

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



[REDACTED]

**Sacramento
City Unified
School District**

643-9000 FAX 91 399-2058
Jorge A. Aguilar, Superintendent

October 26, 2018
Sent Via Email (nmilevsky@saccityta.com)

BOARD OF EDUCATION

*Jessie Ryan
President
Trustee Area 7*

Re: Continuous Improvement

Dear Ms. Milevsky:

*Darrel Woo
Vice President
Trustee Area 6*

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

*Michael Minnick
2nd Vice President
Trustee Area 4*

[REDACTED]

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.

[REDACTED]

[REDACTED]

The following narrative seeks to provide answers to the numerous SCTA requests for

[REDACTED]

conducted by the District. The District reserves the right to supplement this list as further information becomes available.

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.
- ~~The signed agreement to participate in the CORE Improvement Community~~

- c. Q. Simms, 24 (Regional) + 64 (LIFT) + 40 (SIG)
- d. Tu Moua, 24 (Regional) + 32 (ELIE) + 8 (District Improvement Team - planning and attending)

~~↳ Odine, 22 (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 participation in CORE is \$_____

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

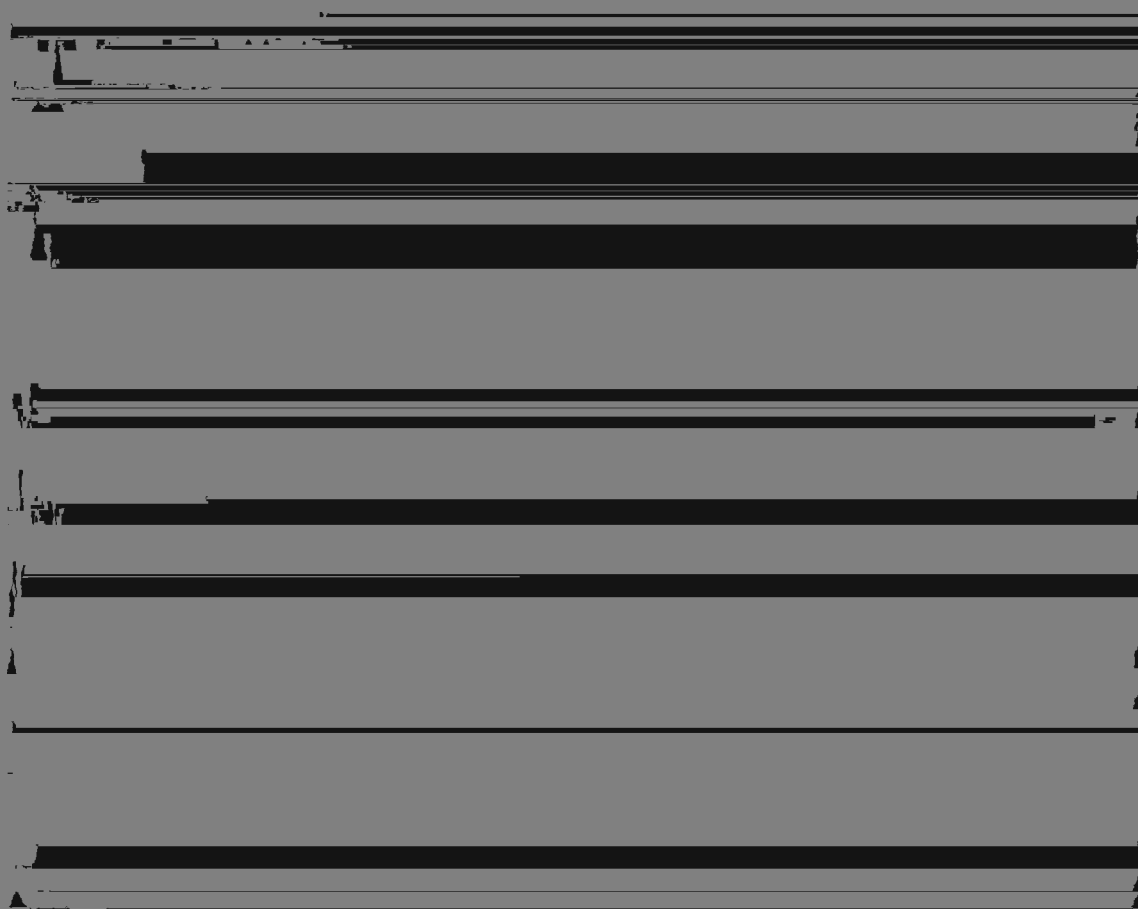
None

14. The funding sources for above costs

Partially grant funded (further information to follow)

