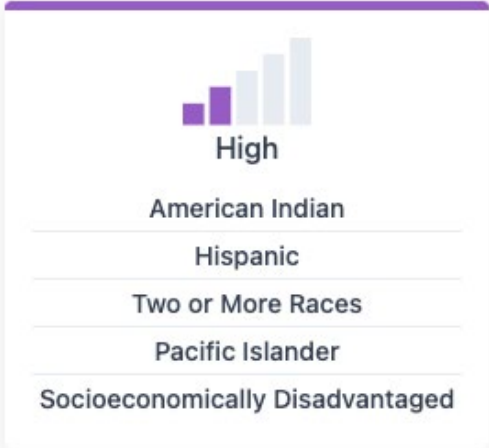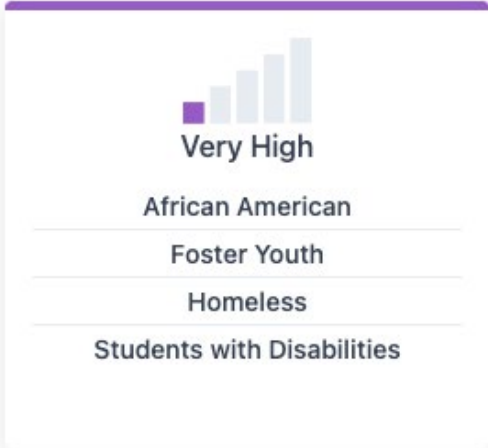
What Does the New Designation Status Mean?

Under Education Code 52072.1 the Sacramento City Unified School District **could** be referred by CCEE to the State Superintendent of Public Instruction with approval by the State Board of Education to take the following actions:

