





[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  
2<sup>nd</sup> 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)

~~14. Odine, 22 (ELIE) + 4 (District Improvement Team)~~

[REDACTED]

[REDACTED]

- 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)

14. The total cost to SCUSD of participation in CORE is \$1,100,000.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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

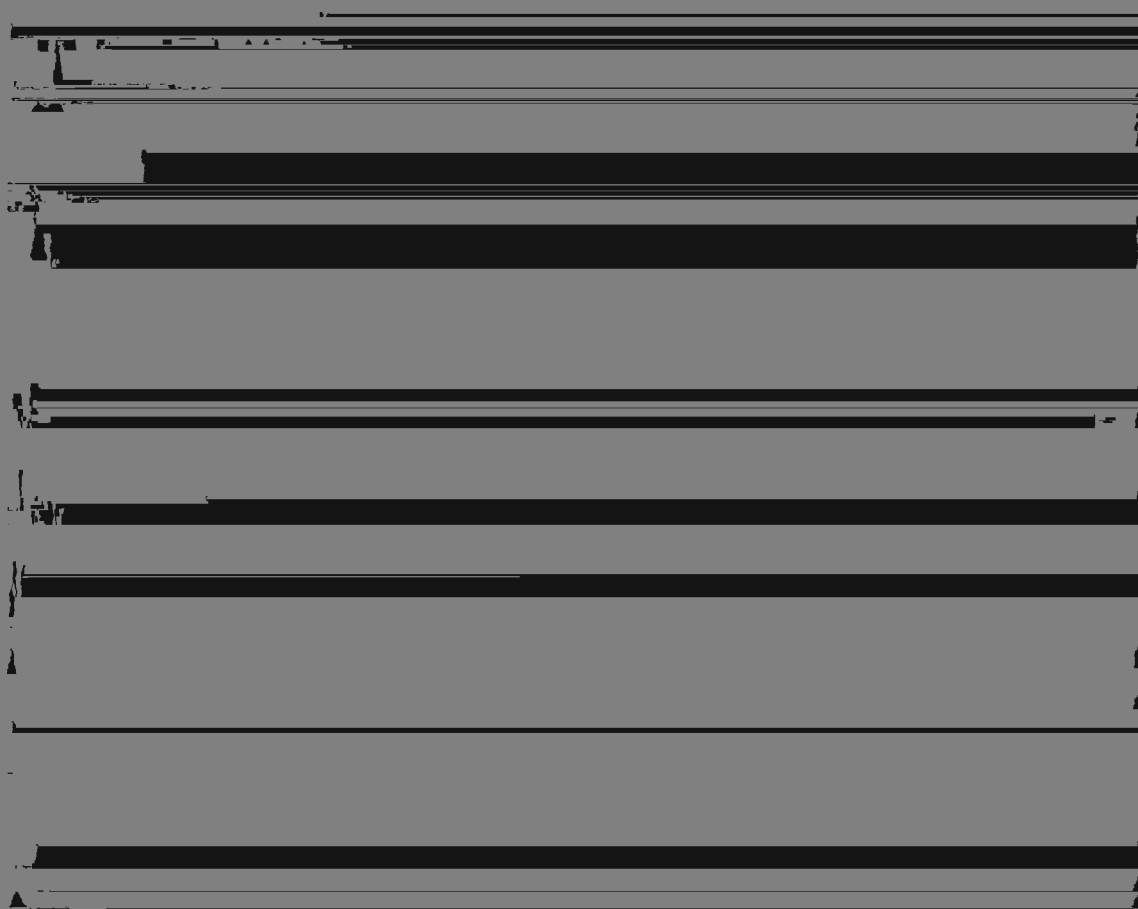
None

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 12<sup>th</sup> 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]

Office of Education

PHYSICAL LOCATION: 10474 Mather Boulevard, Mather, CA

(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]







**Identification of Strengths and Weaknesses In Regards to the State Priorities**

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

[REDACTED]

