SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

SYSTEMIC INSTRUCTIONAL REVIEW

2020–2021

ccee
California Collaborative
for Educational Excellence

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I. What is the Systemic Instructional Review?

A systemic instructional review (SIR) is a diagnostic of an organization's instructional programs, practices, and implementation of initiatives (academic, behavioral, and social-emotional) from pre-K to 12th grade. A SIR is designed to guide sustainable practice that is grounded in a continuous improvement model and the Multi-Tiered System of Support (MTSS) framework. The Every Student Succeeds Act (ESSA) defines MTSS as "a comprehensive continuum of evidence-based systematic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision-making" (Title IX). Previously known as Response to Instruction and Intervention (RTI^2) and Positive Behavioral Interventions and Supports (PBIS), MTSS provides the umbrella under which both live. MTSS consists of six critical components: Leadership, Communication/Collaboration, Capacity/Infrastructure, Data-based Problem-solving, Three-Tiered Instruction/Intervention, and Data Evaluation. The foundational work of the SIR has MTSS at its core.

The purpose of a systemic instructional review is to help support a local educational agency (LEA) identify strengths, weaknesses, threats, and opportunities (SWOT) in the implementation of instructional initiatives and practices. Data is collected through focus group interviews, individual interviews, observations of all aspects of the instructional program, artifact reviews, and data analysis. Stakeholders at multiple levels (students, families, teachers, school site staff and administration, governance members, and district office leadership) are involved throughout the data collection process.

The SIR culminates in recommended action steps that are designed to assist districts in creating coherence throughout the system by supporting a strong focus on instruction, developing collaborative cultures, enhancing deeper learning, and establishing accountability throughout the system. These recommended actions are intended to serve the district as a roadmap to systemic instructional improvement.

Once the SIR report is completed, the district's first step is to prioritize SIR action steps from the report and engage in cycles of continuous improvement with progress-monitoring data indicators and evidence to validate completion. CCEE can serve the district, if desired, in its role to advise and assist the district in this process and work with the district to identify supports needed to implement the SIR actions leading to student success. Activities driven by the SIR should ideally align with a district plan with priorities, actions, and progress-monitoring data indicators. In its role, as defined in EDC 52072, to determine the capacity of the school district to implement the recommendations (identified as action steps within the SIR) and therefore will monitor and communicate the progress of the district on the implementation of SIR actions and recommendations specifically the district, COE, State Superintendent of Public Instruction and State Board of Education twice a year (fall and spring).

II. The California Collaborative for Educational Excellence

The California Collaborative for Educational Excellence (CCEE) is a statewide agency that works to strengthen California's public-school system so LEAs can build their capacity to improve student outcomes. The CCEE partners with the California Department of

Education (CDE), county offices of education (COE), and other stakeholders comprising a statewide network of experts who support LEAs under the System of Support and specialize in instructional practices targeting students with disabilities (SWD), English learners (EL), low-income students, and foster youth.

III. Project Inception

In December 2019, the data set on CA Dashboard for the 2018-19 school year was released. This year marked the 3rd year for the CA Dashboard, which enacted Education Code subdivision (g) of Section 52064.5 (CA School Dashboard) for three or more pupil subgroups identified pursuant to Section 52052 or, if the school district has less than three pupil subgroups or if all of the school district's pupil subgroups fail to meet priority outcomes in three out of four consecutive school years, the district is eligible for support from CCEE. The following table demonstrates how Sacramento City Unified School District (SCUSD) met the criteria for Education Code subdivision (g) of Section 52064.5.

Student Groups*	2017 Priority	2018 Priority	2019 Priority
Foster Youth	- Pupil Achievement - Pupil Engagement - School Climate	- Pupil Achievement - Pupil Engagement - School Climate - Outcomes in a Broad Course of Study	- Pupil Achievement - Pupil Engagement - School Climate
Students Experiencing Homelessness	- Pupil Achievement - School Climate	- Pupil Engagement - School Climate	- Pupil Achievement - Pupil Engagement
Students with Disabilities	- Pupil Achievement - Pupil Engagement - School Climate	- Pupil Achievement - Pupil Engagement - Outcomes in a Broad Course of Study	- Pupil Achievement - Pupil Engagement

*In addition to the student groups listed, in 2017 African American students were identified for Differentiated Assistance (DA). In 2018 African American, Native American, and Pacific Islander students were identified for DA. These student groups made improvements and were not identified for DA in 2019.

As a result of meeting the criteria, the CCEE SIR team met with SCUSD and Sacramento County Office of Education (SCOE) to present information as to what a systemic instructional review involves, the needs of the district, and the overall timeline of the review.

In March 2020, the SCUSD SIR was placed on pause due to the COVID-19 pandemic that halted data-gathering activities and required the immediate attention of the school district and county office of education. During the pause of the SIR activities, the CCEE team remained engaged with the district through monthly check-in meetings to provide guidance and support for immediate needs.

The support that comes from this partnership will manifest in the following ways:

- The CCEE provides advice and assistance to the school district and COE.

- CCEE, along with the COE, will report on ongoing progress on the implementation of actions to the State Superintendent.
- The systemic instructional review (SIR) and Differentiated Assistance Support will come together in service of the school district.
- The SIR will help inform the district as it makes decisions on LCAP priorities, meeting with stakeholders, and determining investments.

IV. Data Collection

The SIR activities resumed in early summer 2020, knowing that flexibility would be needed as SCUSD began the year with distance learning during the COVID-19 pandemic. The activities that began and were completed through December 2020 include empathy and individual stakeholder interviews with district staff and labor partners, as well as 18 focus groups from various stakeholders, including teaching and instructional support staff, students, families, principals, and community committees and partners (e.g., Black Parallel School Board, City of Sacramento). CCEE staff reviewed all documents submitted by SCUSD to support instructional efforts (e.g., LCAP, LCP, professional learning, assessment, and curriculum plans). Additional documents were added and reviewed during the period of focus groups and report drafting. After data triangulation sessions, CCEE SIR members followed-up with members of the district for clarifications as needed.

In November 2020, SCUSD decided to forgo virtual school and classroom visits and observations, an activity of the SIR process that normally occurs in-person. This decision was made after district leadership took stock of the current capacity of staff, teachers, and school leadership. After discussing the strain on the system due to the COVID-19 pandemic, with teaching and leadership staff expressing high levels of stress to district leadership, the CCEE and SCUSD agreed to host classroom and school site visits after in-school instruction resumes. The data gathered, at that point, will be incorporated into the ongoing support and progress monitoring of the implementation of SIR actions.

V. Report Features and Layout

The report is organized around the 12 CCEE instructional components. Each section of the report includes:

a. a summary of the CCEE instructional component reviewed
b. the findings based on data collection and SWOT analysis
c. the discussion paragraph(s) detailing evidence based on the instructional component being reviewed
d. the SWOT analysis of the component (Strengths, Weaknesses, Opportunities, and Threats); and
e. Action Steps

The report culminates in a table of actions for SCUSD, and in collaboration with the CCEE, and Sacramento COE the district will create and implement a plan that prioritizes activities to address the SIR. Upon reviewing this report, it is recommended to have the CCEE Systemic Instructional Review Components (Appendix A) in hand to see the full details of each component.

VI. Summary of Findings

SCUSD serves approximately 42,000 students across 75 school sites spanning 70 square miles inclusive of both rural and urban settings. The diversity of Sacramento, one of the nation's most ethnically and linguistically diverse cities (Sheeler, 2019; Stodghill & Bower, 2002), is reflected in the district's demographics. Latinx students make up 40 percent of the student population, Asian and Pacific Islander students 19 percent, African American students 15 percent, and white students 17 percent. More than 51 languages are spoken by students and families in the district, and 31 percent of students are English learners (CDE). SCUSD serves some of the lowest income neighborhoods in Sacramento County, and more than 71 percent of students are considered socioeconomically disadvantaged.

Superintendent Jorge Aguilar, hired in 2017, inherited a district known for central office management challenges and adversarial labor-management relations. This has created an unstable foundation upon which the district has faced increasing personnel costs and structural budget deficits. Declining enrollment coupled with rising special education, operational, health, and pension costs have contributed to the ongoing structural budget issues and deficit spending. On November 19, 2020, the district presented a draft Fiscal Recovery Plan to the board, identifying potential budget reductions and changes. The Board voted on December 10, 2020 to continue the discussion up to February 2021 in order to focus on a negotiable savings reduction of about $35 million.

Research shows continual change in leadership diminishes the ability to create long-term goals to see new policies and initiatives through to full implementation and create positive student results. Furthermore, staff members and community constituents can easily become frustrated with the constant cycle of change in a district's direction and mission. Studies show a clear link between consistent district leadership and student achievement. There is an expectation of accountability that extends to those supervising school operations and academic achievement. Across the country, an increase in the number of superintendent positions has not resulted in an increased pool of candidates. Urban districts across the country have seen the same vacancies targeted for the same candidates resulting in a shortage of candidates. High expectations, short (3-5 year) contracts, and difficult litigation have increased the pressure of occupying these positions (Nussbaum, 2007).

Superintendent Aguilar is the seventh superintendent to serve SCUSD since 2003. Superintendent Aguilar has worked to improve problematic business decisions and other internal processes since he was hired in 2017. He hired a new communications chief, replaced the district's chief academic officer and chief business officer. In 2019, the district brought in additional fiscal support to help correct budget errors and tighten up processes.

The district management and Sacramento City Teachers Association (SCTA) have had an antagonistic relationship for decades (The Implications of Sacramento City Unified's Ongoing Budgetary Challenges for Local and State Policy PACE, November 2019) that continues today and creates impediments to moving the instructional and continuous improvement priorities forward. Interviewees from both the district and SCTA described the relationship as broken and distrustful. Oftentimes, districts with contentious labor and management relationships continue to face budget challenges and may lose sight of what

matters most: student success and well-being. A recent example of the district and SCTA's inability to reach an agreement is the distance learning plan during pandemic.

The long history of contentious relationships between SCTA and SCUSD which signals the need to nurture strong, collaborative, and productive relationships between management and labor. It is clear that this contentious relationship has contributed to lack of clarity of what is expected both at the central office and school level. Of particular urgency is the need to come to agreement on the implementation of assessment and professional development. According to researchers, there are districts and labor partners that have been successful in strengthening labor-management relationships to do this work differently, and often in ways that fundamentally break with tradition. "[Districts and labor partners] are rethinking shared policymaking processes such as collective bargaining and meet-and-confer settings, as vehicles to address more traditional issues, such as wages and benefits. They often begin with a shared commitment in principle that places improved student learning and closing achievement gaps as an explicit priority for their work together. More often than not, these commitments reaffirm fairness in the workplace and develop the professional foundation for teaching and teacher leadership, as well" (Eckert, J. (Ed.) 2011).

In addition to developing and strengthening the foundation for teaching and learning in the district, there is also a need to restructure the district leadership to increase collaboration and more clearly define roles, responsibilities, and performance expectations within and across departments. Internal conversations with cabinet, instructional assistant superintendents, and key directors could examine the current structure and make needed changes that will better align with district goals and integrate the theory of action and improvement science principles as a starting point. Key goals for restructuring the district team is to reduce fragmentation, increase coherence and strategic support to schools, and develop two-way communication strategies to better gauge impact, results, and effectiveness for improving student outcomes.

Continuous improvement has been defined as the district's ongoing commitment to every schools' quality improvement efforts that are evidence-based. For this to occur, continuous improvement must be integrated into the daily work of individuals, contextualized within the system, and be iterative (Park et al., 2013). This will require SCUSD to take necessary steps to decide and communicate how this will look and how they will know it is working through performance indicators.

In spite of the challenges that need to be addressed by SCUSD, there are positive highlights to build from, supported by data, which provide opportunities to scale for systemic change. The following is a summary of strengths, weaknesses, opportunities, and threats to the district:

Strengths

- The current work of the district is grounded in equity, access, and social justice.
- Increased A-G completion rates and 12th grade graduation rates for African American and students with disabilities.
- There is an increase in FAFSA application participation and submission.
- The district is working to standardize courses of study at the high school level.

- The district has developed a mid-year review process for the SPSA (School Plan for Student Achievement) to improve how it is used to monitor progress toward meeting goals.
- MTSS multi-year plan is in place and has been embraced by stakeholders.
- The district has undertaken SEL work over several years and has been recognized for their work in this area.

Weaknesses

- The instability of staffing, unclear expectation for roles, responsibilities, and accountability of leadership, uncertainty of budget and labor relations have resulted in silos within and across departments, increased tension, frustration, and morale issues.
- There is a lack of clarity among district office, departmental staff, principals, and teachers of what the exact district priorities are and what strategies are in place to accomplish priorities and execute the vision and mission of the district.
- There is a lack of coherent, efficient, and equitable district office service and support to schools.
- There is a lack of uniformity in how data is used, decisions are made, and central office departments are accountable to support the vision and mission of the district.
- Coherent, ongoing communication within and across departments and to schools is confusing and inconsistent.
- There is a lack of collective accountability for teaching and learning goals as well as priorities that would result in improved student outcomes.
- The lack of consistent implementation of common assessments across the district impacts how student progress is monitored and measured.
- The absence of an English learner (EL) master plan contributes to the lack of understanding, accountability, and implementation of integrated and designated ELD.
- The lack of a proactive process for identifying homeless youth may contribute to low identification numbers in the district.
- Collective accountability, ownership, and commitment to improving instruction, service, and support for students with disabilities continues to be a significant inequity in the district.
- There are limited and uneven districtwide opportunities to provide new and sustained professional learning linked to district goals, actions, and strategies.

Threats

- Siloed central office departments have led to limited collaboration within and among district and site leaders, lack of clear communication, expectations, and messaging of goals and outcomes.
- Ongoing labor relations between the district and SCTA, in areas such as how best to implement professional development and local assessments, hinder the progress of district goals and limits the capacity to change and improve student outcomes.
- Lack of accessible user-friendly data is a threat to developing data literacy and data-based decision-making.

- Changes in leadership and past district priorities have resulted in a range of ongoing school programs and resources that may be misaligned with current priorities. This misalignment may be contributing to the lack of progress for students with disabilities, EL students, African American students, students experiencing homelessness, foster youth, and others.
- Communication structures and processes are siloed and severely limit innovation, collaboration, and collective efficacy in supporting schools, site administrators, and teachers.
- The current district organizational structures do not support the urgent need to provide equitable robust instruction and educational experiences for all students and may lead to continued inequities.
- A decentralized system without clear expectations, accountability, and communication has resulted in less effective support for school leaders and inequitable educational programs/opportunities for students.

Opportunities

- The vision of equity and continuous improvement provides the opportunity to create coherent understanding and implementation strategies across the district to better support the whole child/student needs.
- There is an opportunity to capitalize on the SPSA processes to develop school goals and the implementation of continuous improvement expectations linked to leading and lagging measures to monitor progress.
- The district's implementation of the Multi-Tiered System of Support (MTSS) and Universal Design for Learning (UDL) provides the opportunity to create and articulate an instructional vision, framework, priorities, and goals.
- There is an opportunity to streamline district priorities and strategies that results in a more systematic way to manage district time and resources.
- There is an opportunity with new personnel hires at cabinet level—chief academic officer, chief business officer, and the assistant superintendent for special education—to clarify the work and build trusting relationships across the entire district.

For the SCUSD SIR Executive Summary, please click here.

VII. SIR Instructional Components, Strengths, Weaknesses, Opportunities, Threats, Analysis, and Actions

1. Culture, Coherence, and the Planning Process

(CCEE Instructional Component 1) The local educational agency (LEA) places a strong value on culture and climate for all stakeholders through the implementation of districtwide professional learning opportunities that teach, promote, and practice inclusivity and diversity. LEA members implement culturally reflective practices and policies designed to create coherence around an inclusive instructional mission and vision achieved through continuous improvement practices and processes. The LEA has a robust culture of accountability in regard to the academic, social, and emotional developmental of each child. Achievement outcomes guide coherent and collaborative work while fostering knowledge of expectations around teaching, learning, and accountability.

Finding 1a. While there is a theory of action, strategic plan, and vision around equity, access, and social justice, there is not yet a roadmap or comprehensive strategy for schools to engage in this work beyond the redesign of the SPSA and the beginning MTSS implementation.

Finding 1b. The lack of uniform communication and understanding of the strategies to accomplish the vision and mission of the superintendent and board leads to incoherence, fragmentation, and continued silos across the central office.

Finding 1c. District, parent, and community stakeholders show interest and value in improving the culture, climate, and the delivery of data based on equitable instruction to all students.

Finding 1d. The lack of coherent structures (e.g., policies, procedures, roles) that lead to universal strategies for ensuring equity, access, and inclusivity of all students results in inconsistent service and support to schools and student groups.

Finding 1e. The district is developing a data-driven decision-making culture and practices at the district and school level via MTSS, which will assist in providing an equity lens within a framework that provides a common language, common understanding across the district and schools to better differentiate instruction and support across academics, behavior, and social-emotional well-being.

Finding 1f. Although the district community and stakeholders interviewed demonstrate a clear interest in and focus on improving instruction for students, there is a culture and belief that the district and SCTA's strained relationship is a central barrier to collectively improve instruction and other educational practices necessary for school reform.

Discussion

The current work of the district is guided by the principles of equity, access, and social justice: all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options. The district's vision statement "recognizes 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."

The district's strategy to strengthen the development and implementation of the School Plan for Student Achievement (SPSA) at all schools and the emerging implementation of

the Multi-tiered Systems of Support (MTSS) and Universal Design for Learning (UDL) strategies provides the time and space to have courageous conversations about equity, instruction, and data-driven practices. The development of the SPSA is designed to address areas of growth for continuous improvement at every school. SPSAs are intended to include concise, measurable, and achievable goals and objectives prioritizing actions and services to improve student outcomes. MTSS is an integrated, comprehensive framework that focuses on content standards, core instruction, differentiated learning and supports, student-centered learning, and the alignment of systems necessary for all students' academic, behavioral, and social-emotional success. Rather than view these efforts as distinct initiatives, district leadership should consider articulating how the work with the SPSA, the "*what* of continuous improvement" and MTSS, the "*how* of continuous improvement" are intended to deepen learning to accelerate improvement, foster innovation, and secure accountability from the inside out (Fullan & Quinn 2015).

More organizational coherence and clarity and less fragmentation of departments can result in more effective, differentiated support to teachers and leaders that results in improved outcomes for students. Theory and research in the fields of learning, motivation, organizational productivity, and school effectiveness suggest that instructional program coherence should assist student achievement in two ways: by helping teachers to work more effectively on problems of school improvement and by directly increasing student engagement and learning (Greeno, Collins, & Resnick, 1996; Mayer & Wittrock, 1996; Bransford, Brown, & Cocking, 1999).

In order to successfully engage district leadership and school communities to move forward, a culture of trust must be developed, courageous conversations initiated, and beliefs about teaching and learning addressed. While there is understanding that the superintendent's overall vision and mission is to address existing inequities in SCUSD utilizing continuous improvement, there remains a need for the district to articulate the instructional vision, strategies, priorities, and outcomes that will be taken to accomplish this. The superintendent and board of education have attempted to engage district and school leaders in a continuous improvement process to address the systemic need for instructional coherence and use of data to drive improved outcomes for students across academic, behavioral, and social-emotional well-being. Principals, to date, have had at least two years of professional learning around the continuous improvement process. Continuous Improvement is an essential component of effective instructional strategy and practice (Flumerfelt & Green, 2013; Park et al., 2013; Wilka & Cohen, 2013).

Established in the 1990s, there are currently 28 Student Support Centers (SSCs) located on SCUSD school campuses that support students who are struggling socially, emotionally, behaviorally, and/or academically. While these schools are fortunate to have school-based youth and family resource centers, supported through priority school funds, the remaining schools (approximately 48) must rely on their own limited resources to address the many and varied needs of their students and families. To support the remaining schools without SSCs the district has one Connect Center to help with the high level of need for social, emotional, and health support for SCUSD students and families. Families are either referred to the Connect Center by school personnel or self refer for assistance.