October 16th 2018

- A list of all SCTA members by location who were invited to the October 12th 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



- 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

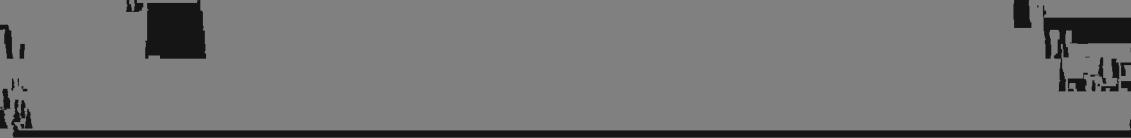


Suspension/School Climate Work Group
 Special Education Work Group
 Multi-Tiered System of Support Work Group

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

Sacramento

[Redacted]

PHYSICAL LOCATION: 10474 Mather Boulevard, Mather, CA

Office of Education

(916) 778-7500 | www.scoe.net

[Redacted]

David W. Gordon
Superintendent

August 9, 2018

RECEIVED

BOARD OF EDUCATION

AUG 14 2018

O. Alfred Brown, Sr.
President

Jorge A. Aguilar, Superintendent

OFFICE OF THE SUPERINTENDENT

[Redacted]

[Redacted]

[Redacted]

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

Identification of Strengths and Weaknesses In Regards to the State Priorities

During our collaborative discussions, we reviewed and analyzed the California State Priorities

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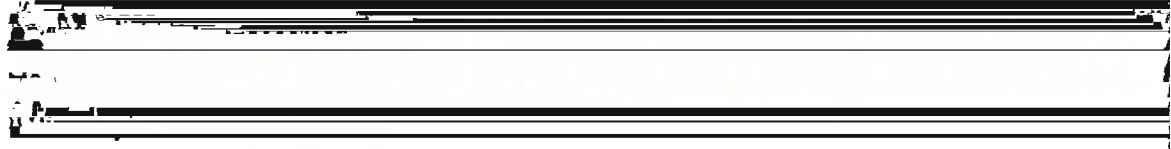
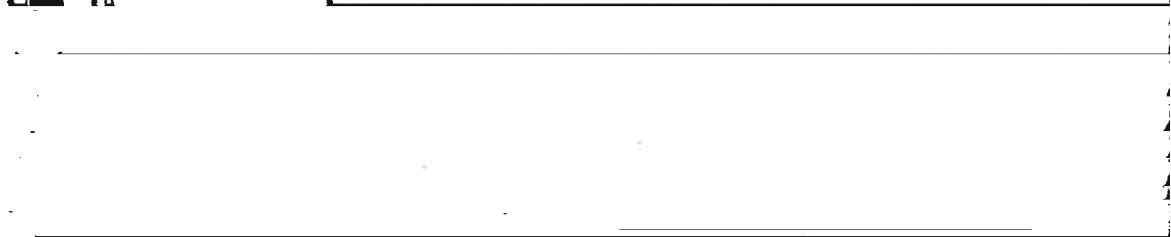
Sacramento City Unified School District
2017-18 LCAP Summary

[Redacted text]