Sacramento City Unified School District  
2017-18 LCAP Summary

[REDACTED]

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

[REDACTED]





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 the following next steps:

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [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	
2		
3		
4		
5		
6		
7	Elia Jones - Administrator -	<a href="http://www.iaa2support.org/#/resources/Building%20Blocks%20of%20">http://www.iaa2support.org/#/resources/Building%20Blocks%20of%20</a>
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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/ccssguide.asp>

Executive Summary E/LA/ELD

[https://www.scoe.net/ccstandards/Documents/summary\\_e-l-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                                    | <a href="https://www.sacramentocountyearlylearning.org/">https://www.sacramentocountyearlylearning.org/</a><br>Natalie Woods-Andrews <a href="mailto:nwoodsandrews@scoe.net">nwoodsandrews@scoe.net</a>                 |
| Project SOARS (Screening, Outreach, and Referral Services) | <a href="https://www.scoe.net/services/id529/Pages/default.aspx">https://www.scoe.net/services/id529/Pages/default.aspx</a><br>Natalie Woods-Andrews <a href="mailto:nwoodsandrews@scoe.net">nwoodsandrews@scoe.net</a> |
| Seeds of Partnership                                       | <a href="https://www.scoe.net/services/id540/Pages/default.aspx">https://www.scoe.net/services/id540/Pages/default.aspx</a><br>Michael Kast <a href="mailto:mkast@scoe.net">mkast@scoe.net</a>                          |
| Social Emotional Learning (SEL)                            | Brent Malicote <a href="mailto:bmalicote@scoe.net">bmalicote@scoe.net</a>                                                                                                                                               |

**Advancement Via Individual**



Research, Evaluation and Student Assessment

<https://www.scoe.net/services/id487/Pages/default.aspx>  
Rachel Perry [rperry@scoe.net](mailto:rperry@scoe.net)