The district's model for providing equitable inclusive practices that support students with disabilities in the least restrictive environment is not evident. Established in 2010, the district's Inclusive Schools' model was intended to ensure students with disabilities have a strong presence, access, and voice in the general education classroom. If parents are able to transport their child, they may apply for school choice and if accepted attend the inclusive school program. These inclusive schools are located in a variety of well-resourced schools.

There are a number of SCUSD schools that require students to take an entrance exam and/or screening criteria in order to attend the school. This selective practice is in direct conflict with the mission of equity, access, and social justice for all. There does not appear to be a uniform or accountable oversight of these practices. Parents commented in interviews that there is a lack of clear information on entrance requirements and questions about how select schools remain exclusive when the district is focused on equity, access, and social justice. As a result of this practice, the district has recently received an Office of Civil Rights (OCR) complaint pertaining to the kindergarten screening exam at one of the district's schools.

Still remaining from a previous superintendent is the implementation of the Priority Schools (seven schools) funding model. This model is incongruent with the vision and mission of the district regarding access, equity, and social justice. The Priority Schools funding creates inequities across schools (e.g., additional staffing, Student Support Centers, etc.) that has not necessarily resulted in accelerated improvement of student outcomes.

There is a district-developed index and dashboard indicating level of need and support for each site. These data show the differentiated support district schools need according to student population. Given the current budget deficits, it remains unclear how this index informs the current model for providing support to ensure equity and access for schools that need it most.

There is a culture of siloed departmental work at the central office resulting in "centers of expertise" and little time to build capacity. Interviews revealed that there is little time for collaboration and there are too many technical issues that require adaptive solutions and leadership agility. Communication and messaging to school sites is not necessarily uniform nor coherent.

SWOT on Culture, Coherence, and the Planning Process

A. Strengths:
    - There is a developing culture of the importance of using data across multiple measures (e.g., academics, behavior, social-emotional well-being) to guide the work of the district.
    - The superintendent has established an in-kind partnership with UC Merced that can provide the SCUSD community with accessible data to measure the level of quality implementation of continuous improvement principles and target additional growth areas.
    - Site administrators have undergone two years of professional learning around continuous improvement.

- The superintendent and district leadership understand that the current work of the district is centered around equity, access, and social justice.
- Using disciplined inquiry to develop and implement the SPSA is intended to change the approach from a compliance document to a change management tool.
- There is a multi-year implementation plan for the Multi-Tiered System of Support (MTSS) using a cohort model (e.g., 25 schools per cohort).
- The development of the MTSS implementation plan has been collaboratively vetted through the established MTSS district leadership team that includes principals and district office staff.
- Creating equitable access for all students, parents/caregivers, and families through the use of continuous improvement strategies and processes is a stated goal.

B. Weaknesses:
   - Given the district's emphasis on the SPSA, there continues to be a general lack of understanding of the instructional strategy, practices, and outcomes needed to attain the district goals and coherent strategies for achieving equity and access for all students.
   - Currently, the revisions to the SPSA are seen in some schools as a compliance document rather than the continuous improvement commitment that the district envisions.
   - Lack of consistent and aligned, on-going districtwide professional learning for teachers limits how school teams build a culture of continuous improvement.
   - In general, there is a lack of professional learning for teachers and administrators that reflect culturally reflective practices and inclusivity.
   - The current district organizational structure and climate do not support the urgent need to provide equitable support to schools and robust instruction and educational experiences for all students. Some interviewees shared a perception that requests for assistance get addressed by the central office staff based on relational power and portrayed the district as top down with little room for collaboration, input, or feedback on initiatives underway or in development.
   - There is uneven accountability for the implementation of district initiatives, timelines, and other goals (e.g., intentional and coordinated communication on guidance, expectations, and consistent progress monitoring of district benchmarks).
   - Given the siloed structures and limited collaborative culture focused on accomplishing common goals, many staff feel disconnected from the organization, which leads to low morale and continued fragmentation.
   - Support centers are housed at campuses that have the funds to purchase services and/or where school administration has prioritized its need, yet are not universally accessible.
   - The district's Inclusive Schools model, established in 2010, is only available at six schools.

- There are a number of existing structures (e.g., SSC, inclusive school model, entrance requirements, priority schools) that do not lend themselves to the district goals of equity, access, and social justice.

C. Threats:
   - The missing cohesive roadmap for district departments to lead the work of equity and access creates a threat to achieving the district mission, vision, and goals.
   - Inconsistent district leadership and oversight has resulted in the lack of a culture of collective accountability across central office departments focused on improving teaching and learning, and better outcomes for students.
   - The lack of clear, consistent communication among district departments reinforces the silos in place and threatens the effort to establish an inclusive and equitable educational system.
   - The lack of transparent communication within and across departments and from the central office to schools threaten the cohesive pathways for achieving a district culture of inclusivity and culturally reflective practices firmly grounded in equitable access for all.

D. Opportunities:
   - The vision of equity, access, and continuous improvement provides the opportunity to create coherent understanding and implementation strategies across the district to better support the whole child/student needs.
   - The dashboards provide the opportunity to revisit the commitment to developing and refining a culture of teaching and learning that is based on clear learning targets consistently assessed across multiple measures.
   - The implementation of MTSS affords the district an opportunity to implement a coherent framework within which all teaching and learning efforts across academic, behavioral, and social-emotional well-being can be coordinated and monitored and linked to SPSA implementation.
   - There is "hope" and "excitement" around the implementation of MTSS across all stakeholder groups and individuals interviewed.
   - To ensure that expenditures result in high-yield strategies that improve student outcomes, there is an opportunity given the current financial landscape and focus on equity to evaluate current structures (e.g., priority schools model) to determine their functionality and return on investment.
   - There is a desire to develop a stronger sense of connectedness among leaders, teachers, and staff.

Actions: Culture, Coherence, and the Planning Process

1A. Develop a roadmap that includes well-articulated priorities and strategies to implement the district's vision, mission, and goals.

1B. Considering the budget reductions conduct an analysis of the current central office organizational structure, including all positions, to determine how to reallocate and repurpose existing resources and positions to better provide comprehensive, coordinated, and differentiated services and support to schools.

1C. Examine the central office departments and restructure to establish a culture grounded in meeting performance outcomes, integration of work streams, and regular routines that result in increased collaboration, and focus on common priorities that ensure consistent communication.

1D. Create intentional communication structures across all departments to ensure clarity of message, priorities, and expectations.

1E. Form a cross functional team of central office and site leadership to examine and problem solve the fragmented and uneven support (e.g., SSC), models (e.g., Inclusive Schools), and school entrance requirements that create barriers to access, equity, and social justice goals.

1F. Form a representative group of principals, instructional assistant superintendents (IASs), and other key central office leaders to identify ways that principals' voices can become an integral and consistent part of planning (e.g., professional learning, priorities, etc.) problem-solving, and communicating with central office leadership and each other.

1G. Review hiring practices for general and special educators, paraprofessionals, and other support staff employed by the district. Analyze the current practices, especially related to teachers, within the context of the current partnership with Sacramento State University that places approximately 135 student teachers per year in the district.

1H. Given the district goal of equity, access, and social justice, clarify roles and responsibilities of the central office and schools in planning and engaging in activities that deepen the commitment to ensure all students attain educational success.

1I. Develop and implement strategies to intentionally focus on celebrating student diversity and success using a variety of school/district awareness campaigns as a mechanism for raising awareness of accomplishments, such as increased graduation rate.

1J. Continue the work of SPSA development and monitoring and MTSS implementation that will provide an instructional framework within which instruction and support for academic, behavioral, and social-emotional well-being is differentiated and data-driven.

1K. Ensure that explicit expectations and communication about roles and responsibilities of the central office (e.g., IAS, Assistant Supt. of Curriculum/Instruction, CAO, etc.) are clear, understood and supported through coaching.

1L. Use the position of the chief of communications to engage central office staff in strategic communications planning processes to help drive internal alignment and support for teaching and learning goals and benchmarks across the district. Focus on identifying indicators and results-based accountability measures to organize the district teams' work to have the greatest impact on students and schools.

2. Curriculum, Learning, and Support

(CCEE Instructional Component 2) The LEA has an MTSS framework that documents and assesses the implementation of all standards-aligned materials, curricula, learning, and social-emotional and behavioral supports (e.g., differentiation options, tiered support options, integrated aligned ELD supports). The LEA uses a coherent, standards-aligned curriculum, instruction, and assessment system that is culturally and linguistically responsive and meets the needs of all learners (e.g., gifted, English learners, students with disabilities, and homeless and foster youth). Evidence-based programs and instructional materials reflect the diverse needs of the student population and provide equitable access for all learners.

Finding 2a. The district has developed and begun to implement a multi-year MTSS plan that provides the opportunity for coherent professional learning for Instructional Leadership Teams (ILTs), the evaluation and alignment of materials and supports to better meet the needs of the diverse student population in the district.

Finding 2b. The district's MTSS framework provides the opportunity to comprehensively align, differentiate, and coordinate its service and support to schools across academic, behavioral, and social-emotional well-being for gifted students, English learners, foster and homeless youth, students with disabilities, and those at-risk for failure.

Finding 2c. The district's strategy of using MTSS as the comprehensive framework for curriculum, learning, and support provides the opportunity for the integration of the SPSA development process and alignment of change management strategies.

Finding 2d. As a result of the development of the distance learning plan the district developed a TK-12 scope and sequence for literacy and mathematics.

Finding 2e. The district launched an interim formative assessment system in fall 2019. However, assessments aligned to the curriculum and state standards are not consistently implemented or agreed upon at the school level. Although an MOU titled, "Monitoring of Student Progress" was created in 2016, the district and SCTA are not in agreement on implementation, which contributed to the district mandating districtwide implementation and use of formative assessments. SCTA filed a grievance, and the MOU titled, "Monitoring of Student Progress'' is currently in arbitration.

Discussion

Research shows a rigorous and relevant curriculum provides teachers with an organized framework that enables them to continually monitor student progress toward mastery of the standards. By consistently focusing on intended learning outcomes and assessment evidence of student learning, teachers learn to adjust their instruction based on student learning needs informed by grade-level or course-specific standards (Bambrick-Santoyo, 2012).

The SCUSD team recognizes the value of and need for a vertically and horizontally aligned standards-based curriculum as the foundation for student success. The district's multi-year MTSS implementation plan is in its first stage of implementation. The implementation uses a cohort model (e.g., approximately 25 schools each year) and has been shared with all site leaders. Each cohort has been strategically selected using criteria (e.g., schools already implementing PBIS, CSI and ATI schools, Be Here Grant schools for chronic absenteeism, 5% variance of suspension for African American students). Schools have been distributed across IASs and school board members. Principals and district curriculum and instruction

coordinators have had several professional learning opportunities to build familiarity, capacity, and understanding of the content, scope, and sequence of year one learning. Cohort one's newly established Instructional Leadership Teams (ILTs) are currently engaged in the first phase of professional learning being delivered during the school day, with substitutes provided where needed.

The use of data-based decision-making via MTSS moves the district toward creating alignment and consistency of the implementation of standards-aligned curricula, learning, and social-emotional and behavioral supports across schools. MTSS provides a framework for all students and focuses on maximizing achievement and success in school by integrating evidence-based instruction with ongoing assessment. Considering the diverse learning needs of SCUSD students, the work of MTSS supports the vision and mission of the district to provide equity, access, and opportunities tailored to students' needs in order to reduce disparities in learning outcomes and support. MTSS utilizes Universal Design for Learning (UDL) (see SIR Component 3), which encompasses flexible learning environments so that students are able to access material, engage with it, and show what they know in ways that accommodate their individual learning needs.

However, all the work of MTSS and UDL heavily relies on the data office's ability to provide user-friendly, easily accessible, real-time data reports that can be used to make instructional decisions to continue to—or better—meet the needs of students. Interviewees and stakeholder groups shared that data are not easily accessible. While the district has access to a variety of data platforms (Escape, SIS, Illuminate, attendance, EIIS, PTAI, SWIS, Infinite Campus (SIS), Tableau) utilization is still an issue.

Research shows the degree to which teachers feel connected to and engaged with their school community determines a great deal about how they approach new learning and working collaboratively to solve problems (*Effective Teacher Professional Development*, Linda Darling-Hammond, Maria E. Hyler, and Madelyn Gardner (2017). There is a perception that ongoing professional learning for teachers and school sites is optional (e.g., shared in interviews as "opt-in"). There are days designated every month by district and school-level decision-makers for professional learning and agreed upon by both teacher and administrator contracts. However, the degree to which school teams structure time to reflect on and discuss instructional priorities and pedagogical practices is fragmented.

It is essential for school leaders and teachers to come together based on the instructional vision, strategy, priorities, and outcomes set forth by the district and determine how to face challenges together and grapple productively with how to fix them, with the support of the district. There are examples of proactive effective leadership decisions that have resulted in some school sites and district-level agreement on professional development. For example, a signed MOU with SCTA for additional professional development for all its members allowed professional learning to occur in August 2020 before the start of school. General and special education teachers and other providers were trained (e.g., technology, essential standards, UDL, scope and sequence). In addition, principals were also trained in the same content in order to prepare to support teachers in the implementation of distance learning.

TK-12 standard aligned ELA scope and sequences are in place for 2020-21. The ELA curriculum maps for 2020-21 were updated in June 2020. Science courses of study were recently updated and approved by the board (August 2020). The district recently adopted science instructional materials for grades 6-12. An adoption timeline for K-5 science instructional materials adoption was in place for January 2020-spring 2021 but is delayed because of COVID and is now on hold given the district's financial constraints. A proposed new curriculum adoption's timeline, in all subjects, has also been put on hold due to the district's current fiscal situation.

The district's common assessments are aligned to the ELA and math scope and sequence. Many of the interim assessments are curriculum embedded with the exception of those used for assessing foundational skills in ELA (e.g., core and pass). However, the implementation of formative assessments is not uniform across the schools. While data to illustrate fidelity of assessment implementation is available through a board communication, (e.g., 43% of students completed at least one ELA assessment and 53% of students completed at least one math assessment) the assessment results are not.

Increasing graduation rates, A-G course taking, Career Technical Education (CTE) completion, and decreasing dropout rates are district priorities reflecting expectations for standards-aligned materials, curricula, and student learning goals. The district team has disaggregated data by school to develop plans to support all students and especially those special populations where there has been a decline in graduation and/or A-G course completions. An internal audit of Career Technical Education pathways was the basis for updates to the 2020-2021 master schedule to ensure students are taking courses in the appropriate sequence to reach completer status. More importantly, students participate in a sequence of courses aimed at solidifying their desire to pursue a career of their choice. Monthly meetings with high school teams are in place to review this data and to ensure students are receiving the support they need to be successful.

The internal work of the chief of continuous improvement and accountability and the chief academic officer has resulted in identification of standardized courses at the secondary level, helping to ensure that course offerings are equitable across high schools. A key strategy in place is to control master schedule courses from the district office so that all high schools are providing rigorous standards-aligned courses within the master schedule. This strategy is contributing to the increase in A-G course completion and graduation rates. In an effort to proactively support students in the area of graduation and A-G courses, the district Office of Guidance and Counseling is supporting school counselors who are beginning to leverage data to identify students who have course deficiencies and enroll them into credit recovery courses. For high school students who are significantly off-track, a process was developed in collaboration with the Alternative Education principals to make the referral process more student-family friendly. These are examples of systems changes to address student outcomes and have demonstrated results.

In terms of CTE, a total of 1,155 concentrator courses were completed, an increase of 281 courses over the 2019-2020 academic year, and a total of 333 completers, an increase of 110 courses over the 2019-2020 academic school year. There is a need to continue expanding the CTE opportunities to ensure equitable access at every high school. Community partners also mentioned the importance of increasing student CTE pathways

and participation as a key investment strategy for increasing students' success in the Sacramento workforce. The College and Career Indicator on the CA Dashboard also provides the district with increased motivation to increase CTE preparation options.

There is agreement within the district that progress on graduation rate and course-taking is an important indicator of student success. Stakeholders shared that they do not necessarily have input on initiatives, such as A-G or college and career initiatives, developed by the district that they are required to implement. While these are well intentioned policies/practices, the most informed people are not involved or provided the opportunity to provide input. Such decisions also perpetuate that lack of commitment or "skin in the game" to support the work going forward.

SWOT on Curriculum, Learning, and Support

A. Strengths:
    - The district's comprehensive distance learning plan explicitly includes literacy and mathematics scope and sequences for K-12, essential standards, embedded strategies for ELs, embedded SEL mini lessons, and district assessments that are aligned (e.g., essential standards and scope, sequence).
    - Two days of professional learning to support distance learning was delivered prior to the start of school to support teachers and school leaders.
    - With the support of the Supporting Inclusive Practices grant team, three overarching modules (digital tools and building relationships; principles and lesson planning using UDL; supporting and coaching teachers) were designed and delivered to all site administration and key central staff prior to bringing the modules to all general and special education teachers and other service providers.
    - MTSS is a key interest across individuals and stakeholders interviewed.
    - The work of MTSS provides the framework within which the district can hone, organize, and develop instructional practices, strategies, and support using data-driven decision-making and established data systems.
    - There is on-going work to ensure that rigorous standards aligned courses are equitably provided at all high schools.
    - A concerted effort has been made to clean up and align course descriptions and offerings to ensure rigorous standardized content instruction across the district.
    - There has been a steady increase in the number of CTE completer courses over the past two years.
    - District common assessments to help inform curriculum, learning, and supports were launched in fall 2019 and have the potential to provide the district data needed to evaluate and support teaching and learning that results in significantly improved students outcomes.
    - Site based management and teacher collaboration designed to improve student achievement is built into school schedules and occurs on the 2nd, 3rd, and 4th Thursday of the month for 1 hour each and has the potential to provide opportunities to assess student learning to help drive instruction at the site level.

B. Weaknesses:
    - There is a lack of equitable, accessible, and differentiated instructional materials and interventions for students across the district (e.g., students with disabilities, English learners, home and foster youth, gifted).
    - There is a lack of processes at the central office for providing data-based support to schools, based on student need, and the use of data to identify and progress monitor students in need of intensified instruction.
    - The digital divide between groups of students (e.g., foster, homeless, EL, students with disabilities, socio-economically disadvantaged) has been exacerbated by COVID.
    - There is not yet a clearly defined instructional vision with strategy, priorities, and outcomes to provide site leaders with the training necessary to mobilize school teams, model inquiry, and reflection to access new knowledge and skills.

C. Threats:
    - Lack of agreement between the district and SCTA in areas of assessment and professional learning have created inconsistencies across schools and staff, which is a threat to the implementation of curriculum, instruction, and support that would create equity and access for all students.
    - There is a lack of available assessment data critical to evaluating the efficacy and impact of curriculum, learning, and support. Results of the 2019-20 district common assessments have not been publicly provided.
    - Lack of a coherent, standards-aligned curriculum, instruction, and assessment system significantly impacts student outcomes.
    - If the SPSAs are a key lever for school improvement, the lack of an integrated approach connecting key instructional strategies and implementation science to monitor progress threatens the district's efforts to impact curriculum, instruction, and differentiated support districtwide.

D. Opportunities:
    - The district is interested and supports the need to infuse and integrate culturally relevant topics into curricula.
    - The current systemic work of developing master schedules (e.g., pre-registration process) provides an opportunity to shift the culture/mindset to one that is based on the needs of students.
    - Graduation and A-G rate trends are increasing for some schools and student groups. For example, the graduation rate for African American students increased by 4.81% and students with disabilities 3.33%, while the rate dropped for English learners and American Indian or Alaskan Native students. There is an opportunity to assess what supports and instructional changes led to these increases and implement similar strategies across all student groups.
    - The emerging work of MTSS provides the district an opportunity to identify, provide, and implement evidence-based programs, including supplemental and enrichment curricular and instructional materials that are culturally and linguistically responsive and meet the diverse needs of the student population (e.g., gifted, English learners, students with disabilities, and homeless and foster youth).