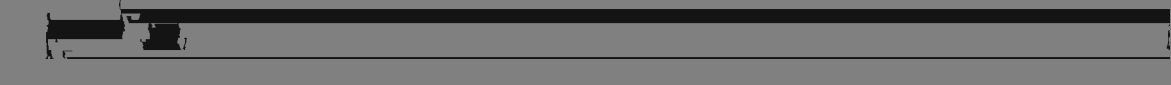
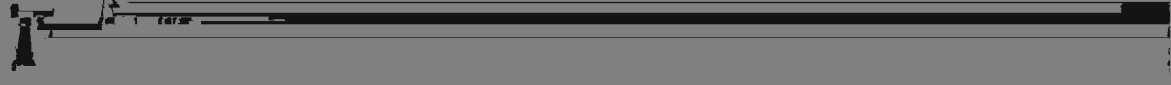
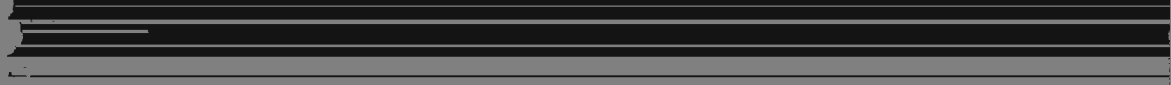
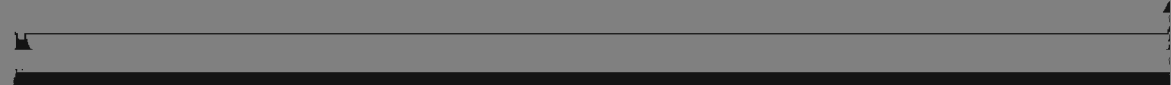
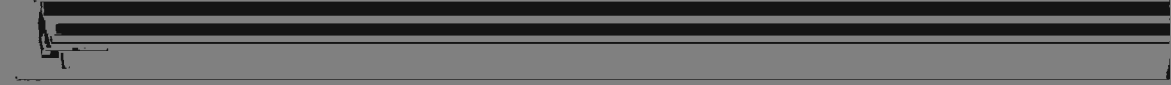
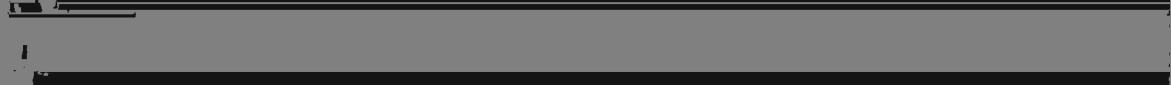
results for fall 2017, including both the State and Local Indicators applicable to the Sacramento City

[Redacted text]

Following the discussions and analysis of the Dashboard and LCAP information, we explored the



Segment Priority Elements



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

The [redacted] will be responsible to initiate a multi-tiered system of supports (MTSS) to provide

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted] as well as behavioral and social-emotional support

[redacted]

[redacted]

[redacted]

[redacted]

Next Steps

As noted in the 2018-19 LCAP, the district is committed to providing high-quality, equitable, and

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Implement Restorative Practices and Positive Behavior Intervention Supports programs.
Provide district-wide coaching of Social Emotional Learning competencies for students and

[REDACTED]

Deploy social workers and specialists to school sites to provide mental health counseling and

Selected Resources for Consideration to Inform Continuous Improvement Efforts

1	State District - A - District Center	
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7	Elia Jones - Administrator -	http://www.iaa2support.org/#/resources/Building%20Blocks%20of%20
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State Priority 2: Implementation of State Standards

CA Standards and Exemplars

[CA Standards and Exemplars](#)

[CA Standards and Exemplars](#)

CCSS Implementation Guide

<https://www.cde.ca.gov/re/cc/ccsguide.asp>

Executive Summary E/LA/ELD

https://www.scoe.net/ccstandards/Documents/summary_e-l-eld

State Priority 3: Parent Involvement



<https://www.seedsforpartnership.org/sgov/Boards.html>

State Priority 4: Student Achievement

SCOE Resources for Priority 3

- | | |
|--|---|
| Early Learning Services | https://www.sacramentocountyearlylearning.org/
Natalie Woods-Andrews nwoodsandrews@scoe.net |
| Project SOARS (Screening, Outreach, and Referral Services) | https://www.scoe.net/services/id529/Pages/default.aspx
Natalie Woods-Andrews nwoodsandrews@scoe.net |
| Seeds of Partnership | https://www.scoe.net/services/id540/Pages/default.aspx
Michael Kast mkast@scoe.net |
| Social Emotional Learning (SEL) | Brent Malicote bmalicote@scoe.net |

Advancement Via Individual

One System: Reforming Education to

<http://www.emcee.org/accato/files/about-emcee/superintendents>



Research, Evaluation and Student Assessment

<https://www.scoe.net/services/id487/Pages/default.aspx>
Rachel Perry rperry@scoe.net