1. Make changes to the Local Control Accountability Plan
2. Develop and impose a budget revision
3. Stay or rescind an action preventing school district from improving outcomes for all student groups
4. Appoint an academic trustee to exercise the powers and authority specified in Education Code 52072.1
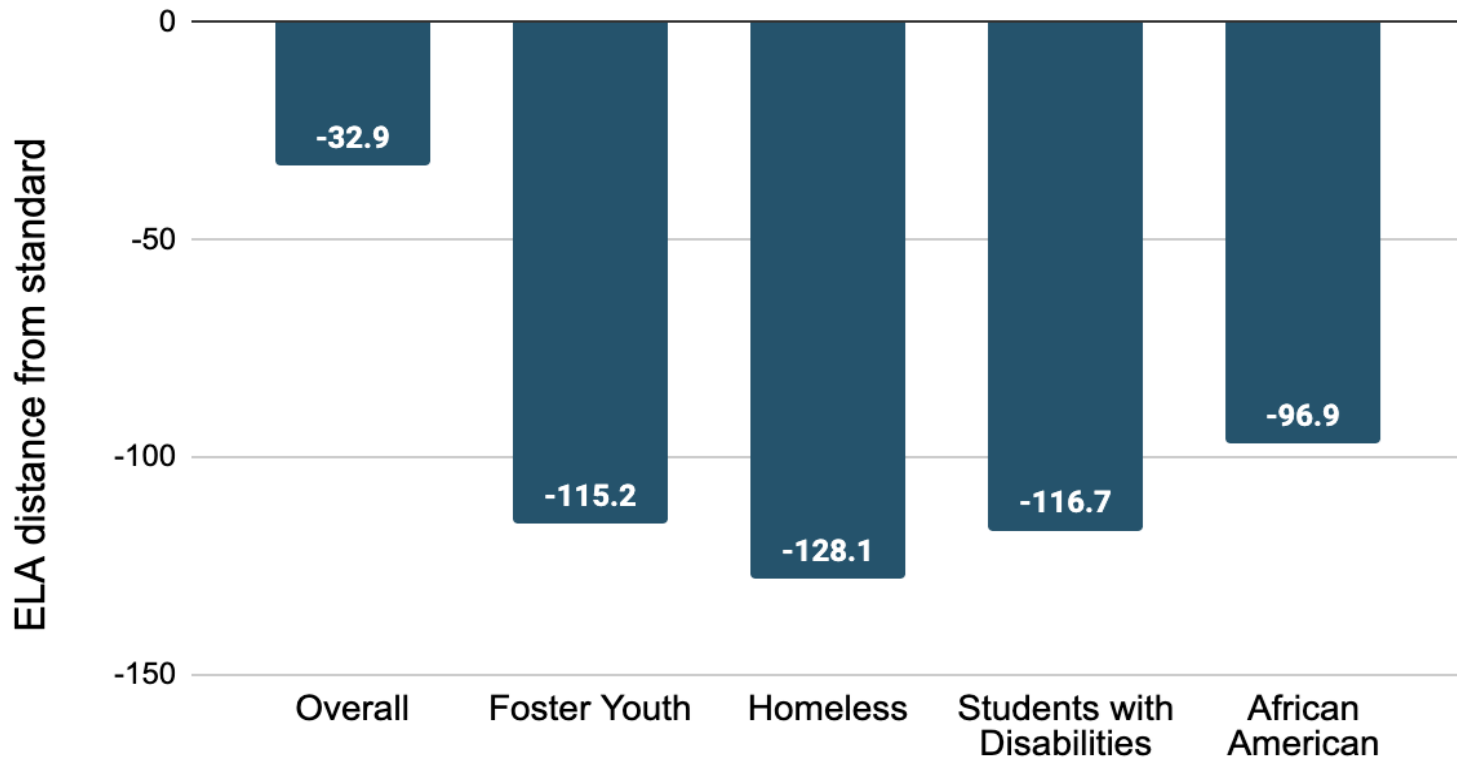
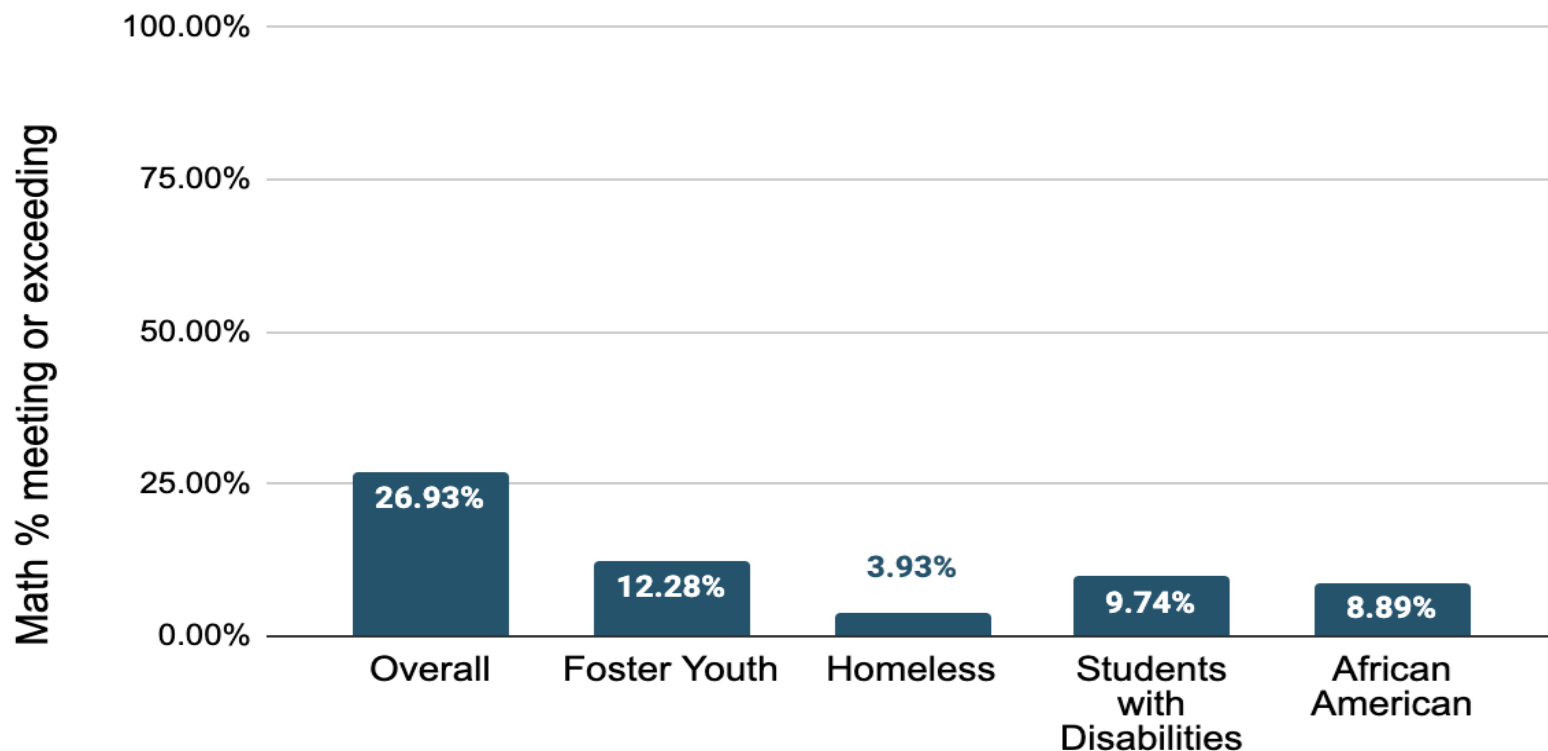# English Language Arts (ELA)