- MTSS, a district pathway to coherent standards-aligned curriculum, instruction, and assessment systems provides the opportunity for integration with the SPSA.
- MTSS provides the opportunity of staff at the site level to be active decision-makers and to help teachers modify their teaching and learning practices and beliefs, where appropriate, to improve student learning.
- With clarity on, and resources aligned to, the district instructional vision, strategy, priorities, and outcomes, site-based management can collectively work together to demonstrate improved outcomes for students.
- CBA Article 24.11 provides the opportunity for the district and SCTA to participate together on a districtwide steering committee to help coordinate, implement, and support the process of site-based decision-making as agreed upon in Article 24.

Actions: Curriculum, Learning, and Support

2A. Create a central office organizational structure that aligns with the district's theory of action and results in explicit expectations and accountability for the delivery of curriculum, instruction, and support to schools.

2B. Conduct a curriculum audit to identify and ensure all schools and students (e.g., students with disabilities, EL, homeless and foster youth) have standard-aligned curriculum materials and supports that are stimulating, rigorous, and accelerate grade-level content and language development.

2C. Research and train school sites where student equity data reflects the highest priority and provide school leaders the opportunity to strengthen their ability to mobilize others, model inquiry and reflection, and data-based decision-making.

3. Instructional Practice and Strategies

(CCEE Instructional Component 3) The LEA has established and defined instructional practices and strategies that are culturally inclusive, differentiated, rigorous, coherent, and standards aligned. Instructional technology, project-based learning, and other experiences beyond the textbook are regularly utilized. Instructional practices and strategies positively support students in developing self-agency and building metacognitive skills. The LEA maintains a districtwide intentional focus on providing a rigorous teaching and learning experience that uses Universal Design for Learning principles for improving and extending differentiated instructional practices that increase student engagement.

Finding 3a. Universal Design for Learning (UDL) has become a primary driver for delivering curriculum and supports the development of lessons and courses that address the needs of diverse learners from the start so that all students have equitable access.

Finding 3b. There is a districtwide multi-tiered approach and strategies to reduce chronic absenteeism.

Finding 3c. There continues to be a lack of inclusive educational environments and quality instruction and support for students with disabilities.

Finding 3d. Clear tools and processes for communicating, supporting, and guiding the district's instructional vision, strategy, practices, and expectations for every school, classroom, and student are not yet evident.

Finding 3e. The district lacks evidence of an English learner master plan that aligns with the CDE roadmap and identifies districtwide integrated and designated instructional priorities so that district programs ensure English learners attain high levels of English proficiency, mastery of grade-level standards, and opportunities to develop proficiency in multiple languages.

Discussion

Beginning in spring 2020, the district began its journey of Universal Design for Learning (UDL). UDL allows students to express their learning in ways that reduce or eliminate barriers to showing what they know and can do. The UDL principles focus on ensuring equity in access by providing multiple ways of representing content (e.g., text-to-speech, audible passages), providing multiple ways for students to demonstrate their knowledge and skills (e.g., verbal, speech-to-text), and providing multiple strategies for student engagement (e.g., instructional choice). The use of UDL principles is necessary to provide access to curricula, instruction, and learning as they directly address the *why* (engagement), the *what* (representation, multiple approaches to instruction), and the *how* (expression, multiple ways for students to demonstrate) of learning. The concentrated focus on UDL offers the district an opportunity to differentiate instruction for all students, including diverse learners, and develop instructional practices that lead to improved student outcomes for all. UDL provides students with language and/or cultural differences, sensory disabilities (e.g., blindness or deafness), and learning disabilities a different way of approaching content. UDL professional learning opportunities have been provided for school administrators and teachers. UDL learning modules and resources have been developed and shared and support the development of instructional lessons via learning intentions and success criteria.

The district has also embarked on trauma-informed instruction: understanding the impact of trauma on the brain and ability to learn. A recent presentation to administrators by Pamela Cantor, MD founder and senior advisor for Turnaround for Children, began the journey of leaders understanding trauma-informed instruction and shared that "adversity doesn't just happen to children, it happens inside their brains and bodies." Trauma-informed instruction is premised by "the path to learning is a calm brain." The combined work of trauma-informed instruction and UDL integrated within an MTSS framework provides a formidable opportunity to address the significant academic, behavior, and social-emotional well-being of SCUSD students.

The district is a recipient of the Be Here grant funded by CDE (2017), which focuses on chronic absenteeism and attendance. Research is inextricably clear regarding the detrimental impact of chronic absenteeism on student achievement and performance. As a result, the Attend, Achieve, Succeed program was developed and districtwide work on chronic absenteeism and attendance was launched in a targeted way that differentiates support to different tiers of schools. The professional learning around the Attend, Achieve, Succeed program has refocused the district in a proactive and positive approach to support students and families and help improve attendance. The grant has also provided

the district an opportunity to triangulate academic and behavioral data and create interventions that promote student engagement with goals of reducing chronic absenteeism and increasing student success.

A recent remarkable effort included outreach to 1,646 students (predominantly homeless, foster, EL, African American, Pacific Islander, Asian) who were absent from spring distance learning. Through a variety of efforts, including but not limited to phone banking, verifying contact information, conducting more than 800 home visits and delivering home devices, a total of 1,557 students were located and connected with. A tiered model of student attendance and engagement via an MTSS model is established and being implemented as the district continues to support schools, students, and families in distance learning.

Within the district's distance learning, teachers are responsible for monitoring engagement (e.g., attendance) using multiple measures. Teachers are required to monitor student submission of assignments, presence within the learning management system (Google Classroom), attendance at live, synchronous instruction, and other forms of contact determined by the school site. Teachers are responsible for maintaining and certifying a weekly record documenting a student's synchronous and/or asynchronous engagement each day. The district developed a Weekly Engagement Log to track engagement/instructional time. Teachers are either using the district-provided log or "engaging in concerted activities (e.g., The National Labor Relations Board defines concerted activity as when two or more employees take action for their mutual aid or protection regarding terms and conditions of employment). In the latter case, it was reported that no engagement data are being provided and a log is not being submitted. Data about student engagement are collected and reviewed weekly by the IASs.

The district has the Parent Teacher Home Visit program (PTHV). At its core, PTHV's goal is to create, build, and sustain parent-teacher relationships. It is not an academic or social-emotional intervention program. After mandatory training, classroom teachers and classified staff receive a stipend for each one-hour visit with a student's family at the child's home. Currently, SCUSD has 459 educators trained to conduct Bridge Visits.

The district was recently awarded (August 2020) a Supporting Inclusive Practices (SIP) grant that targets how students with disabilities are being educated in general education. While this is certainly an excellent opportunity for SCUSD, the grant (approximately $18,000 per year for 3 years) is not nearly enough to address the long-standing needs of the district's inequitable programs and services for students with disabilities (see the Council of the Great City Schools, 2017).

There is serious inequity of inclusive practices for students with disabilities across the district. There are six sites that are considered part of the inclusive schools model. Inclusive education is viewed as a "program" rather than a vision and practice that enables students with disabilities to receive meaningful differentiated instruction within general education classes and interventions either inside or outside the general education class. The co-teaching model is viewed as the tool for inclusive practices, which discounts other effective models, such as consultation/collaboration, and the grouping of students with shared needs (with and without IEPs) across classes for tiered interventions. The inclusive-practices schools' model requires students needing a special day class (SDC) to

transfer out of the school to be educated. There does not appear to be a systemwide culture of inclusivity that promotes services based on student needs. There is a lack of culture, training, and support that emphasizes the value of inclusive instruction and how to achieve it successfully.

The special education department's organization is not staffed or structured for maximum effectiveness. This continues to be a significant area of need (see CGCS Report, 2017; Administration and Operation of Special Education (p91), Incidence Rate and Staffing Survey Results.) The program specialists' primary focus on compliance and gatekeeping leaves little time for them to support teaching and learning.

Similar observations can be made of the multilingual office. Currently the multilingual office lacks a director. There is one coordinator position that was vacant most of last school year. There is one secondary instructional specialist. Given how limited the candidate pools have been for hiring, current and new positions for the multilingual and special education departments the district should consider a job classification study to incentivise and attract internal and external applicants (e.g., salary, responsibilities). This may require repurposing or reallocating current positions to better align with the departments.

There is little evidence of any professional learning to support the implementation of designated and integrated ELD. Similar to the office of special education, the work that is managed is around compliance with little attention to the delivery of robust standards aligned instruction. There is no evidence of a district plan for English learners. Although CDE has a Roadmap, SCUSD lacks a strategic or master plan to address the need of providing differentiated services and instruction for ELs. The distance learning plan requires schools to implement designated ELD. Other than the current UDL effort, there is no planned professional learning to support the implementation and support of ELD.

The lack of districtwide systematic use of data to plan, design, and deliver culturally responsive and differentiated instruction has resulted in a lack of clear expectations for how IASs provide supportive accountability to principals to monitor and support rigor, implementation of instructional practices, and student learning progress in all classrooms.

SWOT on Instructional Practice and Strategies

A. Strengths:
    - The work of UDL is a driver for creating equitable and accessible instructional practices for all students.
    - The district's distance learning (DL) plan is grounded in the principles of UDL, which focuses on designing learning environments that are differentiated according to student needs.
    - Materials, resources, and professional learning is on-going with site administrators in order to support the use of UDL in distance learning and beyond (e.g., barrier-free learning intentions and lesson planning).
    - The district has developed an extensive Attendance Toolkit to support the work of decreasing chronic absenteeism.
    - There is a multi-year district plan for reducing chronic absenteeism that has engaged the district in a movement away from a punitive model to one that is tiered and proactive.

- PTHV has worked in collaboration with external partners to adapt its approach of building school and parent/family connection during COVID-19 through development of the parent-teacher bridge model.

B. Weaknesses:
    - Across the district, there is serious inequity of inclusive practices for students with disabilities, which contributes to disproportionate academic failure, chronic absenteeism, and suspension among this student population.
    - The staffing vacancies and organizational structures in several departments are barriers to supporting implementation of instructional practices and supporting programs in schools (e.g., multilingual, special education).
    - There is no evidence of a district EL plan to support the implementation of ELD, designated or integrated, monitor progress, and to provide supportive accountability from the district office to school sites to ensure equity and access to robust instruction for ELs.
    - There is a lack of accountability to a standardized process across schools to support students at risk of failure. An example cited was that in some cases a student goes into special education after three SST meetings.
    - While the district has a plan for reducing chronic absenteeism, building capacity to implement best practices with fidelity is challenging due to internal lack of procedures and monitoring structures.

C. Threats:
    - Concerted activity versus the completion of a weekly engagement log jeopardizes the district's compliance with SB 98.
    - The lack of staffing in the office of special education continues to be a threat to supporting teaching and learning and ensuring compliant IEPs are written and mandated services are delivered.
    - The lack of collective accountability for teaching and learning goals/priorities by the district leaders, IASs, and among varied central office departments continues to result in poor student outcomes.
    - Changes in leadership and respective district priorities over time have resulted in a range of on-going school instructional practices, programs, and resources that may be misaligned with current priorities.

D. Opportunities:
    - The implementation of UDL, trauma-informed instruction, and MTSS provides the opportunity to clarify what the districts core instructional practices are and systematically plan, design, and deliver accessible differentiated instruction that in turn increases the rate of student growth across multiple measures (e.g., academic, behavior, and social-emotional well-being).
    - The lens of equity and social justice provides the opportunity to create a compelling "why" for the district to establish and communicate a clear instructional vision, strategy, and practices and will require courageous conversations about bias and anti-racist practices.
    - The emerging work of UDL, MTSS and trauma-informed instruction provides an opportunity to develop the capacity of leaders and teachers to provide for

exploration, discovery, and support of equity and access and implicit bias in instructional practices.

Actions: Instructional Practice and Strategies

3A. Clarify the instructional vision so that strategies, tools, practices, and clear communication of expectations and implementation timelines are aligned.

3B. Analyze current and past priorities to ensure alignment with the current theory of action.

3C. Expect that all principals are responsible for overseeing special education in their buildings and that IASs support and hold principals accountable for this responsibility. Ensure that supportive accountability is provided for all staff.

3D. Develop and implement a walk-through tool to systematically monitor and support instruction and interventions in general education classes, RSP classes, and Special Day Classes (SDC). Use these data to ensure there is equitable access to good first teaching and differentiated intervention is provided for both general and special education students.

3E. Establish and implement a clear and defined vision for the value of inclusivity from the boardroom to the classroom. Ensure students with disabilities have equitable access to the same instruction and support as general education students (e.g., UDL, MTSS) to ensure success in the least restrictive environment.

3F. Delineate expectations for the provision of linguistically appropriate and culturally competent instruction aligned with core standards that are differentiated for students with reading and math performance levels significantly below those of their classroom peers.

3G. Develop and implement a plan that ensures ELs across all levels of language proficiency levels can access, fully engage with, and achieve rigorous grade-level academic content standards and English language proficiency goals.

4. Social-Emotional and Behavioral Health and Development

(CCEE Instructional Component 4) The social-emotional and behavioral well-being of the whole child is a critical component in the LEA's mission and vision. Identified social-emotional learning (SEL) skills are integrated into the curriculum and instruction practices and resources identified for student support and school capacity building. SEL is embedded in the policy and practice and is modeled by adults LEA-wide.

Finding 4a. While there are numerous quality and useful SEL materials to support academic success, the number of schools accessing and using the resources consistently limits full districtwide implementation.

Finding 4b. The lack of on-going districtwide professional learning opportunities limits how teachers and leaders learn about the implementation and integration of SEL, Positive Behavioral Interventions and Support (PBIS), and other mental health supports within the instructional environments.

Finding 4c. Siloed roles and responsibilities of the central office departments and the lack of clear expectations and district instructional vision contributes to the lack of integration and inconsistent implementation of current district resources to support social-emotional and behavioral well-being.

Finding 4d. There is a need for implicit bias training across the district to assess and address systemic racism and ensure equitable access to educational opportunities and social-emotional support (e.g., policies and practices), including how they contribute to the disproportionate suspension of African American students and students with disabilities.

Discussion

SCUSD acknowledges the importance of emphasizing social-emotional learning (SEL) to deepen learning and self-efficacy for both students and adults. The district has been recognized by the CDE for the social-emotional practices that have been developed. For example, an Academic Integration Framework and resources were developed as a starting place for schools to learn how to implement SEL strategies with facilitation by a training specialist or coach. Mental health tools are a part of the resources to support a comprehensive approach to behavioral health prevention, early identification, and intervention. The use of SEL strategies is intended to better meet students' needs and to be a lever toward upholding the district's guiding principle of equity, which states that all students are given an equal opportunity to graduate with the greatest number of postsecondary choices. Since schools opt in if they choose to implement the framework, use of the strategies is in place in only some of the schools.

According to the Council of the Great City Schools, building an integrated mental health program is difficult, yet when accomplished has the ability to serve students and school communities in addressing social-emotional and mental health needs (CGCS, 2020). To address this, the SCUSD needs to continue to build a culture of shared ownership over both academic and social-emotional well-being through an MTSS framework. Students will not benefit from high-quality instruction if their immediate physical and psychological needs are not met.

A way to operationalize a culture of shared ownership is through the breakdown of organizational silos. SCUSD needs a comprehensive instructional vision, strategy, priorities, and outcomes aligned to social-emotional well-being and mental health to attain pupil achievement and work with departments across the district to establish a common agenda and responsibility to provide social-emotional well-being and mental health support.

Currently, ownership of this domain and provision of services are not coordinated across the academic office, student support and health services, PBIS, special education, and other mental health divisions. For example, SCUSD social workers, school psychologists, behaviorists, and SEL instructional specialists work in different departments such as curriculum and instruction, student support and health services, academic office or special education, so it is unclear how SEL and continuum of mental and well-being and is integrated within the larger academic functions of the school system. To promote efficiency and effectiveness in supporting the whole child, academic support, social-emotional learning, and mental health interventions need to be part of an integrated, comprehensive approach to support.

The use of MTSS can lead to the effective integration of prevention efforts for academics, and behavior (PBIS), and SEL. Currently, the district has engaged an MTSS district leadership team composed of personnel from each department as a necessary and efficient way to create a common language and common understanding of the integrated work across academics, behavior, social-emotional, and mental health. The ability to triangulate data on attendance, grades, and behavior provides a more complete picture than when looking at each separately. The open communication and sharing of data from across each of these areas is therefore critical to ensure students' needs are accurately identified and supported.

To effectively create an integrated approach to social-emotional learning, behavioral support, and mental health, SCUSD can start by clearly communicating a unified vision—and underlying methodologies—for supporting the whole child. One way is by using well-developed, structured, cross-functional teaming and meetings. For example, teams of academic, SEL, and mental health staff visiting school sites together, debriefing on both the unique and shared needs across schools, and developing an integrated response would help to build a more cohesive leadership and decision-making structure similar to the efforts of aligning behavior and academics through MTSS. This will also ensure that departments across the district are able to leverage each other to best support schools, communities, and students in addressing social-emotional and well-being needs.

The use of local measures to assess students' social-emotional well-being in the state accountability system has elevated the SEL profile in the district and provides an additional rationale for embedding the SEL curriculum at all schools. Survey (e.g., School Climate Survey, Safety and Connectedness/Belonging) data is analyzed for trends and patterns of responses in order to work with school teams on areas of need as reflected in the data. The contractual limits on districtwide professional learning time available for teachers impacts capacity building for understanding social-emotional learning in the context of the whole child, its link to academic success and the implementation of a continuum of social-emotional and behavioral supports.

The Community College Equity Assessment Lab at San Diego State University released a report in February 2018 identifying SCUSD as the district in Sacramento County with the highest suspension rates for African American males. In the report, SCUSD had both the highest total suspensions and highest suspension rate of 20.7 percent in the county. For 2018-19, SCUSD suspension rate was 5.7 percent districtwide, 14.6 percent for African American students, the highest student group rate in the district.

Suspension rate continues to be of concern for SCUSD, even though the performance indicator improved from red in 2017-18 to orange in 2018-19. Overall on the CA school dashboard (2019), there was no change in the district's current suspension rate, nor the color rating of orange. Eight of 13 student groups received a red or orange and five student groups reflected an increased suspension rate. Similarly, data exist for students with disabilities. A recently filed class action complaint (September 2019) shows that during the 2018-19 school year African American students were disproportionately suspended receiving approximately 40% of total suspensions while comprising 14% of the student

population. During that same year, African American students were more than ten times more likely than other students with disabilities to be suspended.

At the January 16, 2019 SCUSD Board of Education meeting, district staff made a presentation outlining the important first steps to reset discipline expectations. Training began with IASs and school leadership and explicitly outlined expectations for the following: elimination of soft suspensions, suspension for "willful defiance" K-8, manifestation determination for IEP requirements, and behavioral support for students with IEPs. The theory of action in this work is: when there is districtwide expectation, accountability, and focus on equity, access, and the implementation of social-emotional support along with mental health and PBIS strategies at every school, then the suspension rates for African American students and African American students with disabilities will be reduced and become proportionate with student populations.

Restorative justice, practices, and processes are reportedly in the beginning implementation stage, providing schools with strategies and processes based on the idea of bringing students together in peer-mediated small groups to talk, ask questions, and air their grievances through mediation and agreement rather than punishment. The purpose of a restorative process is to hear each person's perspective on what happened, how people have been affected, and to involve all voices in how to repair harm and make plans to move forward. Currently, the district and SCTA continue to negotiate how a school will determine whether they will become a "Restorative Justice School."

In order to serve the district's most vulnerable children and families, a culture and mindset of the district's vision of equity, social justice, and access must continue. Clarity is needed on how the district will ensure that their inclusive and diverse district community can meet student academic and social-emotional needs. To achieve this, SCUSD will need to utilize an MTSS approach by identifying common social emotional needs and challenges among all students and families, examine the resources that currently address these universal needs, and determine what must be heightened as a priority to address the most at-risk students. There is great promise in the departments that have been supporting and leading the work of SEL, PBIS, student health and support services, behaviorists, etc. For the district's MTSS work to be sustainable, scalable, and systemic, these supports must be integrated into the SPSA.

SWOT on Social-Emotional and Behavioral Health and Development

A. Strengths:
    - Social-emotional and behavioral (SEB) well-being of the whole child is identified as a critical component in the work of equity, access, and social justice.
    - SEL materials and resources have been developed for teachers and leaders.
    - The student support and health services department provides an explicit data-based annual report and has extensive resources and support available for students and families.
    - The district has been engaged in the work of SEL and PBIS for several years and has been recognized for this work.