Students with Disabilities

<https://www.scoe.net/services/id509/Pages/default.aspx>

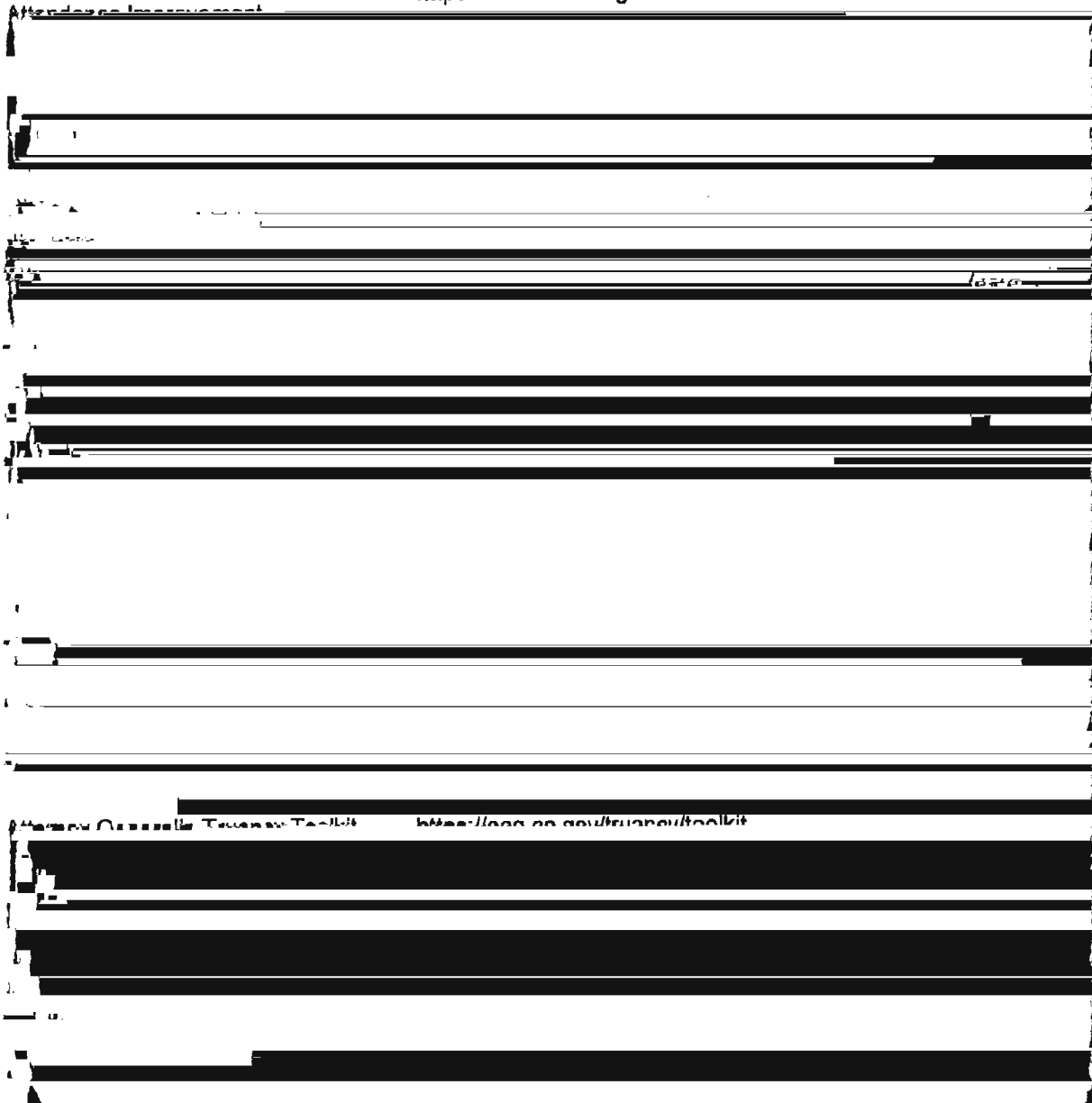
SCOE Special Education Programs

Michael Kast mkast@scoe.net

SELPA

Laura Lystrup llystrup@scoe.net

<https://www.cde.ca.gov/ls/ai/>



Assessment & Technology Tools <https://www.cde.ca.gov/ls/ai/>

Aspen Institute: National Commission

Social, Emotional, and Academic <https://www.aspeninstitute.org/for-lead/>

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

<http://surveydata.wested.org/resources/Climate-Connection-Toolkit/>

Resources

Speak out, Listen Up! Tools for using student perspectives and local data for school improvement

https://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2014035.pdf

Student Mental Health Initiative

<https://www.regionalk12smhi.org/>

Student Reports of Bullying

<https://nces.ed.gov/pubs2017/2017015.pdf>

School-Wide Information System

<http://www.swis.org/>

State Priority 7: Course Access

What Works Brief- Harassment & Bullying (WestEd)

http://surveydata.wested.org/resources/S3_WhatWorksBrief7_HarassmentBullying_final.pdf