Students with Disabilities

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

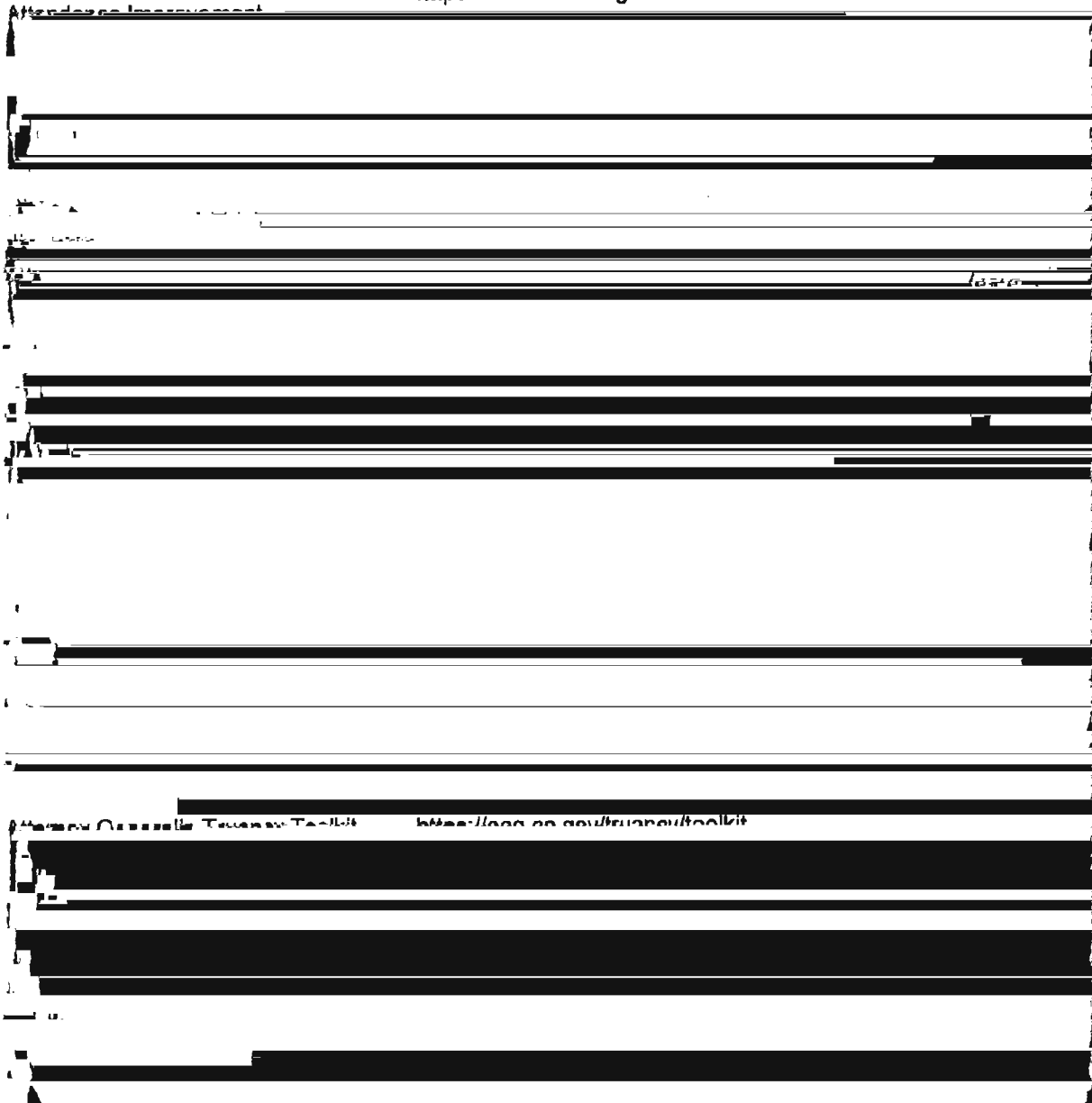
SCOE Special Education Programs

Michael Kast [mkast@scoe.net](mailto:mkast@scoe.net)

SELPA

Laura Lystrup [llystrup@scoe.net](mailto: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/press-room/>

[REDACTED]

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[REDACTED]

[REDACTED] <http://surveydata.wested.org/resources/ClimaticConnectionsToolkit>

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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](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](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/education/curriculum/curriculum-requirements/curriculum-requirements.aspx?lawCode=EDC&sectionNum=51220>

**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](mailto: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](mailto: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/InclusivePractices.aspx>

**State Priority 9: Expelled Youth**

State Priority 10: Foster Youth

Foster Youth CA College Pathways

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







## 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

...and this effort at the school level... implementation and effects of this change idea as a

## 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]

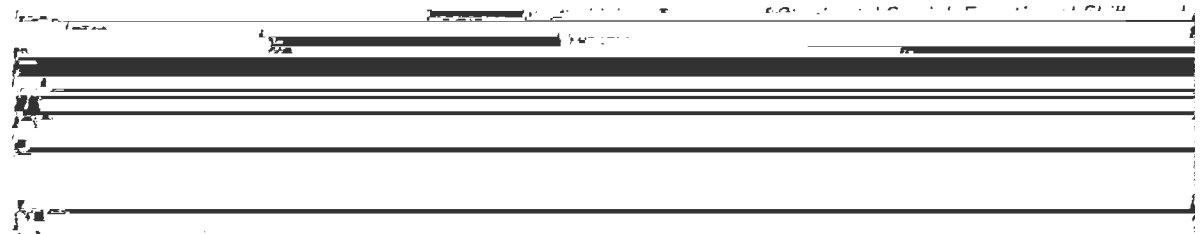
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## About the Authors

**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](http://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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x

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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 plan



# OUR VISION

an essential work to confront and  
interrupt inequalities. We exist to level the playing  
field for everyone and to help everyone  
reach their greatness.



es displaying data in real-  
moral call to action  
bility to navigate our

a “check and balance” to  
procedures, processes, and  
to determine the purpose

it respecting the value of  
ovement and  
irent and looks at data by  
*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