- Beginning implementation of restorative justice practices is in place and aligned with the district theory of action for increasing student success.

B. Weaknesses:
    - While SEL may be valued, clarity on the expectations for implementation at the district level and in schools is lacking. It seems the work of SEL is limited to those school sites and teachers willing to work in this area.
    - The uneven implementation of SEL across the district contributes to the equity and opportunity gap in how behavioral supports are provided.
    - The current provision of SEL, behavior, and mental health support has resulted in a decrease in suspensions (2018-19) for some student groups but African American students are still suspended at the highest rate in the district.
    - The siloed nature and lack of an integrated approach of the offices providing social-emotional, behavior, and mental health support to students limits how students are provided coherent services and strategies to acquire techniques for processing and managing emotions as well as essential social skills.

C. Threats:
    - Individual schools decide how they will integrate academic and social-emotional learning, limiting system-wide support and districtwide implementation.
    - Coherence related to the limited professional learning opportunities prevent the ability to build capacity and integrate SEL strategies into instruction, and results in uneven implementation and accountability.
    - There is a lack of an integrated approach grounded in MTSS to support schools, families, and students, which limits the effectiveness and use of scarce resources to address social-emotional and well-being needs.

D. Opportunities:
    - The development of the Academic Integration Framework and other resources provides the opportunity to implement SEL strategies districtwide within the MTSS framework.
    - There is an opportunity to expand student support and health services to include the SEL department so that more integrated and coordinated support is available for schools.
    - Since the social-emotional well-being of students is a local performance indicator included on the CA Dashboard, the district has the opportunity to leverage the use of resources in every school.
    - Early recognition and intervention of mental health challenges at some schools provides an opportunity to positively impact student attendance, behavior, and academics and could be expanded to other schools in the district.
    - The reorganization and integration of current departments/units (e.g., academic, SEL, PBIS, mental health, special education) provides the district the opportunity to better align, coordinate resources, and deliver needed services and support to schools, students, and families.

Actions: Social-Emotional and Behavioral Health and Development

4A. Use the CA Dashboard expectations for SEL local performance measures to increase SEL implementation aligned with the Academic Integration Framework.

4B. Provide the central office team with ongoing professional learning to better understand the Academic Integration Framework, develop strategies for use by school teams, and establish implementation benchmarks and accountability timelines for implementation.

4C. Integrate current departments/units (e.g. SEL SHHS, Curriculum and Instruction) into ones that better align services and support to schools to better integrate strategies and sustain social-emotional well-being and mental health of students and staff.

4D. Ensure that there is a continuum of social-emotional, behavioral and mental health supports/resources in SCUSD and the process for accessing it is clear so that all schools and families, including homeless and foster youth, know how to access them.

5. Assessment and Accountability

(CCEE. Instructional Component 5) The LEA has a systemic process to measure and analyze student data—academic, behavior, and social-emotional learning—that drives the accountability system for all stakeholders (classroom to boardroom and home) and informs a continuous improvement process. The LEA's system of assessment ensures that all students are provided with, know, and understand clear learning targets in all courses and at all grade levels with the goal that each student comprehends precisely what and how to attain mastery of key skills and concepts. The system includes targeted and on-going assessment of ELs to ensure they are moving toward advanced levels of English, reclassification, and closing the academic language gap.

Finding 5a. District LCAP development timeline limits input from the Parent Advisory Committee (PAC) and minimizes their role to provide feedback in timely and meaningful ways.

Finding 5b. The role of the LCAP PAC has the potential to synthesize and prioritize parent advisory committees and community feedback in a more coherent and consequential manner.

Finding 5c. The district has invested in developing the SPSA as a roadmap for continuous improvement and progress monitoring aligned with the LCAP. Yet, there is inconsistency across the district on the instructional vision, strategy, priorities, and outcome data to be used to assess progress, which is critical to strategically informing district decisions on resources and providing guidance and support to schools.

Finding 5d. Strained relationships and disagreement between the district leadership and SCTA on how best to create and implement formative assessments, as evidenced by the grievance and arbitration of the MOU titled, "Monitoring of Student Progress," influence the ability to collectively improve instruction, respond to student needs, and other educational practices of interest.

Finding 5e. Given the size of the district, the number of students identified as experiencing

homelessness appears under reported (less than 1% of the student population).

Discussion
The district strategic plan (2016-2021) outlines goals aligned to the Local Control and Accountability Plan (LCAP) and proposed actions and services. The development and implementation of the Learning Continuity and Attendance Plan (LCA Plan) was developed with an understanding that significant improvement in instructional coherence and consistency was needed prior to COVID-19, and distance learning intensified additional challenges. The implementation of the LCA Plan is the current accountability mechanism for improving teaching and learning and outlines ten consistent districtwide components for parents, families, students, and community members to expect. While these components are clearly elaborated in the plan, districtwide implementation varies across schools, leading to continued inconsistency and fragmented instruction and accountability for students (see the LCA plan for complete detail).

The LCAP PAC provides input on the development of the LCAP and helps the district team set goals, plan actions, and leverage resources to meet those goals to improve student outcomes. Feedback from the LCAP PAC provided a range of suggestions about what is working for them and what challenges prevent them from representing the community points of view. Much of the meeting time is spent receiving information from the district team with limited feedback, primarily driven by the established timeline for giving input. It is unclear how feedback given by the PAC to the district is evaluated and folded into the development of the LCAP or rejected for reasons that are shared. It was reported that repeated questions from the PAC to review qualitative and quantitative data to determine the impact of LCAP actions and services have not necessarily been addressed. The LCAP PAC understands the district's need to share relevant information with them, but ongoing measures to monitor implementation benchmarks and impact on student outcomes have not been readily available. As a result of the recent concerns raised by the LCAP PAC the district has proposed the creation of a permanent data-sharing repository. PAC members are currently working with the district to identify data points that are most compelling to unpack for the LCAP.

Research (Black & Wiliam, 1998) and guidance from the California Department of Education support the value of formative assessment practices to increase student learning and district assessment goals reflect this understanding. The timeliness of results enables teachers to adjust instruction quickly while learning is in progress, clearly benefiting students. Consequently, students can use the feedback and results to adjust and improve their own learning. Teachers and students making use of assessment results to improve real-time teaching and learning increases students' role in their own learning. Teaching students to monitor and regulate their learning increases their rate of learning.

Some SCUSD school sites do identify and use local formative and summative assessments to measure student outcomes and progress toward achieving their stated goals, but this is not consistent across the district to support student success. Additionally, an MOU titled, "Monitoring of Student Progress" was developed in 2016, prior to the current leadership, but attempts to agree on procedures and implementation of the MOU contract agreement have proved unsuccessful, and the district and SCTA are currently in arbitration over the implementation of formative assessments within the district. Consequently, ongoing,

aligned, districtwide assessment processes are not consistently in place across all schools that measure how, what, and how well a student is learning. Efforts to improve student achievement will continue to require an interest in "all" parties, including district leaders, unions/associations, and school boards, working together. Decades of research support this claim, and the results show gains in student achievement, improved school climate, increases in teacher retention, and both principals and association representatives being seen as stronger resources by educators in their school.

As part of SCUSD's *Return Together* distance learning plan, an extensive matrix of assessments and respective calendars has been developed. Video tutorials and resources for foundational skill interim common assessments have been developed to support implementation. The district common assessment system meets the requirement of SB 98 that calls for "assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure." A recent artifact (e.g., heat map, December 1 Board Communication) shows that more than 50% of students are taking the 'unfinished learning' interim assessments. Although Illuminate data on these assessments is available, the limited response rate makes it difficult to make any significant determination. The distance learning plan was also an area that the district and SCTA did not attain an agreement on, which included assessment expectations.

Pre-COVID there was a lack of targeted and on-going assessment of English learners to analyze and monitor progress toward advanced levels of English, reclassification, and closing academic language gaps. The lack of real-time, consistently collected, and readily accessible data has been an impediment to progress monitoring of the redesignation rate of ELs and the declassification rate and movement of service delivery (e.g., LRE) for students with disabilities. During the COVID pandemic, the district's ability to administer instructional assessments for ELs and students with disabilities including eligibility for special education has yet to be resolved with SCTA, which raises concerns about federal and state requirements being met.

A November 2018 Federal Program Monitor identified three findings for the district: (1) work to better analyze and understand student achievement data and identify student academic needs by all student groups; (2) provide support to all staff in order to identify and implement effective instructional strategies to improve academic programs and the close achievement gap for all students; and, (3) develop learning communities that encourage the linkage of site action planning to budget decision-making. As a result of these findings, the district moved toward a districtwide improvement strategy using the SPSA as a key accountability tool. SPSA goals are aligned with the LCAP.

The district team, in partnership with Sacramento County Office of Education staff providing differentiated assistance, developed a SPSA monitoring plan, and conducted professional learning around the cycle of continuous improvement and the SPSA development process.

The district created a midyear SPSA review process that provides a framework for schools to implement and monitor high-leverage activities and strategies. It is designed to include a series of prompts to assist principals in describing their progress toward meeting their goal and performance to date, implementation strategies, progress of specific student

groups, and needed revisions to goals, strategies, or outcomes. The first midyear review occurred in February 2020 so the impact of the strategy was disrupted by the COVID-19 pandemic and the implementation of distance learning. The second mid-year SPSA review is in process. The UC Merced dashboard provides data reflecting the Performance and Targeted Action index, Early Identification and Intervention Warning System (e.g., attendance, behavior, course performance), and college-going tools for use by school teams.

The use of the SPSA as an accountability tool does have the potential to identify key problems of practice at school sites, identify root causes, and move to cycles of inquiry for testing actions and strategies. More evidence is needed on what local data is analyzed and how frequently in order to monitor how the changes and strategies identified within the SPSA, and aligned to the district's instructional vision and priorities, are moving the needle toward improved outcomes for students. In its current design, the SPSA is perceived as a compliance document with specific timelines and technical activities. The intentional pivot to improvement science presents itself as an adaptive approach to implementing change management. It is not yet clear how these two streams of work are integrated in a way that builds the will, skill, and capacity of school leaders to enact change management using the goals and identified benchmarks of the SPSAs. It is unclear how Title I and Supplemental and Concentration funds are aligned to these high leverage activities.

SCUSD is partnering with the CSU Sacramento Teacher Education team to assess the work in progress on SPSA development as a districtwide continuous improvement strategy. A report from the CSUS team will be submitted to the district in December 2020. Emerging themes that were shared with the CCEE SIR team align with findings identified in the SIR. In general, there is more uniformity in the SPSAs—increased attention to data and precision in goal statements. The following are additional themes based on our understanding:

- There is limited evidence that the goal statements build from the districtwide theory of action.
- The superintendent and district team are trying to support major organizational cultural shifts with a central office staff who are experienced educators with many years of "compliance mandates."
- Rote learning is occurring with school leaders, but deep learning is not yet evident.
- Many district processes must be greatly strengthened to fully support principals in making a transition from completing the SPSAs to comply with mandates to developing the SPSAs according to the district's new schema.
- Differentiated assistance from the Sacramento County Office of Education is in place for SPSA and a partnership with CORE on continuous improvement support.

As a result of the lack of accountability and progress by students with disabilities, homeless and foster youth, the district is in differentiated status. Interviews and stakeholder input revealed a lack of a comprehensive system of expectation, support, and accountability in which all staff members see supporting all students, namely students with disabilities, foster and homeless youth, as their primary role. According to the 2018-19 CA Dashboard, 14% of students with disabilities met or exceeded ELA standards and 10.9% met

or exceeded math standards. In the same year, students with disabilities performed in the orange band for attendance and the red band for graduation rate.

At the time of this report, the SCUSD (approximately 47,000 students, 75% Free and Reduced Price Lunch (FRPL) has approximately 340 homeless students (0.7% of district population) and 221 foster youth (0.5% of district population). For comparison and pre-COVID-19, in 2018-19 the district had 217 homeless and 249 foster youth. A district comparison shows that the Twin Rivers Unified School District (approximately 31,000 students, 85% FRPL) currently has approximately 2,196 homeless youth (7% of district population) and 161 (0.5%) foster youth. In 2018-19, the district had 2,320 homeless and 161 foster youth. A second comparison shows that San Juan Unified School District (approximately 50,000 students, 50% FRPL) has 2,085 (4%) homeless students and 243 (0.5%) foster youth. In 2018-19, these numbers were 2,249 and 243 for homeless and foster youth, respectively. All three districts show an increase in both homeless and foster youth since the pandemic began.

Given the size and needs of the SCUSD school community and comparisons to other districts, it would appear that homeless students are underidentified. Government funds are available to school districts to support homeless students. It is unclear the steps the district has taken to ensure appropriate identification of students experiencing homelessness and to take advantage of these funds to develop a system to identify and systematically support homeless youth across the district.

Various assessments are used to monitor social-emotional skills and behavioral health of foster youth and homeless students. However, assessments for academics have been limited to CAASPP data or any other site-based assessments provided for these students. It is unclear how local data at the school sites are utilized to progress monitor students outside of CAASPP. Students residing in foster care have access to tutoring through vendors, where additional assessments are provided; however, this is student specific. Districtwide measures that monitor, support, and promote resilience in foster and homeless youth and assess students' soft skills such as motivation, social adaptability, and interpretive abilities are not yet evident. Assessment data used to monitor the rate of growth for foster and homeless youth to ensure students are receiving differentiated and well-rounded support for academics, social-emotional, and behavioral health is also lacking.

Currently, the district homeless department has one coordinator who ensures the district is in compliance with the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth, one social worker to provide follow up on students identified as homeless and triage support by need, and two per diem administrative support staff. Foster youth services are supported by one coordinator, five FTE (e.g., program associates, instructional aides), and one administrative position.

The homeless coordinator notifies schools of homeless students in attendance. The schools are then to use the Student Support Data Handbook to ensure homeless students' success. However, in this model, it was reported that most often the needs of homeless students' support is identified when they surface as chronically absent, referred to the Student Attendance Review Board (SARB), in crisis, or referred to the Student Support

Team (SST), 504 or for eligibility for special education due to concerns about academic, behavior, and/or social emotional well-being, or self identity. (Note: Some families may choose not to self identify as homeless.) A proactive process to identify students as homeless and/or assess eligibility for services available through Mckinny-Vento is not yet clearly established despite the need.

Funding for foster youth services flows from the county and is focused on independent living skill training for high school aged foster youth even though it is reported that most identified foster youth are at the elementary level. A partnership with the department of child welfare provides the district with data about foster youth enrolled in SCUSD. Recent collaboration efforts with the director of guidance and counseling has provided school counselors with targeted information/resources on graduation requirements for students residing in the foster care system, experiencing homelessness, or involved in the juvenile justice system. As a result, at the secondary level, the district has been able to identify and prioritize students for credit recovery to ensure they have every opportunity to graduate. The increase in graduation rates for foster youth is attributed to this targeted and intentional collaboration. (At the time of this report, foster and homeless graduation data are embargoed.)

The Student Attendance and Engagement Office has a partnership with the Sacramento County Department of Human Assistance Family Stabilization unit, so when families are discovered as being homeless, usually at the SARB, eligibility is assessed and they are connected with six months of intensive case management, through the county, to support with housing and "at risk youth services."

SWOT on Assessment and Accountability

A. Strengths:
    - The district has invested a significant amount of time into developing the SPSA as a roadmap for continuous improvement and progress monitoring aligned with the LCAP.
    - This year (February 2020) the district has begun utilizing a mid-year review tool for the SPSA.
    - Teacher Resource Guides have been developed for each grade level assessed.
    - Several dashboards have been developed (e.g., EIIS, PTAI) to provide performance metrics.
    - The EIIS is heavily used by student support and health services and the activities under the Be Here grant.
    - The increasing graduation rate is a milestone for accountability.
    - Established data-sharing partnerships exist between the district's guidance and counseling office and local post-secondary institutions that allow monitoring of eligible students to enroll.

B. Weaknesses:
    - Real-time data are not readily available for teachers, leaders, and central office personnel and administrators.

- In stakeholder interviews, the LCAP PAC voiced they had repeated unfulfilled requests for impact data and the expenditures allocated in the LCAP. Work has begun and is underway to address these issues.
- LCAP PAC consistently shared frustration over the lack of data to inform plan development, impact of funds expended year-to-year and the return on investment of funds spent.
- When compared to districts with similar size (e.g., Twin Rivers USD and San Juan USD) and FRPL, SCUSD's homeless populations appear to be underidentified.

C. Threats:
    - In order to monitor district goals for teaching and learning, make decisions on instruction supports and resources and measure impact of changes, there needs to be more readily available, user-friendly, and consistent collection and use of assessment data.
    - There are a number of initiatives and work streams in the district and limited data to evidence impact on improving teaching and learning.
    - The lack of readily available data for stakeholder groups (DELAC, LCAP, CAC etc.), such as progress on LCAP goals, use of supplemental and concentration funds, progress monitoring of reclassification of English learners, has created tension, frustration, and lack of trust in the district's commitment to improving outcomes for all students.
    - There is a need to identify key strategies and expectations for teaching and learning so these practices can be coherently built into SPSAs.
    - The use and purpose of implementation science without deeper understanding and direct connection to instructional practice limits the capacity of both central office and school leaders to address problems of practice and results of root cause analysis.

D. Opportunities:
    - Develop a commitment, expectation, and practice of using data to drive teaching, learning, and support at the central office and school sites.
    - Considering site-based decision-making, strengthen the capacity of site administrators to work with teachers to implement local formative assessments that reflect the work at the school level.
    - The district's work with CORE and SCOE's differentiated assistance process around the continuous improvement cycle provides the opportunity to make better connections and utility of the SPSA as a lever for change.
    - There is an opportunity to provide stakeholder groups with requested data to develop LCAP in more timely ways, including impact data.
    - Implementing systems to better monitor district progress on increased coherence of curricula, instruction, and professional learning provides opportunities to focus attention when district benchmarks and goals are not met.
    - There is an opportunity for the district to create a coordinated and systemic system of support whereby schools have a consistent approach for identifying and implementing proactive strategies for foster, homeless, and chronically absent students.

- The MOU agreement between the district and SCTA communicates the importance of the use of formative assessments, and although the two parties have not been able to agree on the implementation of the MOU and are currently in arbitration over the districts decision to launch a districtwide formative assessment plan last fall (2019), there is opportunity once a decision is delivered to move forward in further attempts to implement formative assessments across the district to improve student learning.
- The Early Identification and Intervention system (EIIS) has potential value in informing school leaders on early warning indices, such academic, behavior, and attendance, for increased accountability.

Actions: Assessment and Accountability

5A. Establish a suite of custom accountability reports available to all school and district staff that align with district goals and benchmarks for teaching and learning.

5B. Clarify the progress monitoring and accountability expectations for school teams and the purpose, role, and function of the multiple dashboards and platforms are in producing aligned data.

5C. Research the LCAP development timelines of other districts and consider how SCUSD timelines should be revised for increased input and feedback from LCAP PAC.

5D. Organize a series of meetings with CCEE, CORE, and SCOE to ensure coherence, collaboration, and integration of support and technical assistance.

5E. Engage principals in cycles of inquiry and implementation science separate from SPSA completion to develop skill, understanding, confidence, and trust.

5F. Examine the current documented procedures and support structures across homeless and foster youth divisions to ensure there is a consistent and multi-tiered system of support designed, implemented, communicated and monitored at the district level and across sites that provides intensified instruction, services, and support for these students.

5G. Create a systemic approach for identifying and supporting homeless youth. Ensure that a systemic and proactive system that provides academic, behavioral, and social-emotional health is established at all schools sites and monitored at the central office.

5H. Based on the findings and eventual ruling of the arbitration over the implementation of the MOU titled, "Monitoring of Student Progress", the district and SCTA will need to continue efforts to develop agreements on the use of formative assessments to improve student achievement.