What Works Clearinghouse:

<https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Behavior>

Ed Code Section 51220(a) to (k)

State Priority 8: Student Outcomes

Adopted course of study: grades 7 -12 <https://www.scoe.net/EdCode/51220.aspx>

SCOE Resources for Priority 7

Advancement Via Individual
Determination (AVID)

<https://www.scoe.net/avid/Pages/default.aspx>

Capital Metro Area

Lindsay Paoli lpaoли@scoe.net

Career Tech Education/ROP

<https://www.scoe.net/services/id531/Pages/default.aspx>

Capital Region Academies for the
Next Economy (CRANE)

Louise Stymeist louise.stymeist@scoe.net

CAASPP Interim Assessments

<https://www.cde.ca.gov/Ta/tg/sa/sbacinterimassess.asp>

CalSTAT Inclusive Practices

<https://www.calstatel.org/PA/InclusivePractices/>

State Priority 9: Expelled Youth

State Priority 10: Foster Youth

Foster Youth CA College Pathways

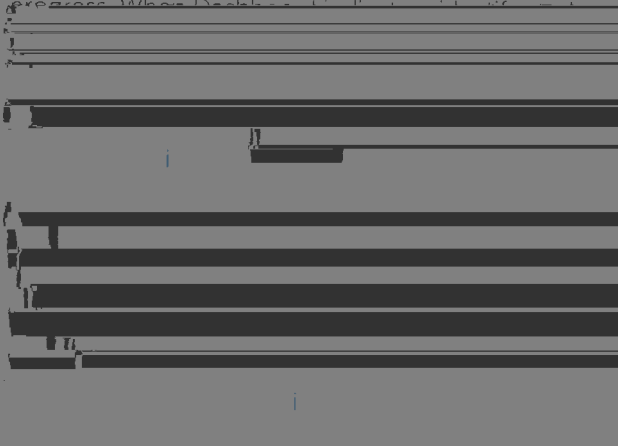
<http://www.cacollegepathways.org/>



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 Dashboard¹ to monitor student progress. When Dashboard indicators are identified as



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.

- 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, test out small, measurable changes, measure the

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.

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

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

The Cycle of Continuous Improvement Learning and

Plan

Act

Study

Lessons Learned: Implementing Continuous Improvement at Scale

conversations about them with school counselors helped to increase the number of students applying to UC/CSU outside of Fresno more than 50 percent.



[REDACTED]

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

Continuing to be a useful tool for the work of Continuous Improvement Learning and Change Agency Tool required that staff provide data and evidence to (a) support their change idea, (b) clearly show who will have 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 parents.

[REDACTED]

[REDACTED]

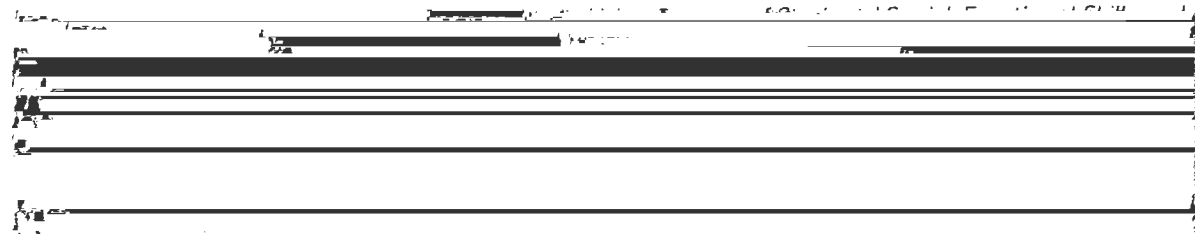


About the Authors

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



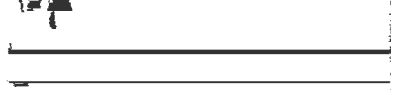
CORE-PACE Research Partnership Publications



Policy Analysis for California Education

edpolicyinca.org

Stanford Graduate School of Education





Sacramento City School District
Est. 1854

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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

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Overview of the California School Dashboard

and the state's system of support

- School status and variation in performance across indicators
- Integration of the dashboard with the LCA /S SA and performance and targeted Action

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Sacramento State University

1854

Justice
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uity and injustice!

Multiple Measures **Focus on Equity** **Support for Local Decision-Making**

- Flexibility for districts to choose how to use state resources
- Extra funding for districts and schools serving students who need extra help