



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1

Meeting Date: September 21, 2017

Subject: Sacramento City Unified School District's Equity Access and Social Justice Principle

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

Division: Superintendent's Office

Recommendation: None.

Background/Rationale: This workshop will be focused on how the district plans to achieve its new 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.*

This is the first full workshop in the Board's commitment to dedicate more time at Board meetings on issues of student achievement.

Items that will be discussed during the workshop include: defining Equity, Access and Social Justice; how Equity, Access and Social Justice act as a "checks and balance" to ensure that "downdrafting" practices, procedures, processes, and traditions are identified and researched to determine the purpose of their continued use and; 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.

Financial Considerations: None

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

Documents Attached:

None

Estimated Time of Presentation: 2 hours

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

Office of the Superintendent

Sacramento City Unified School District's Equity Access and Social Justice Guiding Principle



September 21, 2017

I. Overview/History of Department or Program

Equity, Access, and Social Justice in Sacramento City Unified School District (SCUSD) cannot be the sole responsibility of a unit, department, or division. It has to become a way of thinking embedded and evidenced in the daily operations of the district. This special Board workshop will provide SCUSD's Board of Education with an opportunity to learn more about the new Equity, Access, and Social Justice Guiding Principle to *ensure that all students have an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options*. In addition, the presentation will address three pre-conditions for success namely:

- 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 the SCUSD system.
- Equity, Access, and Social Justice acts 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!*

Effective use of the Equity, Access, and Social Justice guiding principle demands that district staff understand the impact of their daily work and pose questions relevant to that work. The team then creates indicators as necessary to answer staff questions and monitor staff practices and student progress. There are fundamentally three types of Equity, Access and Social Justice indicators:

- **Student performance indicators:** These provide data on student progress, achievement, and needs (e.g., grades, test scores, attendance, behavior, graduation rates, UC/CSU A–G completion, student eligibility to apply for various segments of the California public higher education system, etc.).
- **Student procedure indicators:** These provide data on students' completion of various tasks (e.g., participation in intervention programs, completion of career interest inventory, high school/college applications; FAFSA completion; college entrance exam taking; college placement exam taking; college registration; college matriculation, etc.).
- **Staff practice indicators:** These provide data on staff actions, which are specified based on students' performance and procedure indicators (e.g., number of students seen by a counselor, social worker, or other support staff based on referrals for various risk

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factors, number of eligible students applying to college and opt out reasons for eligible students who have not applied, etc.).

II. Driving Governance:

The Equity, Access, and Social Justice Guiding Principle is the driving governance, in a broad sense, in that it guides overall district work.

III. Budget:

NA

IV. Goals, Objectives and Measures:

Integrating the Equity, Access and Social Justice Guiding Principle will be critical to guiding all district work going forward. Specific goals, objectives, and measures will be developed dependent on the core areas of work identified.

V. Major Initiatives:

NA

VI. Results:

NA

VII. Lessons Learned/Next Steps:

- The Equity, Access, and Social Justice Guiding Principle is being actively “taught” and “integrated” into the district’s professional learning and business processes for the 2017-2018 school year. The guiding principle will become a foundational theme in district presentations as staff gains increasing competency in understanding and appropriately applying the guiding principle in their daily work.