6. Student and Family Engagement

(CCEE Instructional Component 6) The LEA practices two-way communication that reflects the cultural and linguistic needs of families in the community and provides resources and activities that give students agency, promotes student leadership, and provides a space for active family and community engagement. The

district has both systems and supports in place to successfully engage families and students in an adaptive learning environment (e.g., distance learning, blended learning, flipped classroom), internet connectivity, devices, orientation, and guidance on hybrid learning environments. Clear two-way communication is used with families and cultivates a clear understanding of steps and progress required for students to show mastery of skills, concepts, and grade-level and graduation requirements.

Finding 6a. While there are many parent and community stakeholder groups, there are few structures for integrating feedback from them to coordinate with district priorities, support, and communication.

Finding 6b. While there is required group feedback from stakeholder groups (LCAP PAC, LAC plan, Local plan, DELAC), there is a lack of coordinated collaboration across central office personnel to address and incorporate community feedback into strategies and action.

Finding 6c. Language barriers, translation and interpretation services and materials, and timely communication are challenges at both the school and district levels even though new processes to ensure translations for district community meetings are now in place.

Discussion

The diversity of the district's families and students provides a richness to the community. It also contributes to the challenge of engaging all students and families, in particular those whose language may be other than English. Parents, including those in committees, cited challenges with the language barriers and asked for more opportunities to be involved, more timely communication about events, varying or multiple meeting times during the evening, and engagement opportunities from principals. Specifically, parents expressed interest in wanting information on how to become involved at the high schools.

Engaging both student and family voice is an important aspect to delivering robust customer service that facilitates engagement and student success.

Families indicated there is a need for a clearer understanding of the process and steps for special education, including more specific information about what parents need to know to seek out special education services for their child. A few families spoke of the "top down" approach they perceive is present at the district level. They believe the superintendent is making decisions and not taking into account parent feedback. Families also feel that they receive mixed messages and communication. Families spoke about the perceived conflict in districtwide decision-making between an expressed focus on equity and the sense that there is the same approach for all schools, instead of differentiation to meet the needs.

Families expressed clear opinions that the current coronavirus situation is an opportunity to do things differently and disrupt the status quo and better serve all students. It was shared that one size does not fit all; training, instruction, and communication all need to meet the individual and group needs of students, families, and staff. Distance learning during spring 2020 was not effective. However, lessons learned informed the *Return Together* distance learning plan. Critical aspects of distance learning now include live instruction, access to recorded lessons, access to teachers and staff, and communication of clearer expectations on a regular basis. The district proposes more live instruction in blocks throughout the school day so that students can interact and learn from their teachers, and receive support and help with assignments. SCTA proposes students will spend more time learning on their

own, without their teachers and with less direct support, so teacher implementation of distance learning is inconsistent across the district.

There is targeted support for students and families to help with technology access and connectivity issues that impact their ability to engage in distance learning. However, parents, guardians, and caregivers need much more support to effectively partner in the education of students at home. This includes more opportunities to understand guidance on what they should expect from distance learning, opportunities to engage in two-way dialogue regarding district planning, and their own student's learning, training, resources, and support in using technology to learn at home. The learning loss for students in sequential courses, like world languages and math, is a concern of some parents interviewed even though the district has developed a comprehensive communications plan and parent resources to assist parents.

Students shared the challenges some teachers are having with teaching in the virtual space. They mentioned that some educators are leveraging technology well, while others are noticeably not utilizing it effectively and that this variance impacts their learning experiences. Students reported that some teachers are able to navigate the digital learning tools and use them to encourage interaction with students. It was shared that it is helpful when teachers use the Zoom chat box and allow students to respond there. Students mentioned that they feel most comfortable participating in their classes when teachers make them feel comfortable, give them choices, are strict but fun and provide extra support when a student is struggling.

Students and parents identified the need for more specific training so teachers are able to use the platforms (e.g., Google Classroom) and create more engaging virtual learning opportunities. Based on student interviews, it seems that practices in the virtual classroom have been inconsistent and are perceived by students to generally be in need of some improvement in order to more effectively engage students.

There is a perceived lack of support from the district staff regarding English learners (e.g., currently no full-time director for the Multilingual department). Parents felt that the district needs to do a better job of reclassifying students and providing more programs for EL students. Parents have questions and doubts about the district's spending on supports for EL students. They would like to see more budget transparency and accountability.

Student voice around engagement is based on input received from two listening sessions held in July with the Student Advisory Council (SAC) facilitated by the district for the purpose of informing the development of the Learning Continuity Plan. Other feedback was independently gathered by the student board members and SAC members. It was shared that more counseling services are needed in all schools in the areas of mental health, academics, and college planning. Students emphasized the fact that this need predates the pandemic and is even more urgent now.

Students expressed the need for more opportunities to share their voice including authentic questioning, constructive feedback, and open dialogue. Students shared that they need specific ways to regularly and safely provide feedback to staff. Consistency in instruction was noted as critically important. This includes online platforms, access to support, and clear expectations. Students want and need flexibility during distance

learning. Receiving assignments and due dates in advance for self-pacing and having access to recorded lessons provide key supports to students who need more flexibility.

SWOT on Student and Family Engagement

A. Strengths:

Students:

- There is a student representative who sits on the SCUSD school board.
- There is an established Student Advisory Council, and they periodically publish a newsletter that highlights activities of interest, celebrates teacher(s) of the month, and identifies resources for students.
- Despite COVID, clubs and afterschool classes/opportunities are continuing, providing students extracurricular and social opportunities. Examples cited include a program called "ASSETS," and college and career help.
- Under the current district leadership/superintendent there is reportedly more active parent engagement (e.g., volunteering to sit on committees).

Families:

- The work of the Family and Community Engagement department that started under the previous administration has continued with an intentional focus under the current superintendent.
- There is a Monthly Parent Exchange (pre-COVID) that includes a lunch and presentation from partners or district personnel, which in turn keeps this parent group in communication with district work.
- As a result of distance learning, parents reported being more privy to and involved in the day-to-day education of their child before parent-teacher conferences. Parents are able to "pop in" on class and see what is working for their child and what is not, and they can provide the necessary support, if they are able to.

B. Weaknesses:

Students:

- During student focus groups, students shared their experience with school counselors. Some students felt that their school counselors never seemed to be available. Others shared their perspective saying that their counselor has never asked them about their needs, and they felt they only helped them because they have to. Another student shared that their counselor has been unable to help them with their questions about going to college.
- Students share that teachers' practices in the virtual classroom have been inconsistent and are perceived by students to generally be in need of some improvement in order to more effectively engage students.

Families:

- Parents reported wide ranges of experiences across different campuses within the district, highlighting positive experiences at one campus and negative experiences at others and not feeling welcomed.

- There is a lack of adequate user-friendly interpretation available for parent meetings and translation of communication materials for the home language. Not all activities are provided in a parent-friendly language and during a time of day where they can engage.
- The current enrollment center is not as user-friendly as it might be and is an impediment to families and others from getting needed information, both before and during the COVID pandemic.
- Many families are challenged under the current distant learning environment (e.g., Chromebook cameras and/or microphones do not work), finding it difficult to help students with their school work.

C. Threats:

Students:

- Student voice reflected an inconsistently caring school environment in which students do not always feel safe or cared for and self agency is only sometimes valued. Some high-achieving students indicate their relationships with staff have to do with their high levels of achievement and therefore their lower achieving peers do not have the same access and relationships.
- There is a perception that ongoing disputes between the teacher's union and school district creates tension and distractions that undermines initiatives (e.g., it is unclear who has the final say on some matters).

Families:

- Several parents expressed that the bylaws for ELAC should be re-evaluated, since they see them as hindering them more than helping them.
- Several parents mentioned, currently and pre-pandemic, that district and school engagement efforts are what they considered to be low.
- Parents expressed that the district was not ensuring that every school site comply with the state requirements (if they have 21 or more English learners, they must form an ELAC).

D. Opportunities:

Students:

- There is opportunity to regularly convene and gather input from a districtwide student forum that authentically engages students to identify areas for improvement and to help implement best practices in engaging and supporting students and families.
- Students perceive orientation meetings as being helpful for their parents/guardians and wish there were more opportunities for their parents to be engaged in that way.
- Some students are enjoying Google Classroom and other apps and that they would like to see them continue to be used when in-person instruction resumes.
- Several students suggested hiring teachers that are bilingual when possible and specifically teachers that speak languages other than English and Spanish.

- Students reported that some teachers are able to navigate the digital learning tools and use them to encourage interaction with students.

Families:

- The number of parent and stakeholder groups (e.g., CAC, AAAB, DELAC) that currently exist in the district provides the opportunity to develop a coordinated written multi-year plan for engaging parents and other stakeholders in learning that is aligned to the district's strategies for improving academic, behavioral, and social-emotional learning.
- Parents suggested the creation of a parent/community lead program that assists students with literacy and provides assistance to families that do not speak English to help them support their child's literacy development.
- The ability to attend meetings virtually helps some parents, providing the opportunity to network, assist each other, and share ideas.
- Community forums would help families be open about their needs. Parents also suggest an English learner focused town hall meeting to talk about reclassification.

Actions: Student and Family Engagement

6A. Reexamine the hiring practices to ensure there is a representative group of teachers who are multilingual. The current contract timeline for in-district transfer is a barrier to timely hiring of high-demand personnel.

6B. Continue searching for and hiring a highly qualified Director of Multilingual; consider conducting a national search for this position.

6C. Continue to develop a clear communication and meeting plan for parents that includes processes and procedures to ensure that translation and interpreter services are provided in parent languages and in a user-friendly, timely manner.

6D. Continue to implement student engagement strategies to increase student voice, choice, and agency at schools and across the district.

6E. Re-evaluate and enhance practices for communicating and sharing EL reclassification information (the process and the data for reclassification rates).

7. School-based Instructional Leadership Teams (ILTs)

(CCEE Instructional Component 7) Instructional Leadership Teams (ILTs) exist in every school in the LEA and are representative across grades and disciplines with members that make culturally responsive data-driven decisions to design instruction for all students and their needs. ILTs facilitate site-based professional learning and support the implementation of district and site programs and efforts. The LEA has written expectations for ILTs roles, responsibilities, and team membership and provides professional development on the purpose, process, facilitation, and outcomes for leadership teams.

Finding 7a. While current school structures (e.g., Liaison Committee, Site-based decision-making team (SBDMT), school site council SSCs) provide some opportunities for site-based leadership, the establishment of Instructional Leadership Teams would benefit schools by providing a more structured model for data-based problem-solving and targeted action planning to improve and support teaching and learning.

Finding 7b. It is unclear how the current team structures at schools (e.g., Liaison Committee and SBDMT, SSCl) align with and progress monitor the implementation of a district instructional vision, LCAP, and SPSA identified goals and activities.

Finding 7c. The roles of site Liaison committees, SBDMTs and SSCs in determining how teaching and learning goals are being met by examining school-wide, grade level, and content area data to monitor students progress has not yet demonstrated improvement in student outcomes.

Discussion

Research shows school-based instructional leadership teams (ILTs) are a critical vehicle to monitoring the health and wellness of a school across academics, behavior, and social-emotional well-being (Day, LeMoyne, & Moody, 2020). The purpose of ILTs is to monitor and problem solve actions that lead to improved outcomes across academics, behavior, and social-emotional well-being. Each ILT is composed of school site stakeholders (e.g., counselors, grade level/content teachers, school psychologists, special education teachers, program specialists, social workers, nurses, EL personnel as well as classified staff, principal, assistant principal, etc.) The establishment of ILTs provides a dedicated structure for making data-driven decisions and problem-solving.

While ILTs may exist at some schools in the SCUSD, it is not clear how widespread this practice is across the district. The SCTA contract Articles 16 and Article 24 outline site-based committees in SCUSD. The Article 16 liaison committee is established as a vehicle to increase two-way communication between teachers and school administrators and focuses on operational and logistical needs at the school site.

Site-based decision-making teams (SBDMT) are established at some school sites. According to Article 24 - "...the measure of success for site-based decision-making will be whether there is continuous improvement in student learning and in the working environment." According to Article 24 the purpose of SBDMT is to participate in a collaborative decision-making, problem-solving process that seeks to improve the education of students and the quality of the workplace.

Although there is an opportunity to leverage this team, the impact of the SBDMT has not yet demonstrated to be an effective structure to improve student outcomes across the district. Interviews indicate that the SBDMTs do not necessarily focus on continuous improvement of student learning or on how data-driven adjustments are made to improve student outcomes.

California Education Code 52852 requires that a school site council (SSC) shall be established at each school that participates in Title I or LCFF supplemental/concentration grant funding. SSCs meet regularly to advise on the annual revision of the SPSA, approve revisions to the site categorical budget and SPSA, monitor the implementation of the site categorical budget and activities in the SPSA, and annually evaluate the activities in the approved SPSA.

While the district has established committees (SBDMT, SSCs) whose purpose is to monitor and support student success, their impact on improving student outcomes is not yet evident. This may be due to the broader roles of these existing committees, which inhibit

their opportunity to provide the needed focus on teaching and learning necessary to attain improved student outcomes.

The establishment of targeted and intentional school-based ILTs with a primary focus on teaching and learning and data-driven decisions to inform instruction for all students will complement and support the work of the other committees and significantly increase opportunities to improve student outcomes. ILTs meet regularly to converse and review data on student progress and the health and wellness of the school. ILTs monitor and adjust actions that lead to improved student outcomes across multiple measures (e.g., academics, behavior, social-emotional well being).

SWOT on School-based Instructional Leadership Teams (ILTs)

A. Strengths:
    - School-based stakeholder groups revealed strong camaraderie and support among school staff.
    - The emerging work around MTSS will provide a consistent framework within which the work of school-based instructional leadership teams can support improved student outcomes .

B. Weaknesses:
    - It is unclear how schools ensure that the SPSA is understood by school staff, implemented, and monitored for the betterment of teaching and learning.
    - The work of the currently established school committees (e.g., Liaison Committee, SBDMT, SSC) has not resulted in improved student outcomes.

C. Threats:
    - The lack of coherence between site committees (e.g., SBDMT, SSCs) contributes to the possibility that the focus (dedicated time/exclusive focus) on teaching and learning necessary to improve student outcomes is not occurring.

D. Opportunities:
    - The development of ILTs at school sites will provide an opportunity for teachers and administrators to collaborate and focus exclusively on teaching and learning practices and professional learning opportunities to improve student outcomes that are based on the unique needs of the site.
    - The work of the ILTs will further support the work of the current Article 24 committees and SSCs and provides an opportunity to align interests and to work together to identify school-based actions needed to accelerate the improvement of students outcomes.
    - The establishment of ILTs to intentionally target tiered supports for instruction and social-emotional well-being based on local/school-based data provides the opportunity to support the goal of school SPSAs.

Actions: School-Based Instructional Leadership Teams

7A. Establish ILTs at every school site and develop written expectations for ILTs' roles, responsibilities, and team membership. Work toward coherence and clarity around

the coordination, communication, and cross function of school site committees and ILTs.

7B. Once ILTs are established, provide on-going site-based professional development and coaching on instruction, assessment, and data-driven decision-making.

7C. Ensure that school leader professional learning aligns with the work of ILTs and builds school capacity for sustaining data-based decision-making.

7D. Clarify the instructional vision, strategy, priorities, and desired outcomes. Engage the school-based committees to build a common language, common understanding of the instructional vision and their critical role in supporting the attainment of the vision.

8. Administrative Coaching and Leadership

(CCEE Instructional Component 8) Infrastructures across the LEA support, promote, and enhance a collaborative culture for district and site administrator effectiveness in management and instructional leadership. Data (academic, social-emotional, and behavioral) are consistently used to monitor instruction and inform stakeholders' engagement. Consistent leadership coaching and mentoring provides principals the opportunity to reflect on, monitor, adjust, and increase effectiveness of their roles in strengthening instructional practices to meet the needs of diverse learners.

Finding 8a. The assignment of IASs to schools is a sound organizational support structure for schools. Additional clarity is needed in IASs' roles and responsibilities for supporting principals to become instructional leaders.

Finding 8b. Administrative coaching is an essential strategy to improve teaching and learning. There is a need to assess and improve the district strategy for developing instructional leadership at the district and school levels.

Finding 8c. Given the changed role of IASs, from area superintendents to instructional superintendents, and their participation with CORE, there is still a need to provide professional learning that builds their capacity and expertise to provide coaching, guidance, and mentoring for school administrators to strengthen teaching and learning.

Finding 8d. Inconsistent use of school-based data by district and site leaders to assess the rate of growth for academic, behavioral, and social-emotional learning in the district leads to uneven differentiated levels of support to schools.

Finding 8e. The lack of focus on students with disabilities and foster and homeless youth by IASs has resulted in abysmal student outcomes, disproportionate suspension, chronic absenteeism, and high failure rates.

Finding 8f. It is unclear how the district theory of action guides and informs the development and use of key instructional strategies across the district and coaching strategies to support principals. It is unclear how school teams implement the strategies and monitor results using cycles of data analysis to guide instructional decisions.

Discussion

The current structure for administrative coaching and leadership within SCUSD relies on the roles of the Instructional Assistant Superintendents (IAS) assigned to work with specific

schools and principals. Issues related to coherence and collaboration within this organizational structure were repeatedly identified during interviews as areas for improvement. While the current structure has potential, there is a lack of clarity about the way the IASs have agency to collaboratively problem solve or to meet with other district staff whose responsibilities may be helping or hindering school progress, even with the experience of the CORE professional development. While lines of authority are quite intentional, varied messages from central office departments create confusion, which then transfers to the school level.

Additionally, there is acknowledgement from district leadership that there are "pockets of excellence, deserts of despair" across schools in the district, which leads to a range of issues related to collaboration, implementation priorities, and accountability expectations. District staff did not articulate consistently how expectations for school site administrators are formally determined and communicated. How district staff support and help develop effective instruction and managerial leadership based on student needs and school priorities was not clear.

Principals identified the lack of cohesiveness across district departments and teams as leading to mixed messages and inconsistency of needed actions. IASs both evaluate and coach principals which causes some tension in expectations and requests for assistance by principals. Peer-to-peer coaching and advice from other principals was noted as the most effective strategy principals use to get support and information to do their jobs. Principals spend an extensive amount of time problem-solving and following up with individual departments at the district, for example, human resources and budget, instead of spending time in classrooms observing instruction and providing feedback to teachers.

SWOT on Administrative Coaching and Leadership

<u>District Leadership</u>

A. Strengths:
    - Central office personnel are aware that "the way of doing business" needs to change as it is not resulting in improved outcomes for students and the morale of the adults in the system.

B. Weaknesses:
    - There is general consensus that the district lacks coherence around the implementation of the district's vision and priorities.
    - Communication is a significant challenge within and between central office departments as well as between central offices and schools.
    - The current district organizational structure does not lend itself to accountable service and support to schools.
    - Interviewees shared that the roadmap for district and site administrative coaching that supports the district's theory of action, efforts around SPSA, and use of data sources is not yet evident.
    - There is a lack of leadership and accountability to ensure students with disabilities and foster and homeless youth are provided services and support so they are not disproportionately suspended, chronically absent, and/or at risk for failure.

- The inconsistent and lack of data use by IASs contributes to inequitable educational opportunities for students with disabilities.

C. Threats:
    - Central office silos sometimes unknowingly work against each other.
    - The lack of central office coherence for implementing common goals results in disorganized communication and inconsistent messages and support to schools.
    - The development and capacity building of the IASs to facilitate the development of instructional leadership and accountability for improving student outcomes is not yet evident.
    - The current IAS structure does not facilitate the development of instructional leadership and accountability for improving student outcomes.
    - The lack of accountability for students with disabilities and foster and homeless youth from the IASs will continue to contribute to inequitable programs and services and exposure to district litigation.

D. Opportunities:
    - The shift of IAS responsibilities to instructional coaching has the potential to strengthen teaching and learning and provide better support to principals and school teams.
    - The current special education lawsuit/complaint provides an opportunity to create accountable systems and structures that reflect a commitment to students with disabilities.
    - There is an opportunity to develop a coaching model for IASs that builds their knowledge and skills around teaching and learning and in turn their support when working with principals.
    - There is an opportunity to develop the capacity of central office leaders by developing a coaching and leadership roadmap that includes explicit expectations, outcomes, and evidence to show the impact on improving student outcomes.