ELA % meeting or exceeding
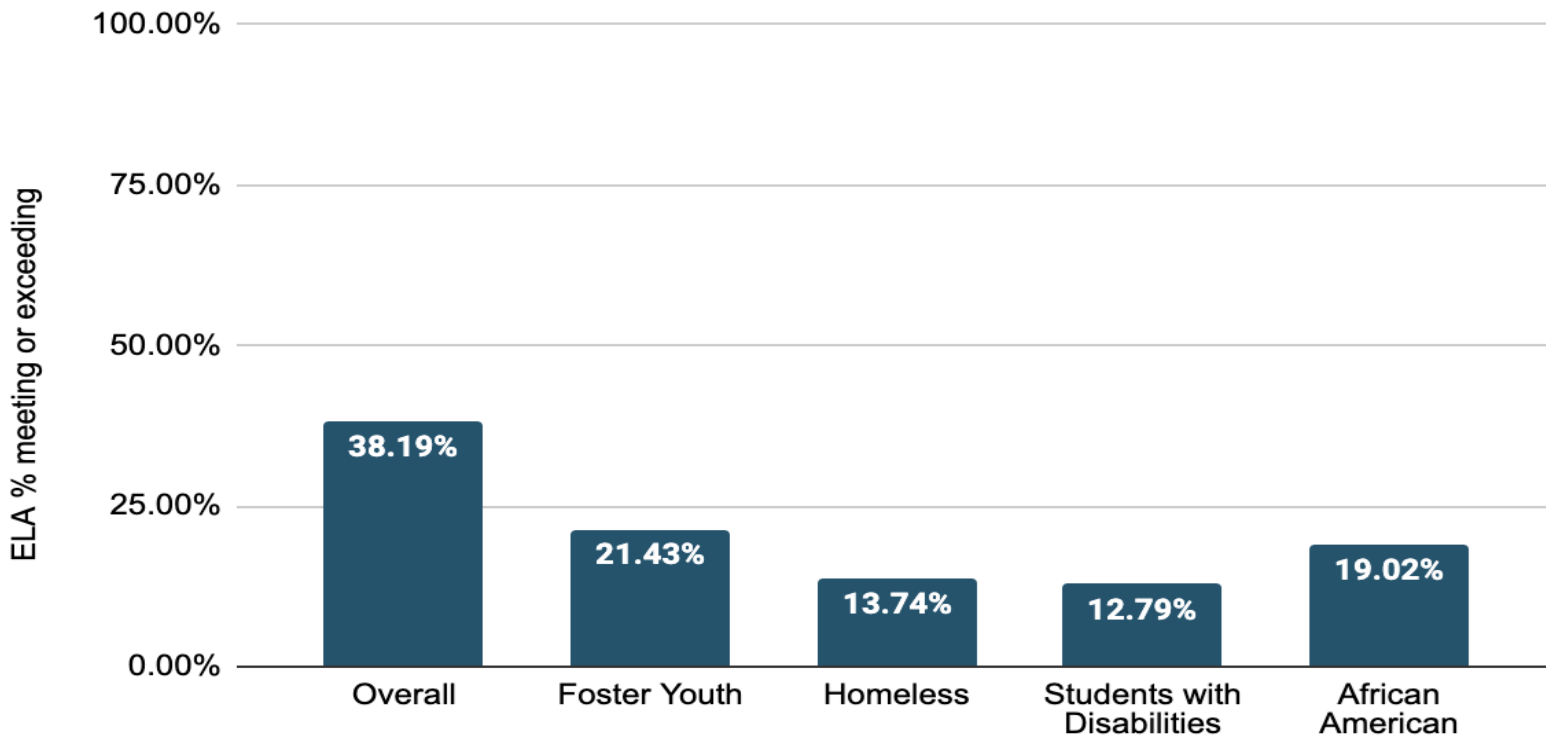
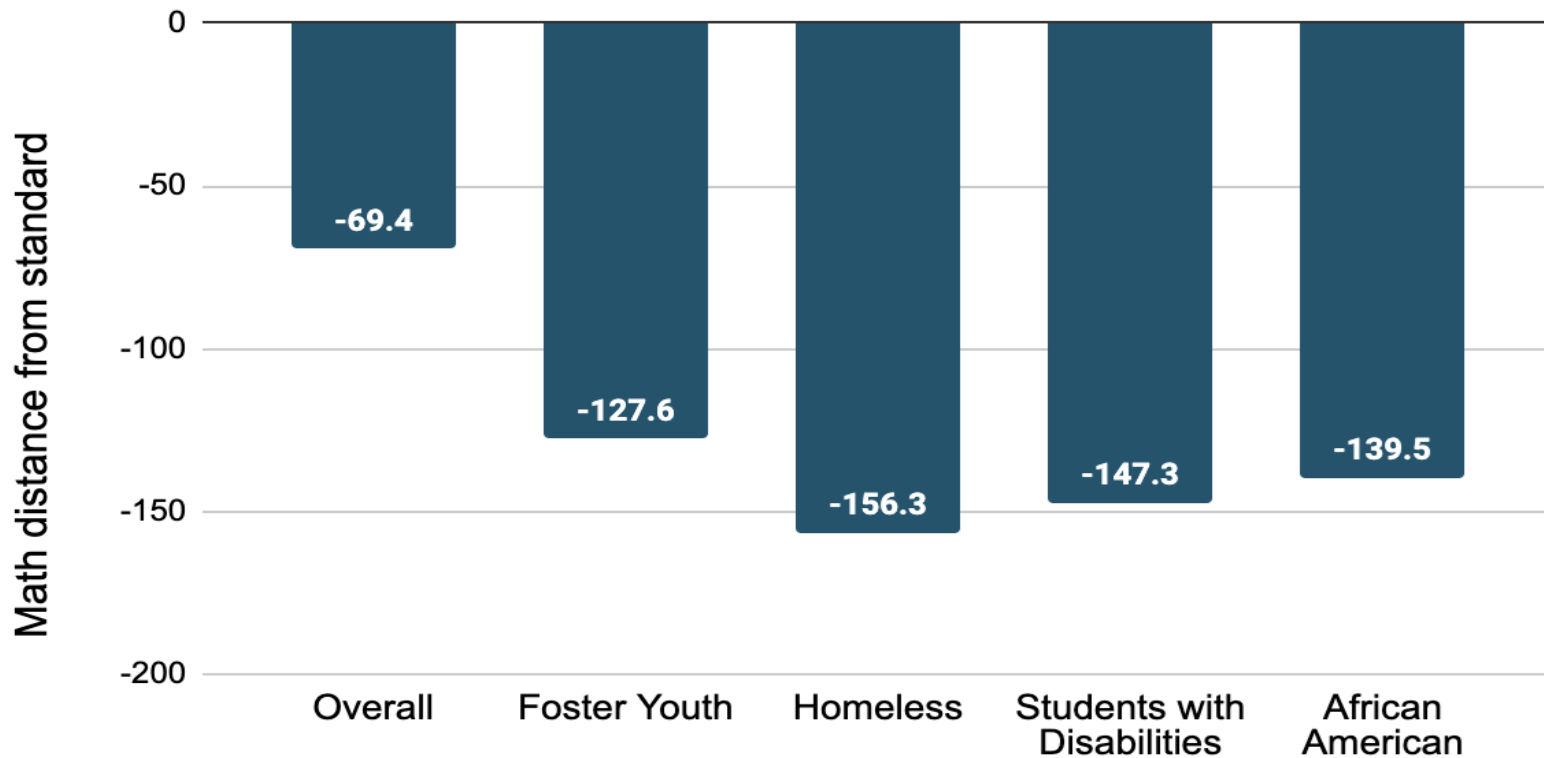# English Language Arts (ELA)

