



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1

**Meeting Date:** February 15, 2018

**Subject:** Graduation and A-G Update

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

**Division:** Academic Office & Continuous Improvement and Accountability Office

**Recommendation:** None.

**Background/Rationale:** This presentation will serve as an update to the Board on the district's operationalized plan to implement its Equity, Access, and Social Justice guiding principle of *ensuring every student has an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.*

Items that will be highlighted during the presentation include: number and percentage of on-track, subject borderline, and off-track students for graduation and A-G, current strategies to support subject borderline and off-track students, and evidence of college applications submitted by SCUSD seniors. Student, counselor, and principal voices around these areas will also be highlighted in the presentation.

**Financial Considerations:** None

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

**Documents Attached:**

1. Executive Summary

**Estimated Time of Presentation:** 10 minutes

**Submitted by:** Iris Taylor, Chief Academic Officer

Vincent Harris, Chief of Continuous Improvement and Accountability

**Approved by:** Jorge A. Aguilar, Superintendent

# Board of Education Executive Summary

Academic Office and Continuous Improvement and  
Accountability Office: Graduation and A-G Update  
February 15, 2018



## I. Overview of Graduation Outcome Improvement Efforts

Sacramento City Unified School District's (SCUSD) Equity, Access and Social Justice Guiding Principle is to ensure every student has an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options. This report focuses on some of the efforts that are actualizing this guiding principle.

Improving the graduation rate in SCUSD cannot be the sole responsibility of a unit, department, or division. It takes seeing the system and deconstructing processes to identify entry points for leveraging change via business processes and appropriate communication protocols. It requires a change of mindset in the performance of daily operations to implement the desired change. This update will provide SCUSD's Board of Education with an opportunity to see the progress being made for district initiatives designed to change conditions in the present as they pertain to improving student outcomes by giving all students an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.

## II. Driving Governance

The Equity, Access, and Social Justice Guiding Principle strives to ensure that every student has an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options and is the driving force that guides overall district work.

## III. Budget

N/A

## IV. Goals, Objectives and Measures

The Guiding Principle will be critical to guiding all district work going forward. Specific goals, objectives, and measures for increasing student outcomes in the areas of graduation and A-G completion are in process of being developed and will be completed via formative Articulated Measures of Success.

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### V. Major Initiatives

Graduation Task Force, Credit Recovery, and integrated Performance and Targeted Action Index are designed to improve graduation rate and related outcomes.

### VI. Results

The following results will be highlighted as a result of our coordinated efforts:

- Number of students who are on track for graduation
- Number of students who are on track for A-G
- Number of Credit Recovery courses completed
- Summary of application to institutions of higher education (IHEs)

### VII. Lessons Learned/Next Steps

The district has learned many lessons since embarking on a disciplined cycle of continuous improvement:

- Developing a graduation matrix that identifies students who are off track for graduation by subject area and course that allows counselors to respond proactively with students beginning in their freshmen year.
- There is a recognized need for the development of appropriate communication protocols across departments
- More intentional professional learning is needed for stakeholders responsible for components within a comprehensive business process.
- The need for fidelity in the collection and documentation of important data related to student-counselor interactions

Next steps in the district's standards implementation include the following:

- Creating more intentional activities to expose students to a wider array of postsecondary choices, including career and technical schools and certificate / specialized training programs to create relevancy for high school graduation
- Development and identification of more streamlined supports and options for students who are not on track graduate