<u>Site Leadership</u>

A. Strengths:
    - There is a strong perception from interviewees that there are many effective school leaders and principals with expertise that could serve as a resource to the district.
    - There is a general sense of collegiality and support among and between teachers.
    - There is a general sense that principals try to understand and support special education and other high-need student groups.
    - Site administrators are open to instructional coaching and strengthening collaborative decision-making and problem-solving.

B. Weaknesses:
    - School-based personnel interviews consistently described a system in which there are too many initiatives that lead to a lack of focus. While initiatives may

be useful, they are not necessarily reflective of the direct needs of students, teachers, and leaders.
- Schools perceive a top-down expectation for accountability with a lack of expectations for central office staff.
- There is a disconnect with the current organizational structure whereby IASs do not support a coherent vision of teaching and learning.
- There is a widely held perception that positions of power and relationships take higher precedence than standardized services and equitable support across the district.
- It was reported there is a lack of known standard operating procedures for hiring, budgeting, procurement, permissions for attending conferences, and other areas of district operations.
- The lack of basic standard operating procedures results in inordinate delays in decisions and communication that impact school leaders.
- Since there are weak district processes for developing and implementing long- and short-range plans, involvement from key stakeholders and implementers does not happen as a norm for conducting district business.
- There is a lack of initial and ongoing support for new principals and teachers (e.g., access to data systems, email etc.), which means they are not prepared to immediately step into their roles.
- The lack of differentiated support for principals results in administrators seeking out their own mentoring and support from colleagues.

C. Threats:
- Site administrators are distracted by the constant need to follow up on central office requests (e.g., hiring, procurement, conference approvals) without understanding the link to district priorities and outcomes.
- The lack of coherence across IASs results in inconsistent and confusing communication and directives for principals.
- The lack of coordinated new administrator induction results in new personnel having to repeatedly ask for access to systems (e.g., data tracker, Frontline, email) and limits their effectiveness.
- The inconsistent presence and participation of administrators and other required school-based members at student IEPs places the district at risk for continued district litigation.

D. Opportunities:
- There is an opportunity for the district to intentionally target and communicate key high priority areas and operationalize them within a written plan and implementation timeline to improve teaching and learning.
- There is an opportunity to prioritize standard operating procedures that would facilitate transparent communication about expectations and procedures/processes across the central office and between the central office and sites.
- There is an opportunity to engage and collaborate with school leaders to provide consistent input into the design of professional learning and meeting structures that are aligned with school needs.

- The voice of site administrators can be utilized to identify systemic barriers between and within central office departments that, in turn, result in the delivery of coherent and consistent service and support to schools.
- Given the turnover and addition of new principals, there is an opportunity to implement a sustainable new principal support and induction system.
- There is a desire for more investment in developing site administrators' instructional leadership capacity.
- There is an opportunity to differentiate professional learning sessions to integrate site needs better and develop the instructional leadership capacity of principals to support teachers in delivering effective instruction.

Actions: Administrative Coaching and Leadership

<u>District Leadership:</u>

8A. Develop aligned, systemic processes, both qualitative and quantitative, that measure how, what, and how well district and school leaders are functioning in their current roles.

8B. Expect all IASs to demonstrate consistent use of qualitative and quantitative school-based data to assess the rate of growth for academic, behavioral, and social-emotional learning across student groups and differentiate levels of support.

8C. Continue to build the skill and capacity of IAS to systematically support the implementation of UDL practices and MTSS framework designed to accelerate improved student outcomes.

8D. Develop a consistent principal coaching model for use by IASs and implement a support calendar that expects and provides for observing instruction in both general and special education settings and providing strengths-based and actionable feedback to site leaders.

8E. Develop and implement user-friendly tools, expectations, timelines, and strategies to support site administrators' consistent use of quantitative and qualitative data to assess rates of growth for academic, behavioral, and social-emotional learning for all students.

8F. Continue to work toward cultivating a growth mindset across district leadership that manifests a trusting and safe environment in which personnel feels comfortable taking risks, sharing innovative practices, and actively contributing to results-based decision-making (e.g., within SPSA process).

<u>Site Leadership</u>

8A2. Provide site administrators with professional learning and coaching opportunities to enhance their knowledge and skills to fulfill their roles and responsibilities as instructional leaders.

8B2. Deliver consistent leadership coaching and mentoring for principals that provides them the opportunity to reflect, monitor, adjust, and increase the effectiveness of

their roles in strengthening instructional practices to meet the needs of diverse learners (e.g., gifted, homeless and foster youth, students with disabilities, and those at risk for failure).

8C2. Create the expectation and support that allows administrators to clearly demonstrate a balance of their time between building management and instructional leadership priorities.

9. Professional Learning and Coaching

(CCEE Instructional Component 9) There is a professional learning plan that cultivates the development of a teaching and learning culture through the eyes of a student and reflects the needs of all teaching staff. The LEA-wide data-driven professional learning plan designed for all stakeholders focuses on effective instructional practices that improve student academic, social-emotional, and behavioral learning. The data-based professional learning opportunities the LEA provides are grounded in student performance and foster collective responsibility for improving student outcomes. Instructional coaches support the implementation and improvement of the tiered instructional practices.

Finding 9a. The district's targeted work in universal design for learning (UDL) can result in providing flexible goals, methods, materials, and assessments in order to provide equitable access to good instruction and differentiated support to a diversity of learners (e.g., gifted, foster and homeless youth, students with disabilities).

Finding 9b. Through the implementation of MTSS, the district is working to provide highly effective, data-based professional learning opportunities that are grounded in student performance while fostering collective responsibility for improving student outcomes.

Finding 9c. The district has created a new rhythm for delivering professional learning whereby school administrators are trained first, giving them an opportunity to process the new learning before they turnkey that learning to teachers at their sites.

Finding 9d. Site Based Management and Teacher Collaboration, designed to improve student achievement, is built into school schedules and occurs on the 2nd, 3rd, and 4th Thursday of the month for 1 hour each and has the potential to provide opportunities to assess student learning to help drive instruction at the site level.

Discussion

Professional Learning opportunities are specific to each site, as evidenced by bargaining agreements, and/or require teachers the ability to opt-in or out and does not provide consistency at the school site or across the district to provide ongoing capacity building to improve teaching and learning. This opt-in culture also contributes to uneven implementation of best practices across the district.

In addition, effective site-based management requires a specific skill set of site-level leaders (for both administration and teachers), and it is not apparent how these leaders are able to obtain the level of skill to address the chronic failure of students as evidenced by the CA dashboard results. For example, there is a lack of systemic focus on developing the capacity of all teaching staff to deliver effective lessons that actively engage ELs and students with disabilities and advance their learning and language proficiency across the curriculum. A professional learning plan that cultivates the development of a teaching and learning culture through the eyes of students and reflects the needs of all teaching staff

would serve the district well. Interviewees offered differing perspectives of the work in the district as moving toward solutions too quickly and then not spending enough time on implementation to monitor impact or progress. Others expressed that there are too many initiatives with not enough focus on any one.

Creating professional learning networks, applying research-based strategies to instructional practices. and creating high-functioning school teams (e.g., ILTs) focused on equity and results are not expectations that are communicated and intentionally acted upon across the district even though there is an expressed interest and cabinet support to move in this direction. District staff, teachers, and leaders value professional development that is differentiated and linked to school priorities. Opportunities to develop a district culture where everyone is responsible for participating in professional development is not yet in place.

Specific professional learning activities in SCUSD's distance learning plan that are mandated for all teachers and leaders included three self-paced modules for UDL and corresponding processing guides and self-paced online professional learning related to the use of Google Classroom. Ongoing professional learning for school leaders will need to continue throughout the year to support the achievement of school goals within the SPSA and the use of improvement science to improve outcomes for all students.

Professional learning with site administrators on the development, implementation, and monitoring of the SPSAs is on-going. The district continues to work with CORE to support and develop the capacity of IASs to provide robust principal professional learning around continuous improvement.

Interviews with multiple groups revealed hopes that lasting change needs to occur in schools. Principals need and want to empower leaders at all levels of the school to be drivers of change and to create the systems and structures necessary to carry out change initiatives. Building a consistent culture throughout the district that reinforces the message that all students—and all teachers—are capable of excellence is an expressed interest by many, but developing and implementing the strategies to create a culture of excellence is not yet consistently evident. School leaders expressed frustration that there is a lot going on to try to make improvements and consistent collaboration and time to implement changes are not yet district norms.

A new approach for imparting targeted professional learning to support district curriculum, instruction, and learning goals has begun. The district is first providing training for administrators whereby they learn the material in a safe space and then take it back to their sites to share with their staff across available times.

The district has 25.8 instructional specialists whose role it is to provide professional learning and support to teachers and leaders. However, given the opt-in culture of the district, the instructional specialists must be invited into classrooms and are limited to working with sites that value and desire their support leading to uneven support and implementation of district departmental goals, roles, and functions.

SWOT on Professional Learning and Coaching

A. Strengths:
- There is a strong and urgent desire to provide professional learning opportunities throughout the district.
- There is intentional focus and delivery of professional learning regarding the systemic implementation of UDL.
- The district has 25.8 instructional specialists (7 ELA/ELD, 9 math, 0.8 GATE, 2 science, 5 SEL, and 2 inclusive practices) who have the potential to strengthen support for teaching and learning priorities.
- On-going professional learning is provided to the IASs and principals about the SPSAs and continuous improvement.
- The emerging MTSS work has a multi-year professional learning plan for district and site leaders and teachers.

B. Weaknesses:
- Instructional specialists provide content expertise. However, the "opt-in" culture does not create an equitable approach to accessing this support for instructional improvement by all schools.
- There are no instructional specialists allocated for English learner integrated support.
- While there are regular monthly professional learning opportunities (PL) for site administrators, districtwide opportunities for teachers, paraeducators and other support staff have not yet occurred on a consistent basis.
- The training offered at principal meetings does not necessarily address the immediate needs of the schools. The absence of the audience/participant voice in planning PL does not yet appear to be a consistently established culture.

C. Threats:
- The general lack of cohesive use of the data dashboards threatens the implementation of data-driven professional learning and feedback that is regularly collected and shared to support continuous improvement and monitor progress.
- The pervasive lack of access and use of systemic data hinders the district's ability to provide data-driven professional learning from the boardroom to the classroom.
- As a result of the current labor contract, on-going professional learning does not exist to support teachers' reflections and efforts to improve classroom practices for academics, social-emotional, and behavioral learning (e.g., instructional coaches and/or support personnel).

D. Opportunities:
- The development of various data dashboards provides the district with the opportunity to develop a data-driven professional learning plan designed for all stakeholders focused on effective instructional practices that improve student academic, social-emotional, and behavioral learning.

- The districtwide implementation of MTSS provides the professional learning opportunity to further develop assessment literacy and provide for continual analysis of student data that results in effectively raising achievement academically, socially-emotionally, and behaviorally.
- Given the current landscape of schooling, there is an urgent need to focus on digital literacy within an adaptive environment that provides opportunities to practice and build skills in this area (e.g., blended and online learning, flipped classrooms, maximizing the use of digital platforms and resources, synchronous and asynchronous).
- Given the new rhythm of delivering PL to site administrators, there is an opportunity to provide more high-quality professional development aligned to the district's instructional vision and priorities (e.g., MTSS) and SPSA goals.
- There is an opportunity to consistently include the principal voice in the development of professional learning.
- The recently acquired Supporting Inclusive Practices (SIP) grant provides the opportunity to develop professional learning and coaching to district and school personnel that will support, improve, and expand programs and services for students with disabilities.
- There is an opportunity to examine the current role and function of the instructional specialists and other departmental work to better marshal the support for teachers, leaders, and schools.
- Site-based management, teacher collaboration time, and formative assessment agreements, designed to improve student achievement, provide a base to build from. When the district and SCTA agree on how to implement these agreements, opportunities to effectively assess student learning to help drive instruction at the site level will be possible.

Actions: Professional Learning and Coaching

9A. Develop a written, comprehensive multi-year professional learning and coaching plan based on best practices for improving effective instruction for veteran and new principals, teachers, and staff (classified and certificated) and have clear expectations for implementation and monitoring.

9B. Develop a written multi-year plan for engaging parents and other stakeholders in learning that are aligned to the district's strategies (e.g., LCPA, SPSA) for improving academic, behavioral, and social-emotional learning.

9C. Develop and/or enhance the system to gather input and act upon the feedback on the delivery of professional learning and coaching to ensure the needs of consumers are met.

9D. Analyze the current instructional specialist positions and reallocate and/or repurpose their roles and responsibilities to better provide comprehensive, coordinated, and differentiated services and support to schools.

10. Data Management and Use and Student Information Systems

(CCEE Instructional Component 10) The LEA has a student information system (SIS) that actively stores and tracks all individual student data (e.g., grades, attendance, discipline). The SIS provides LEA-wide appropriate

access for teachers, administrators, and parents/caregivers, which allows for aggregate data use for school-based planning and also meets federal/state/local reporting requirements. The LEA has an early warning system for students' academics, behavior, and attendance at the district, school, and classroom levels. A suite of reports through the SIS that is readily available and customized for the end-user (e.g., principal, teacher, board member, assistant superintendent, parent/caregiver, etc) and reflect the areas identified as needing improvement for each student.

Finding 10a. Districtwide conditions of quality common assessments, effective curricular lesson plans, structures for schoolwide data meetings and aligned professional development on data-driven instruction are not present in every school.

Finding 10b. Data systems are in place, but the protocols and timelines for data analysis and decision-making are not consistently implemented in every school.

Finding 10c. There are multiple data systems that do not readily provide data in a user-friendly way.

Finding 10d. The implementation of MTSS provides a common language and framework to support data-driven instruction and tiered intervention that align with student needs.

Discussion

District leadership understands that the current data management systems are not all aligned and require time-consuming tasks across platforms (e.g., Escape, SIS, Illuminate, attendance, EIIS, PTAI, SWIS, Infinite Campus (SIS), Tableau, and others). Leadership understands having a centralized platform to house district and school-related data would optimize operational processes. There is limited information from interviews and artifact reviews that suggests a culture of data use exists across the entire district. Some district and school leaders are using the district-developed dashboards to monitor progress, and the CA Dashboard performance indicators are used to generate conversations about how to increase performance and close achievement gaps. There is limited evidence that there is a transparent cultural belief across the district that data belongs to everyone in the community.

Differentiation and remediation are structured by determining which students need additional support or practice, and which students are ready for enrichment. Teachers and principals identified student-skill deficits as a key reason for achievement gaps and opportunities, but real-time, coordinated data for use by schools and district offices are not readily available when needed. The current lack of data culture in the district precludes providing user-friendly and easily accessible data needed to progress monitor rate of growth across multiple indicators (academic, behavior, social-emotional well-being) across diverse student groups (gifted, foster and homeless youth, students with disabilities, etc).

Everyone needs to be accountable for knowing their data, both at the district and school level, and knowing how to monitor that data, while having systems in place to support teachers and support students' improvement and achievement. The current data management system, with its multiple systems/platforms, lack of accessibility, and clarity of use, places the district in the difficult position of expecting data-based decision-making when data are not readily available.

With the use of data, support, and professional learning, resources can be targeted to address areas of real need. There is a need to know how to navigate various data systems and dashboards and understand how to use the data to increase instructional effectiveness. Given this impediment, the district must develop data governance that articulates the purpose, role, and use of existing data systems and delivers trusted data in the right format and at the right time to consumers.

SWOT on Data Management and Use and Student Information Systems

A. Strengths:
   - Some central office personnel are using the established metrics/dashboards.
   - Data-sharing agreements are in place with Los Rios Community College, Cal State Sacramento, UC Davis, and Merced.
   - School leaders uniformly agree on the need for a user-friendly and reliable data system that is timely and easy to access and gives them the information they seek.
   - Some training is occurring (e.g., school administrators) in the use of local dashboard data and Illuminate, the business intelligence tool used by the district.

B. Weaknesses:
   - There are several platforms and/or data sources in the district, which has led to user confusion.
   - While data is critical for student improvement, they are not regularly used to monitor progress and ensure curriculum, instruction, and tiered support result in positive student outcomes (academics, social-emotional, and behavioral health).
   - The lack of a uniform, user-friendly data system inhibits consumer use of data to drive instructional improvements at the district and school levels.
   - The current data platforms in use are cumbersome and fragmented, creating confusion and uncertainty about the accuracy of data and how to access it when needed.

C. Threats:
   - The lack of explicit expectations and guidance on data use across the multiple platforms has resulted in confusion and lack of trust in data sources.
   - The amount of effort needed to sort through data systems contributes to the lack of regular use of data for instruction and decision-making at both the school and central office.
   - Data governance (e.g., the process of managing the availability, usability, integrity of the data, and internal data standards and policies) continues to be a work in progress and does not meet the current and urgent needs of the district.
   - The lack of timely responsiveness to data requests continues to contribute to the current ineffective practices and systems.
   - Data is a leading indicator that provides an opportunity to create equitable, supportive accountability at both the central office and the schools. The current data systems and the management of them do not lend themselves

to this critical district need and contributes to the current lack of progress across multiple measures.
- Without regular data use, including formative and summative assessment results, data analysis, progress and growth monitoring, and adjustments to instructional practices, students' progress, achievement expectations and results will continue to widen the opportunity gap across diverse student groups.
- The various data management systems and lack of data-driven organizational culture are a threat to the implementation of data-based decision-making and monitoring of district goals and student outcomes across multiple measures.

D. Opportunities:
- There is an opportunity for the district to commit to using data for continuous improvement at the school and classroom levels to empower teachers and principals to make decisions for which they will be held accountable with support from district teams.
- While there is an EIIS accountability planning tool, consistent use across the district is not yet evident, nor was it raised in interviews as a resource to improve student outcomes.
- The work of data governance should necessarily include aligning data systems used by HR to ensure their functionality and efficiency.
- The urgent need for aligning data governance and school culture provides the district an opportunity to create guardrails for reporting data (e.g., in-school and out-of-school suspension).

Actions: Data Management and Use and Student Information Systems

10A. Given the current data platform, provide uniform processes whereby consumers have user-friendly and real-time data at their disposal. Increase the skill, capacity, and expertise of the current personnel needed to reach data governance priorities.

10B. Review and prioritize the activities of the data department within the office of Continuous Improvement and Accountability so they are more aligned with district and schools' data needs to provide real-time data across multiple measures delivered in a universal and user-friendly way.

10C. Develop a well-articulated/operationalized set of expectations and routines for data use and accountability for those who support school leaders.

10D. Develop or refine protocols for data reporting and establishing quality-assurance mechanisms focused on reliable data in order to establish a culture of intentional and regular use that supports data-driven decision-making and efficacy to improve teaching and learning.

10E. Disaggregate data in meaningful ways to identify disparities in opportunity and outcomes as central to the district mission of equity, access, and racial justice.

10F. Provide time for central office staff and principals to increase their knowledge and skills on creating a culture of data to monitor continuous improvement at the school and classroom levels to increase accountability for teaching and learning goals.

10G. Ensure that, once collected, data are be used, analyzed, and acted upon leading to a continuous cycle of collection, organization, and synthesis to support informed decision-making across the district.

10H. Establish a data culture of customer service that results in responsiveness to data requests in a timely manner.

10I. Enable data systems to report on students' progress after graduation, including postsecondary access and completion, formal apprenticeships, military participation, and remediation rates in order to create feedback loops for the district.

11. District and Leadership Capacity

(CCEE Instructional Component 11) The LEA contains strong multi-level (school and district leadership) organizational capacity and processes to make coherent, coordinated decisions that ensure goals and metrics are mission and vision aligned across sites and departments. District and school leadership develop and facilitate collaborative and transparent processes to implement shared goals regarding teaching and learning, effective leadership, and accountability and commitment to equity. Established processes ensure each member, regardless of position, is supported and can fulfill their role and responsibilities. Each department's strategic workflow, metrics, and benchmarks are verified with data, aligned with district goals and vision, and reviewed regularly.