ELA distance from standard
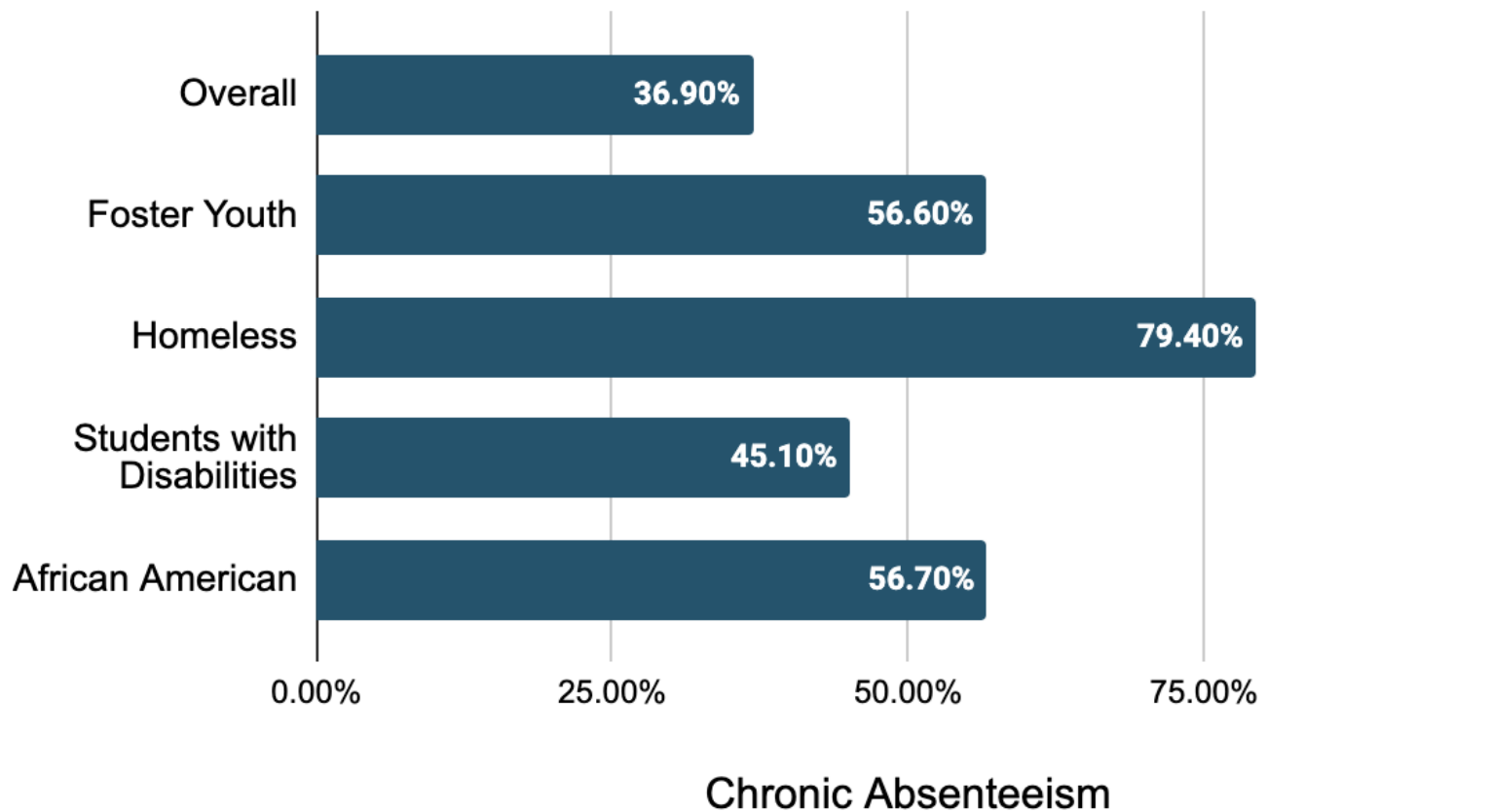
Mathematics

Math % meeting or exceeding

	Math % meeting or exceeding
Overall	26.93%
Foster Youth	12.28%
Homeless	3.93%
Students with Disabilities	9.74%
African American	8.89%

Mathematics

Math distance from standard

Category	Math distance from standard
Overall	-69.4
Foster Youth	-127.6
Homeless	-156.3
Students with Disabilities	-147.3
African American	-139.5