Finding 11a. There is limited evidence of how district and school leadership develop and facilitate collaborative and transparent processes to implement and discuss progress on shared goals regarding teaching and learning beyond the development of the LCAP and SPSAs (e.g., cycles of inquiry, performance dialogues).

Finding 11b. Organizational systems, processes, and communication strategies seem hierarchical therefore creating fragmented communication and decisions among central office leadership, which creates a perception of leadership having limited capacity to make coherent, coordinated, transparent decisions informed by data and collaborative input.

Finding 11c. There is limited evidence that aligned, systemic processes are in place and used across the district to measure how, what, and how well district and school leaders are functioning in their roles and impacting student equity, learning, and success.

Finding 11d. There is limited evidence that strong organizational capacity, dynamics, and processes exist to make coherent, coordinated decisions that improve the overall health and wellness of how the district functions as a learning organization.

Discussion

SCUSD district leadership hierarchy consists of the superintendent, deputy superintendent, and six chief officers with specific responsibilities and assigned staff. SCUSD core values embrace equity, achievement, integrity, and accountability as essential components. District Board goals include (1) college, career, and life-ready graduates, (2) safe, emotionally healthy, and engaged students, (3) family and community empowerment and (4) operational excellence. Stakeholder and individual interviews, including those with district staff, reflect the understanding of the importance of increasing student outcomes

and narrowing opportunity gaps for district students, ensuring they graduate with the greatest number of post-secondary choices from the widest array of options, having experienced a relevant, rigorous curriculum with equitable access to the opportunities, supports, and tools needed to be successful. District leadership is intentional in its vision "to rise above and disrupt the current status quo of systemic inequity to meet the academic, social, and emotional needs of all our students, especially our most vulnerable students at each school." The pathway to accomplishing this is yet unclear.

A SCUSD Theory of Action graphic identifies the system components of curriculum and instruction, professional learning, logistics and operations, and supervision and evaluation to guide implementation of district goals and plans through a continuous improvement model. Knowing that constant feedback is an important aspect of the continuous improvement model, along with open communication during every phase of executing improvements, there is no evidence that the Theory of Action influences district decisions and actions. The Theory of Action has not served to be a foundational model that is neither deeply understood and used by district and school leaders nor acted upon by district departments.

The status of labor-management relationships in the district hinders the pace of change by confounding the structure and speed of decision-making. As a result, the ability to build district and school capacity to develop collective knowledge and understandings required for ongoing instructional improvement that meets the needs of each student is significantly limited. Implementation fidelity to district goals is limited, and it is unclear how school, labor, and district leaders are working together to support student success.

Some coaching occurs at the district level. Empathy and individual interviews reflect the need to increase opportunities for team cohesiveness to meet district goals and more distributed leadership to increase collaborative decision-making, engage in an ongoing dialogue on improving student outcomes, and reciprocal accountability to these outcomes. There is a need to create more cross-role leadership structures and facilitate strategic communications across the district on goals and priorities to meet these goals. While district individual and stakeholder interviews identify equity and improved achievement as clear district goals, professional norms of peer support, shared responsibility, and continuous learning for the adults are not currently evident. This has resulted in the lack of the central office team monitoring the coherence of actions and programs that align with the focus and vision of the district. While increased student learning is a district goal, systems are not yet explicitly in place to reinforce common strategies and efforts to attain goals at all levels (e.g., central, school, and classroom).

While the IASs have restructured roles and responsibilities to support teaching, learning, and increase equity, the balance of district authority and school autonomy is still a work in progress. Beginning work on strengthening SPSAs is an opportunity, especially if it is aligned with a comprehensive instructional vision, strategy, priorities, and outcomes. However, more structures to support the development and cycles of inquiry to monitor progress and to ensure effectiveness in meeting student outcomes will be needed. Building the instructional leadership capacity of IASs is needed so that their work with

principals is more focused on monitoring progress, reviewing student performance data, and supporting teaching and learning.

The recent focus on UDL and MTSS provides the opportunity to develop the skill, capacity, and knowledge of district leadership that supports professional learning and coaching focused on improving classroom practices and implementing and monitoring SPSA instructional goals. The need to implement MTSS as the instructional framework from which the district operates is aligned to previous report findings (e.g., Council of Great City Schools, 2017) and best practices to ensure a quality and rigorous learning experience for all students, especially those most vulnerable. There have been multiple starts and stops in relation to MTSS implementation. This has limited the district's ability to build the systems and structures necessary to build districtwide capacity and support understanding of the MTSS framework at school sites. The current steps taken by the district to implement MTSS consistently across the district and school is essential for school site teams to make informed decisions on actions for implementation and be supported by the central office. The MTSS framework is an opportunity to clarify an instructional vision, strategy, priorities, outcomes, and integrate with school-level continuous improvement activities, such as SPSA.

SWOT on District and Leadership Capacity

A. Strengths:
    - Clear district vision focused on equity, achievement, integrity, and accountability as the foundation for continuous improvement goals is evident by the theory of action.
    - There is a desire for clarity on specific strategies and pathways to reach goals so that the central office team is working collaboratively to support the vision and mission of the district.
    - Although there is consensus that central office departments are siloed, there is a desire to create more collaborative workflows, communication, and more consistent support to schools

B. Weaknesses:
    - Top-down management structure and expectations limit collaborative decision-making and shared responsibility for attaining success on district goals.
    - As noted in the Harvard Public Education Leadership Project (PELP) problem of practice, it is unclear how district leadership makes decisions on budget and instructional decisions for schools in a consistent manner that uses continuous improvement.
    - There is a perception that IASs and central office staff provide inconsistent support for principals to improve the instructional core and ground budget decisions that reflect school and district use of continuous improvement.
    - The communication systems and tools for district goals, priorities, and outcomes seem to be lacking, resulting in mixed messages and confusion across central offices and schools.

- The delays in hiring within the Human Resources department and support to schools evidence a lack of standardized practices and customer service practices.

C. Threats:
    - The lack of central office special education personnel, given the size of the district, and the inconsistent delivery of robust core standards-aligned instruction, differentiated instruction and support contributes to opportunity gaps for students with disabilities.
    - The lack of expectation and regular review of established performance metrics aligned with the district vision and goals continues to threaten the growth and sustainability of using a continuous improvement model.
    - A decentralized system can be innovative; however, the lack of clear expectations, accountability, and communication has resulted in a lack of support for school leaders and inequitable educational opportunities and programs for students.
    - The current contractual timelines for posting for external hires is July 1, which significantly impacts the district's ability to hire early and ensure there is a teacher in every classroom at the start of the school year.

D. Opportunities:
    - There is a desire by central offices and schools to increase student outcomes and narrow opportunity gaps for district students. Financial challenges necessitate more collaboration and transparent decision-making to meet student needs, provide a robust instructional program and ensure specific departments (e.g., multilingual, special education) are staffed to support diverse learners and schools.
    - There is an opportunity for district and school leadership to develop and facilitate collaborative and transparent processes to implement shared goals regarding teaching and learning, effective leadership, accountability, and commitment to equity and excellence across the district.

Actions: District and Leadership Capacity

11A. Establish a customer service oriented central office organization with clear roles and responsibilities for personnel, departments, and service and support to schools including how decisions are made and communicated.

11B. Identify and establish the key strategies and practices for providing effective and continuously improving teaching and learning (e.g., UDL, MTSS), the process and structures for coaching and supporting principals and school teams and monitoring implementation of district goals.

11C. Develop explicit accountability systems to monitor the implementation of LCAP and SPSA goals and service and support to schools with transparent communication of the return on investment of efforts.

11D. Revisit the Council of the Great City Schools 2017 report (Administration and Operation of Special Education) and the current office of special education

organizational structure for the purpose of staffing the central office at the level commensurate to support a district the size of SCUSD.

11E. Continue to negotiate the expectations for the principal evaluation tool and coach and support principals to improve the instructional core.

11F. Develop, for each central office department, a strategic workflow including metrics and benchmarks to be verified with data and aligned with district goals and accountability expectations.

11G. Develop a calendar to engage in continuous improvement and cycles of inquiry to assess district and school leadership culture, coherence, and professional learning that informs two-way communication with the superintendent to ensure district benchmarks and goals are met.

11H. Establish a process for the cabinet to model and engage in ongoing dialogue and review of data around key performance indicators and benchmarks aligned with district goals in order to increase the skills, knowledge, and leadership capacity of the cabinet.

12. Governance Support with Instruction

(CCEE Instructional Component 12) The LEA's governing board has clearly established written policies, processes, and protocols to assist in the implementation of strong instructional practices and educational supports for each and every student. The board's policies support the goal that all students are provided with, know, and understand clear learning targets in all courses and at all grade levels. The district's governing board has a delineated function and members have a clear understanding of their roles and responsibilities in improving district, school, and student outcomes. The district's governing board members demonstrate conflict resolution, effective communication, and interpersonal respect for each other, the district leadership, staff, and the community they serve.

Findings 12a. The governing board works to set priorities and implement policies to better align the budget to support the goals and operational components of the district.

Findings 12b. The district's mission and goals are published in a variety of documents; however, defined and calendared annual review processes for reporting progress to the governing board, schools, and the community do not make it clear to all stakeholders what their responsibilities are to achieve the goals.

Findings 12c. It is not yet clear how the governance team and district leadership work to develop an organizational culture that supports continuous improvement and innovative instructional practices.

Finding 12d. Although there is a theory of action that has been established by the governing board and the superintendent, how the board uses the adoption of policies and administrative regulations to support implementation at all levels of leadership and across all schools is unclear.

Finding 12e. Positional bargaining between labor and management has led to a history of adversarial and vitriolic negotiations that lead to perceived concepts of wins and losses

and dysfunctional ongoing conflict instead of mutual benefits and shared solutions for improving teaching and learning.

Discussion
The governance board works to support the vision, mission, and goals of the district. Board goals have been set to increase the graduation rate and improve academic progress for all students with equity, access, and social justice as the foundation for the goals and aligned actions and services. Sustained focus on identified goals and continuous improvement cycles are often interrupted by distractions or initiatives (e.g., grant seeking without transition plans, individual board member requests, community requests, and advocacy). This can cause resources to be consumed differently than planned and have an impact on district staff time or have little systemwide impact on increasing student success. There are limited strategic-driven policies and practices in place that create systemic alignment to support the entire district's work toward common goals in mutually supportive ways.

As shared in the culture, coherence, and the planning process section (p.8) , there are internal systems and structures that are needed within the district. With these in place, the governing board will be able to monitor the district's progress. Nevertheless, external conditions exist within the district including the management of multiple parent and community groups often with cross purposes, vitriolic relationships with bargaining groups, fiscal reductions, and budget decisions on spending that create interference and disruption to staying the course on priorities and goals, often pushing teaching and learning goals to the background.

The SCUSD Board election results of November 2020 have the ability to impact either positively or negatively how the governance team continues to develop the working relationship with the superintendent, administrators, teachers, and staff based on mutual respect, collegiality, and a joint commitment to student success. With new members on the board, there is a need to revisit board norms and goals to strengthen how the board acts collectively and openly, guided by community perspectives and informed by recommendations from the superintendent and professional staff. This includes improving the board's capacity to govern by creating protected time and structure for their development as a board.

SWOT on Governance Support with Instruction

A. Strengths:
    - The Board and district team has spent time prioritizing problems of practice, root cause analysis, identifying a theory of action and set of strategies based on the following premise: "Boldly improving unacceptably low student achievement levels, particularly among each school's most vulnerable students, depends on grounding every budget and instructional decision in school site and district plans using principles of continuous improvement with the belief that <u>all</u> children can learn."

B. Weaknesses:
    - It is unclear what the processes are for governing board members to make requests to staff on specific topics. Board members' requests for additional information, when they come with little notice, impact staff time to ensure

teachers, leaders, and staff are engaged in strengthening teaching and learning priorities.
- Given the participation of board members in PELP, how the PELP-identified problem of practice strategies are progressing was not clear in interviews or analysis of artifacts.

C. Threats:
- With so many needs across the district, it can be challenging for the board to keep the north star focus on student achievement and to avoid the pitfalls of a culture that maintains a status quo of unacceptably low student achievement and/or fear of being targeted as a change agent because politics undermines a focus on student success and equity.
- Without intentional efforts, that should include board training and time focused on creating agreement between new and more experienced board members and the administration to agree on and support the goals of the district, there is potential for misalignment and lack of clear direction for the leadership of the district and the community.
- Without renewed and additional efforts to address the strained relationship between the district and the SCTA, efforts to improve teaching and student learning will be compromised.

D. Opportunities:
- There is an opportunity for board leadership to model expectations and accountability aligned with, and designed to, support the goals of the district and provide clear direction for the leadership of the district and require staff to provide clear, easy-to-understand data to monitor progress and assess the impact on budget decisions.
- There is an opportunity to clarify the process for board requests for information on agenda items and other topics.
- There is an opportunity for the governing team to coordinate, integrate, and communicate across parent groups to create a cohesive and integrated alignment of efforts.
- The LCAP provides an opportunity for the Board to examine how funds are spent, the impact and efficacy of their use, and provide transparent communication with the community and parent groups.
- There is an opportunity for the governance team to review and revise how two-way communication strategies with community and parent groups increase feedback and impact of budget decisions on teaching, learning, and student success.
- The FCMAT finding of the misalignment of the budget with the LCAP provides the opportunity for the Board to realign the budget and increase data-driven decision-making in regard to efficiency of spending and impact on student learning, which is in process now.
- There is an opportunity for the Board to ensure funding follows students and that schools are equitably resourced according to need. For example, the inclusive schools model is currently housed at six well-resourced schools.

Actions: Governance Support with Instruction

12A. Improve the process for how the district departments provide clear and timely data analysis of trends, patterns, root cause analyses, and solutions for improving teaching and learning to the board of education.

12B. Provide clarity around district strategies and benchmarks for improving teaching and learning, so they are clearly understood, implemented, supported, and monitored by central office staff and school teams, and shared with the board.

12C. Develop proactive two-way district communication and engagement strategies to anticipate issues, provide consistent messaging, and answer important questions for multiple audiences through the Chief Information Office.

12D. When new governing board members join the SCUSD board, work sessions should be held to ensure roles, expectations, and priorities are articulated specifically as it relates to instructional vision, strategy, practices, and monitoring of student achievement. These should then occur regularly (e.g., 3 times per year) and provide a deeper study into various topics of district need and interest and involve appropriate staff.

12E. Establish a review process (e.g., two times per year) on the progress on SIR actions and ensure the discussion and opportunities for Board input and that actions are added to the Board calendar of topics.

12F. Work collectively with the district leadership to continue efforts to strengthen trust and develop a shared commitment, in principle, with labor partners that places improved student learning and closing achievement gaps as an explicit priority and develops the professional foundation for teaching and teacher leadership.

VIII. Conclusion

This SIR report was commissioned pursuant to subdivision (g) of Section 52064.5 (CA School Dashboard) for three or more pupil subgroups identified pursuant to Section 52052. Although all student group performance is examined during the SIR process to ensure all students are meeting priorities for learning, SCUSD foster youth, students experiencing homelessness, and students with disabilities failed to meet progress for three consecutive years according to statewide data. In addition to statewide priorities data, the SIR report is a result of an analysis of artifacts submitted by the district as evidence along with extensive empathy interviews, individual interviews, and stakeholder interviews. The discussions and respective SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) for each of the 12 SIR components provides the foundation for actions provided.

This report identified that SCUSD has multiple areas where the district took steps to achieve its core values and mission. There are opportunities that have been highlighted as a way to leverage what is in place and align to effective instructional strategies and structures that produce improved outcomes for students, especially those from the most vulnerable student populations. However, there are critical steps the district must urgently take to establish and cultivate the instructional systems and structures necessary for attaining student outcomes and closing achievement gaps.

The weaknesses and threats identified in this report are aligned to problems of practice, identified through the SIR data collection and analysis process, which ultimately lead to actions that surface the need for additional root cause analysis or offer specific actions that the SIR team was able to identify. Next steps after the completion of the report include CCEE working with the district and county office of education on progress monitoring and the identification of ongoing support the district needs to implement the SIR actions. CCEE will provide the district, County Superintendent, and State Superintendent of Public Instruction progress updates, at a minimum, on the implementation of the SIR actions/recommendations in the spring semester of 2020-2021, and during the 2021-2022 school year.

Although CCEE has developed this report to advise and assist the district as it continues to work to improve outcomes for students, there will be ongoing factors that are important to highlight. First, the ongoing structural budget deficit presents challenges to achieving the priorities for student educational success and well-being. The district draft Fiscal Recovery Plan for funding reductions is an important upcoming consideration for the SCUSD Board of Trustees. The district continues to face the possibility of a State Loan, but this has not yet been determined. Second, ongoing disagreements between the district and SCTA affect areas central to instruction and assessment. The ability to move forward to best serve the academic needs and overall well-being of students will remain a challenge without a commitment by all parties to refocus their efforts, break from traditional negotiations that have proved unsuccessful, and create new structures and processes for getting work done as partners.

Despite these challenges, there are many strengths identified in the review and much to build on given the many different voices from across the district, schools, and community that this report represents. The strengths affirm the consistent and collective commitment

from all stakeholders to serving students and supporting their success. Building district capacity and collective leadership and ownership for student success is possible moving forward.

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The Implications of Sacramento City Unified's Ongoing Budgetary Challenges for Local and State Policy Carrie Hahnel, Independent Consultant Hannah Melnicoe, Pivot Learning, PACE November 2019

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Appendix A
SIR INSTRUCTIONAL COMPONENTS

Instructional Components	Characteristics
1. Culture, Coherence, and the Planning Process *LCFF/LCAP:* *Priority 6: School Climate (Engagement)*	The local educational agency (LEA) demonstrates a strong value on culture and climate for all stakeholders through the implementation of district-wide professional learning opportunities that teach, promote, and practice inclusivity and diversity. LEA members implement culturally reflective practices and policies that are designed to create coherence around an inclusive instructional mission and vision achieved through continuous improvement practices and processes. This is evidenced by the following characteristics: • A supportive and engaging culture and climate that is visible for stakeholders (e.g., teachers, leaders, staff, parents, students) and cultivated and evident across all district efforts. • A culture of accountability that considers the whole child (e.g., academic, social, and emotional developmental) and provides students multiple opportunities and alternatives for developing learning strategies that result in improved achievement and school performance. • A commitment to developing and refining a culture of teaching and learning that is based upon clear learning targets consistently assessed across multiple measures. • A clear understanding of the importance of using achievement outcomes to guide coherent and collaborative work while fostering knowledge of expectations around teaching, learning, and accountability. • Practices and planning processes that reflect an inclusive instructional vision and mission using a multi-tiered system of support that is sensitive to the diverse student community (e.g., gifted, students with disabilities, English learners, homeless and foster youth). • Professional learning opportunities are provided, from the boardroom to the classroom and home, that create and sustain a district-wide culture of inclusivity and celebration of diversity and language, as well as include culturally reflective practices and policies. • Student diversity is celebrated and recognized in a variety of units or school/district-wide awareness campaigns (e.g., May is National Foster Care Month, October is Disability Awareness Month, November is National Homeless Youth Awareness month, and one week is designated as National Hunger and Homeless Awareness Week). • Continuous improvement practices and processes are utilized and shared to determine whether the instructional mission and vision are being attained. • Support and development of the use of technology that promotes effective pedagogy and student engagement in an adaptive world (e.g., blended learning, hybrid, flipped classroom). • A culture of clarity around the roles and responsibilities of central office and schools in planning and engaging in activities that deepen the commitment to ensuring all students attain educational success. • A District Leadership Team provides direction, guidance, differentiated support, and oversight for ensuring the health and wellness of the district.