Chronic Absenteeism

Category	Chronic Absenteeism
Overall	36.90%
Foster Youth	56.60%
Homeless	79.40%
Students with Disabilities	45.10%
African American	56.70%

Graduation Rate

Suspension Rate

| Category	Suspension Rate
Overall	4.90%
Foster Youth	19.50%
Homeless	13.30%
Students with Disabilities	8.30%
African American	12.50%

Suspension Rate
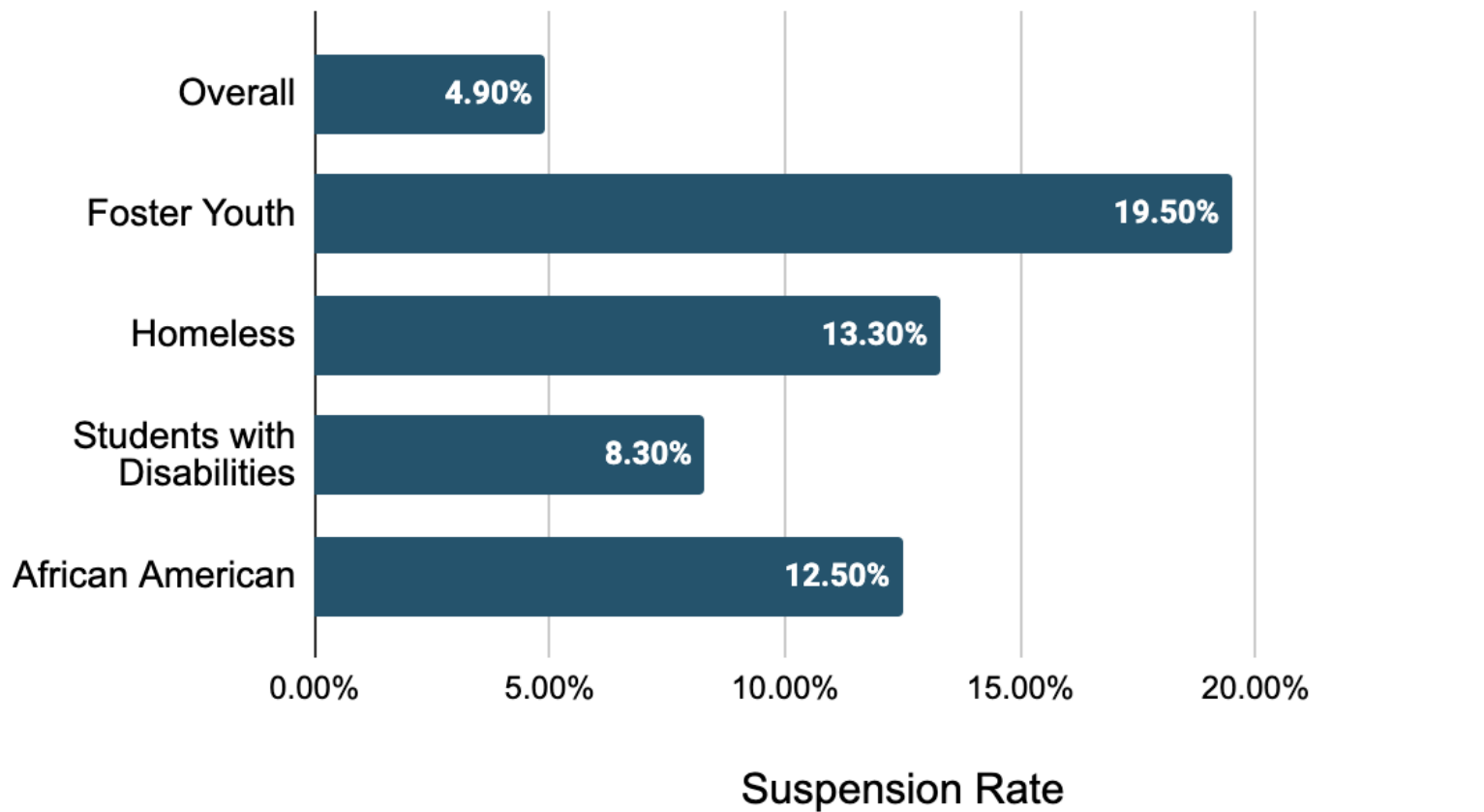
Highlights of County Office of Education Supports

- Data Culture & Use

  - Creating a culture of data-driven decision making for continuous improvement through supporting use of Frontline Student Analytics Software, formerly 5Lab

- Technical Assistance and Support

  - Working with Special Education district leadership to support students with disabilities

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CCEE Supports for District Priorities

- Coordination of Support Providers per District Focus
- Special Education Systems Coaching
- Multi-Tiered Systems Support Implementation Guidance
- District Leadership Team Professional Learning Sessions
- Financial and Implementation Support for Intensive Support Model Work at Harkness Elementary Schools & Elder Creek Elementary Schools

Elder Creek Elementary School
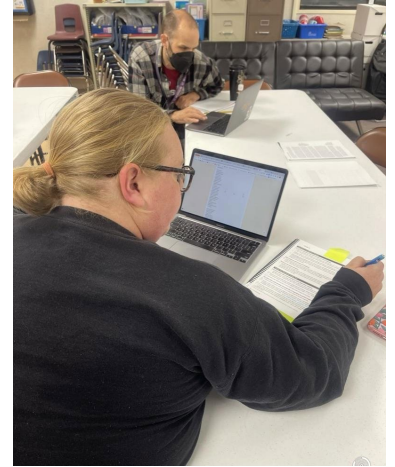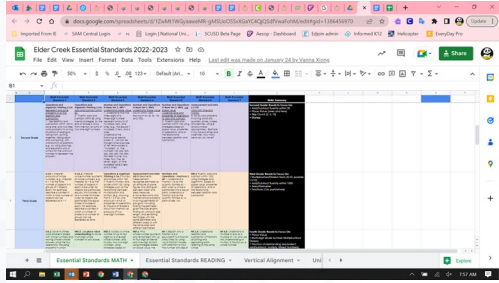
Harkness Elementary School
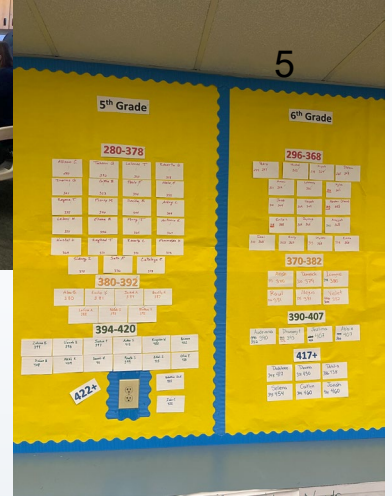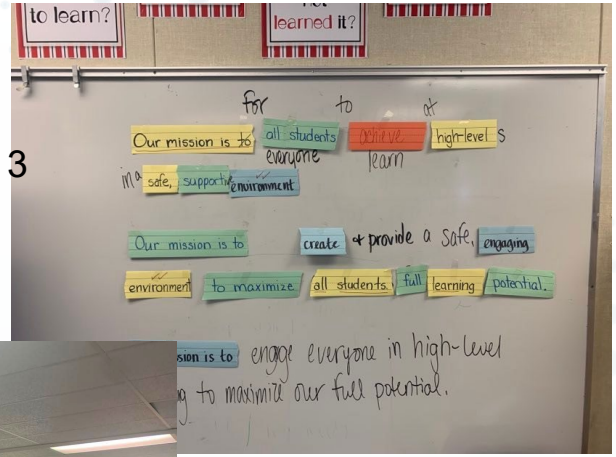
"I am proud to be a part of a PLC school. PLC has provided a structure for our Harkness team to collaborate and focus on our students' individual needs. PLC work allows our team to truly understand the essential standards that we need to teach. PLC teaches us to identify individual students who are struggling and implement interventions that can help them grow as individuals. Without this work, our students are lost in a crowd of pass or fail and moved to the next grade level."

"Harkness is a PLC—Professional Learning Community, supported by various PLT's—Professional Learning Teams. This cohesive, student-centric work has enabled staff to become laser-focused on the belief that all students can and will achieve academic success. This, we believe, is non-negotiable."

Areas of Progress of SCUSD

Governance Work - Systematic & Deep

Building Capacity of District Team

Working Towards Coherence with District Team

Professional Learning Alignment Progress - from Boardroom to Classroom

Implementation of Intensive Support Model

Areas of Focus - Stay the Course!

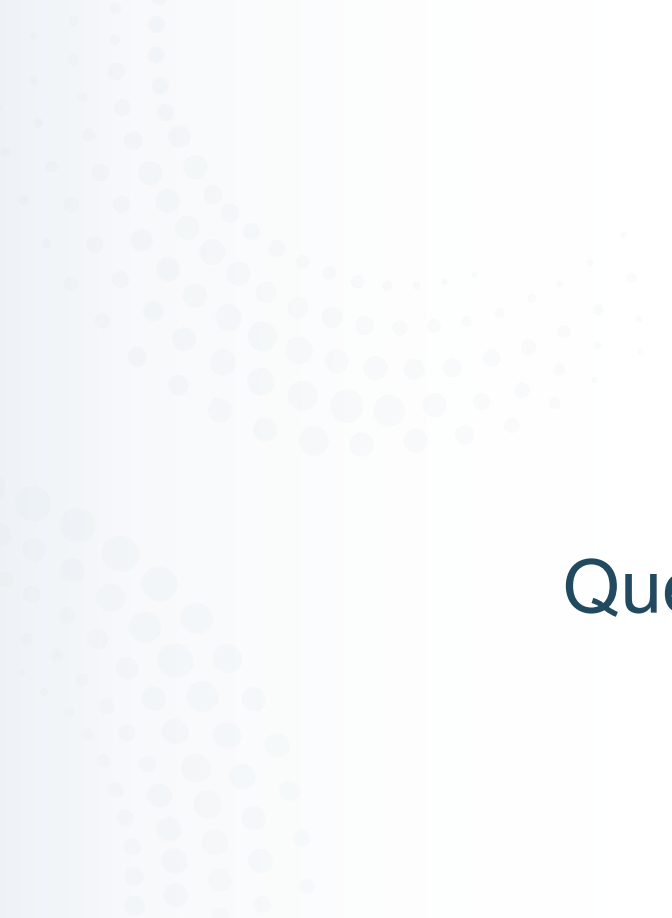**1** Support MTSS Implementation Across the District

2 **Grow the Intensive Support Model Across District**

3 Aligned Professional Learning from Boardroom to Classroom

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Next Steps

➜ Continue to Support the District Team in the Areas of Focus

➜ Continue work on growing deep professional collaboration structures that prioritize student data for purposes of improving student achievement.

➜ Continue to build the capacity of the district to engage in deep professional collaboration - across all levels of the school district

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Thank you!
Questions/Comments?