SIR INSTRUCTIONAL COMPONENTS

Instructional Components	Characteristics
2. Curriculum, Learning, and Support *LCFF/LCAP:* *Priority 2: State Standards* *Priority 5: Pupil Engagement* *Priority 8: Other Pupil Outcomes*	The LEA has an MTSS framework that documents and assesses the implementation of all standards-aligned materials, curricula, learning, and social-emotional and behavioral supports (e.g., differentiation options, tiered support options, integrated aligned ELD supports). This is evidenced by the following characteristics: • A coherent, standards-aligned curriculum, instruction, and assessment system is in place that is culturally and linguistically responsive and meets the needs of all learners (e.g., gifted, English learners, students with disabilities, and homeless and foster youth). • Evidence-based programs, including supplemental and enrichment curricular and instructional materials, are provided and reflect the diverse needs of the student population and provide equitable access for all learners. • A multi-tiered approach is used to align and allocate district resources and support based on students' and schools' needs across multiple measures (e.g., academics, suspension, attendance, grades). • A targeted focus on ensuring teachers hold high expectations for their students and have positive student-teacher relationships. • Clearly articulated learning goals, across all grade levels and content areas provide students a path to mastery of the strategies, skills, and concepts embedded in the curriculum. • Ensuring teachers are able to clearly articulate their concept of student progress and appropriately challenge surface, deep, and conceptual knowledge and understanding. • Assessment components of the curricula and instructional practices clearly support the evaluation of the learning of all students across multiple measures. • A written continuous improvement process exists and includes reviewing academic and social-emotional and behavioral performance data to identify and make decisions on curriculum and supplemental supports. • High-quality, stimulating, and rigorous instructional materials that engage English learners (ELs), students with disabilities (SWDs), foster and homeless youth, and accelerate grade-level content and language development. • A clearly articulated and executed plan that ensures ELs across all levels of language proficiency can access, fully engage with, and achieve rigorous grade-level academic content standards. • An identified curriculum for designated ELD and non-graduation-bound SWDs is implemented with fidelity. • Continuous improvement processes are used to routinely evaluate the fidelity of implementation of curricula and their respective quality. • Amply available curricular materials and support are available for all students (e.g., electronic devices, tiered, and differentiated instructional materials).

SIR INSTRUCTIONAL COMPONENTS

Instructional Components	Characteristics
3. Instructional Practice and Strategies *LCFF/LCAP* *Priority: 1 Basic Conditions* *Priority 2: State Standards* *Priority 7: Course Access*	The LEA has established and defined instructional practices and strategies that are culturally inclusive, differentiated, rigorous, coherent, and standards aligned. Instructional technology, project-based learning, and other experiences beyond the textbook are regularly utilized. Instructional practices and strategies positively support students in developing self-agency and building metacognitive skills. This is evidenced by the following characteristics: • A district-wide intentional focus on providing a rigorous teaching and learning experience that uses Universal Design for Learning (UDL) principles for improving and extending differentiated instructional practices that increase student engagement. • Evidence-based instructional practices focus on providing students access to and experience with rigorous, relevant, and coherent standards-aligned instruction and are responsive to the needs of all learners, including gifted students, culturally and linguistically diverse students, students with disabilities, homeless and foster youth. • Teaching practices emphasize the engagement of students in the learning process, clear articulation of the strategies of instruction, learning intentions, and the criteria for success. • District-wide instructional practices and strategies are actively cultivated, communicated, clearly documented, and evaluated. • Continuous improvement data are regularly used to celebrate growth and problem solve areas in need of targeted assistance. • Instructional practice and strategies ensure that the teachers of all student groups (gifted, culturally and linguistically diverse students, students with disabilities, homeless and foster youth) are included and participate in collaborative integrated planning for instruction. • Teachers regularly meet to share and review student work. • Instructional support staff provide in-class support for students needing additional support/remediation and extension. • Intensive support teachers deliver the most targeted instruction for students in small groups. • Instructional practices support the development of student agency for learning (i.e. academic self-efficiency and self-regulation). • Students with disabilities are educated in the least restrictive environment. • Digital learning and experiences beyond the textbook (e.g., project-based learning) and the classroom are used to actively engage students in learning, emphasize critical thinking skills, and adapt to a flexible world (e.g. synchronous and asynchronous). • Systematic frequent and ongoing measurement of student learning allows multiple means and modalities to demonstrate mastery. • Systematic use of school data to plan, design, and deliver culturally responsive instruction results in an increased rate of student growth across multiple measures (e.g. academic and social emotional and behavioral) • Teachers are provided with opportunities to serve as a peer resource for teaching and learning. • Regular communication and engagement provide opportunities for parents/caregivers to support their students' learning.

SIR INSTRUCTIONAL COMPONENTS

Instructional Components	Characteristics
4. Social-Emotional and Behavioral Health and Development *LCFF/LCAP:* *Priority 6: School Climate*	Social-emotional and behavioral (SEB) well-being of the whole child is a critical component in the LEA's mission and vision. Identified social-emotional and behavioral skills are integrated into the curriculum, instructional practices, and resources identified for student support and school capacity building. Social-emotional and behavioral health is embedded in LEA policies and practices and is modeled by adults**.** This is evidenced by the following characteristics: • Social-emotional and behavioral health of the whole child is supported/substantiated within the written instructional vision, policies, and practices. • Systemic and strategically embedded instruction that includes explicit teaching of expected student behaviors appropriate to the development level. • Specific and differentiated social-emotional and behavioral strategies address students in Tier I, Tier II, and Tier III. • Specific metrics measure and refine the impact of the SEB instruction. • Rapid formative assessments are available for highly mobile students and are used to assess new students' abilities, recognize emotional needs, employ a variety of teaching strategies, arrange for students to complete homework at school, and provide individual or group tutoring. • Professional learning is provided to enable teachers to understand the nature of homelessness and foster care, to create positive experiences for homeless children, and to provide strategies for discussing this topic in the classroom. • A continuum of resources available at every site provides support to students whose behavior and well-being is of concern. • Meaningful outreach engages families and caregivers with the continuum of available resources. • Planned and intentional professional learning builds staff capacity in the use of Student Success Teams (SST) and Positive Behavior Intervention Supports (PBIS). • Social-emotional, behavioral, and health development is practiced and modeled by adults throughout the district. • A continuum of school-based social-emotional, and behavioral supports are identified and external partnerships are cultivated. • The school site culture among teachers and school leaders engages, challenges, and supports social-emotional, behavioral, and academic development. • Social-emotional and behavioral health and respective curricular programs are routinely evaluated and use data to ensure fidelity of implementation, quality of the selected curriculum, and to inform continuous improvement instructional decisions. • On-going professional learning opportunities provide a safe space for teachers and leaders to learn about the importance of SEB.

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Instructional Components	Characteristics
5. Assessment and Accountability *LCFF/LCAP:* *Priority 2: State Standards* *Priority 4: Pupil Achievement*	The LEA has a systemic process to measure and analyze student data—academic, behavior, and SEL—that drives the accountability system for all stakeholders (classroom to boardroom and home) and informs a continuous improvement process. This is evidenced by the following characteristics: • A system of assessment that ensures all students are provided with, know, and understand clear learning targets in all courses and at all grade levels with the goal that each student comprehends precisely what and how to attain mastery of key skills and concepts. • Ongoing, aligned, systemic processes are in place for measuring how, what, and how well a student is learning (e.g., early warning system, universal screening, diagnostic, formative, summative). • Targeted and on-going assessment of ELs ensure they are moving toward advanced levels of English, reclassification, and closing the academic language gap. • The redesignation rate of ELs and the declassification rate and movement of service delivery (e.g., LRE) for students with disabilities are monitored, assessed, shared, and used to make instructional decisions for improved student outcomes. • Measures are used that promote resilience in foster and homeless youth and assess students' soft skills such as motivation, social adaptability, and interpretive abilities. • Assessment data are used to monitor the rate of growth for foster and homeless youth to ensure students are receiving differentiated and well-rounded support for academics, social-emotional, and behavioral health. • District-wide practices include intentional time for teachers and leaders to learn, digest, analyze, problem-solve, and plan for instruction that results in improved student outcomes for academics, behavior, and SEL (e.g., establish Professional Learning Communities, Communities of Practice, etc.). • Progress monitoring of district culture, coherence, curriculum, and instructional and professional learning provides two-way communication with stakeholders and ensures district benchmarks and goals are met. • There is an established district-wide process (e.g., problem solving/continuous improvement protocols) for using assessment data to make instructional decisions at the student, classroom, school and district levels. • The district's multi-tiered system of support has established decision rules that articulate entrance and exit criteria for students needing intensified instruction and intervention. • A functional student information system (SIS) is in place that readily provides data to inform continuous improvement and instructional decisions from the boardroom to the classroom. • Assessment and accountability data are regularly collected and shared throughout the school year and align with district formative and/or benchmark assessments (e.g., beginning, middle, and end of year).

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Instructional Components	Characteristics
6. Student and Family Engagement *LCFF/LCAP:* *Priority 3: Parental Involvement (engagement)* *Priority 5: Pupil Engagement*	The LEA practices two-way communication that reflects the cultural and linguistic needs of families in the community and provides resources and activities that give students agency, promotes student leadership, and provides a space for active family and community engagement. This is evidenced by the following characteristics: **Student Engagement:** ● Student agency and voice are fostered to promote critical thinking and leadership that contribute to decisions being made. ● Students are able to articulate what they are learning and why. ● Students are able to identify and use self-regulatory strategies for learning. ● Students are able to self identify instructional strategies for their learning. ● Students are provided with opportunities to self-assess. ● Students are provided equitable access to digital learning platforms and devices. **Family Engagement:** ● The LEA actively seeks and acts upon two-way communication with students, families/caregivers, and underrepresented groups. ● There are written protocols that delineate strategies and practices that promote and engage students and families. ● The district has both systems and supports in place to successfully engage families and students in an adaptive learning environment (e.g., distance learning, blended learning, flipped classroom), internet connectivity, devices, orientation, and guidance on hybrid learning environments. ● Clear two-way communication is used with families and cultivates a clear understanding of steps and progress required for students to show mastery of skills, concepts, and grade-level and graduation requirements. ● The cultural and linguistic needs of the community are reflected in the resources, engagement activities, and curriculum. ● Families/caregivers are active participants in PTA/PTO, school site council meetings, and other forums. ● The LEA provides support to schools to ensure family/caregivers and students are actively informed members and decision makers within the district system of support and school community. ● Parent groups engage and collaborate with school and district leaders in prioritizing goals and providing LCAP input and feedback. ● Universal use and provision of language translation and interpretation (e.g., written, oral language) is provided.

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Instructional Components	Characteristics
7. School-based Instructional Leadership Teams (ILTs) *LCFF/LCAP:* *Priority 6: School Climate*	Instructional Leadership Teams (ILTs) exist in every school and are representative across grades and disciplines with members that make culturally responsive data-driven decisions to design instruction for all students and their needs. ILTs facilitate site-based professional learning and support the implementation of district and site programs and efforts. This is evidenced by the following characteristics: ● Written expectations exist for ILTs roles, responsibilities, and team membership. ● ILTs exist in every school and meet regularly with organized agendas and minutes. ● ILTs are provided professional development on the purpose, process, facilitation, and outcomes for leadership teams. ● ILTs reflect cross grade and disciplinary representation of student groups including EL, gifted, homeless, foster, and students with disabilities. ● ILTs have a clear vision that aligns with the LCAP goals, student needs, and data. ● ILT members are capable and empowered to use data to design instruction based on the needs of each and every student. ● ILTs include a focus on supporting all educators in developing assessment literacy. ● ILTs are actively involved in facilitating culturally responsive data-driven decision making and creating the instructional supports necessary to deliver best first instruction that results in improved school-wide student outcomes. ● ILTs facilitate site-based professional development and coaching on instruction, assessment, and data-driven decision making.

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Instructional Components	Characteristics
8. Administrative Coaching and Leadership	Infrastructures across the LEA support, promote, and enhance a collaborative culture for district and site administrator effectiveness in management and instructional leadership. Data (academic, social-emotional, and behavioral) are consistently used to monitor instruction and inform stakeholders' engagement. This is evidenced by the following characteristics: **District Leadership:** • Central office administration ensures expectations of the school site administrators are clear and district infrastructures exist to support, enhance, and develop effective instruction and managerial leadership. • Principal supervisors spend an extensive amount of time in schools observing instruction in both general and special education settings and providing strengths-based and actionable feedback to site leaders. • District administrators demonstrate consistent use of qualitative and quantitative school-based data to assess the rate of growth for academic, behavioral, and social-emotional learning and differentiate levels of support. • District leadership actively cultivates a growth mindset in a trusting and safe environment, in which personnel feel comfortable taking risks and actively contribute to decision making. • District infrastructures provide professional learning to support site administrators in developing their assessment literacy. • District leadership provides targeted coaching to site administrators that facilitates growth and development of assessment literacy for their respective instructional personnel. **Site Leadership:** • District infrastructures exist that support and enhance site administrators' effectiveness in instructional leadership. • Consistent leadership coaching and mentoring provides principals the opportunity to reflect on, monitor, adjust, and increase effectiveness of their roles in strengthening instructional practices to meet the needs of diverse learners. • Administrators clearly demonstrate a balance of their time between building management and instructional leadership. • Administrative practices include targeted instructional coaching for staff to support and facilitate effective teaching strategies and practices that span all students—general education, special education, gifted and English learners, homeless and foster youth. • Administrators spend an extensive amount of time in classrooms, including special education, observing instruction and providing strengths-based and actionable feedback to teachers. • Administrators demonstrate a consistent use of qualitative and quantitative data to assess the rate of growth for academic, behavioral, and social-emotional learning for all students. • Administration actively cultivates a growth mindset and a safe environment for personnel to take risks, speak their truth, and contribute to decision making. • Administrators actively facilitate and engage parents/caregivers as welcomed partners in the school community/family.

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Instructional Components	Characteristics
9. Professional Learning and Coaching *LCFF/LCAP:* *Priority 1: Basic* *Priority 2: State Standards*	There is a professional learning plan that cultivates the development of a teaching and learning culture through the eyes of a student and reflects the needs of all teaching staff. The LEA-wide data-driven professional learning plan designed for all stakeholders focuses on effective instructional practices that improve student academic, social-emotional, and behavioral learning. Instructional coaches support the implementation and improvement of the tiered practices. This is evidenced by the following characteristics: ● There is a written comprehensive multi-year professional learning (PL) and coaching plan based on best practices for improving effective instruction for veteran and new principals, teachers, and staff (classified and certificated) and has clear expectations for implementation and monitoring. ● District-led, highly effective, data-based professional learning opportunities are grounded in student performance and foster collective responsibility for improving student outcomes. ● There is a relentless focus on developing the capacity of all teaching staff to deliver effective lessons that actively engage ELs and SWDs and advance their learning and language proficiency across the curriculum. ● There is intentional focus on developing systemic implementation of Universal Design for Learning (UDL). ● The development of assessment literacy provides for continual analysis of student data that results in effectively raising achievement academically, socially-emotionally, and behaviorally. ● There is a clear focus on digital literacy within an adaptive environment that provides opportunities to practice and build skills in this area (e.g. blending and online learning, flipped classrooms, maximizing the use of digital platforms and resources, synchronous and asynchronous). ● A structure exists for school site professional learning that is focused on collaborative cultures, e.g. PLC, CoPs, ILTs. etc. ● A data-driven professional development plan exists at each school site that is intentional and differentiated for the learning needs of teaching staff. ● Professional learning feedback is regularly collected and shared to support continuous improvement. ● A structure exists to support teachers' reflections and efforts to improve classroom practices for academics, social-emotional, and behavioral learning (e.g., instructional coaches and/or support personnel). ● There is a written multi-year plan for engaging parents and other stakeholders in learning that is aligned to the district's strategies for improving academic, behavioral, and social-emotional learning. ● Regular professional learning and data-driven feedback is provided to the governing board.

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Instructional Components	Characteristics
10. Data Management and Use and Student Information Systems	There is a student information system (SIS) that actively stores and tracks all individual student data (e.g., grades, attendance, discipline). The SIS provides LEA-wide appropriate access for teachers, administrators, and parents/caregivers, which allows for aggregate data use for school-based planning and also meets federal/state/local reporting requirements. This is evidenced by the following characteristics: • SIS data that support and align with the district's assessment and accountability system(s). • An early warning system (EWS) for academics (e.g., grades), behavior (e.g., major/minor events), and attendance is developed, available at the district, school, and classroom levels, and has established criteria for each level. • A suite of reports that is readily available and customized for the end-user (e.g., principal, teacher, board member, assistant superintendent, parent/caregiver, etc.) and reflect the areas identified as needing improvement (e.g., EWS that can be disaggregated by student group, grade, gender, graduation rates, family/caregiver engagement, targeted indicators for ELs and students with disabilities). • The SIS communicates with other data systems that are required and maintained by other departments (e.g. special education, English learners, foster and homeless youth). • Regularly provide training on how to use and access SIS data. • Regular district monitoring and reviewing of data in an effort to support educator access and usage of the SIS. • Professional learning opportunities that unpack the need for and use of SIS data to drive student, school, and district improvement, inclusive of a continuous improvement problem-solving approach to help consumers analyze and act upon areas of need. • Data are regularly used, from the governing board to the classroom and parent/caregiver levels, to monitor progress and ensure curriculum, instruction, and tiered support result in positive student outcomes in academics, social-emotional, and behavioral health. • District leadership utilizes SIS data regularly (e.g., quarterly) to monitor a variety of data points (D/Fs, EWS trends, referral rates for special education, etc.). • School leadership utilizes SIS data on a regular basis to monitor school based EWS indicators (academic, behavior, attendance) and other data to include, but not limited to, SST referrals, the success of Tier 2 and 3 interventions, success of the implementation of curriculum, etc. • Longitudinal data are regularly provided and reviewed at the school and district level to track and report student progress. • Readily available data that support cross-departmental, classroom to school analysis to inform continuous improvement instructional decisions. • Decision rules are developed and socialized with teaching and learning personnel that provide entrance and exit criteria for robust and coherent tiered support for all students, including gifted, at-risk, English learners, and students with disabilities. • Activities (e.g., PLCs, pairing of schools) that are organized using aggregated data and create opportunities for schools to collaborate and learn from and give each other feedback.

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Instructional Components	Characteristics
11. District and Leadership Capacity	The LEA contains strong multi-level (school and district leadership) organizational capacity and processes to make coherent, coordinated decisions that ensure goals and metrics are mission and vision aligned across sites and departments. Established processes ensure each member, regardless of position, is supported and can fulfill their role and responsibilities. This is evidenced by the following characteristics: ● Strong organizational capacity, dynamics, and processes exist to make coherent, coordinated decisions that improve the overall health and wellness of the district. ● District and school leadership develop and facilitate collaborative and transparent processes to implement shared goals regarding teaching and learning, effective leadership, and accountability and commitment to equity and excellence across the district. ● On-going assessment of district and school leadership culture, coherence, and professional learning provides two-way communication with the superintendent to ensure district benchmarks and goals are met. ● Performance metrics aligned with district goals and vision are established across all central office departments and regularly reviewed for growth and sustainability using a continuous improvement model. ● Each department's strategic workflow, metrics and benchmarks are verified with data, aligned with district goals and vision, and reviewed regularly. ● Aligned, systemic processes, both qualitative and quantitative, are in place to measure how, what, and how well district and school leaders are functioning in their current roles. ● On-going coaching is provided across the cabinet and superintendent that supports team cohesiveness and provides for individual growth and development. ● School leaders are provided with professional learning and coaching opportunities to enhance their knowledge and skills to fulfill their roles and responsibilities. ● A district instructional leadership team exists that continually assesses the needs of schools and provides differentiated support to sites. ● There are clear expectations and support for current and future leaders in the development of their assessment and technological literacy. ● A written leadership succession plan exists and is executed that works to build the capacity and bench of potential leaders for both the school and district levels. ● Career ladder opportunities are provided that support the development of a leadership pipeline for future leaders.

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Instructional Components	Characteristics
12. Governance Support with Instruction	The governing board has clearly established written policies, processes, and protocols to assist in the implementation of strong instructional practices and educational supports for each and every student. This is evidenced by the following characteristics: • The district's governing board has policies and practices that support the focus that all students are provided with, know, and understand clear learning targets in all courses and at all grade levels. • The district's governing board has a delineated function and members have a clear understanding of their roles and responsibilities in improving district, school, and student outcomes. • The district's governing board members demonstrate conflict resolution, effective communication, and interpersonal respect for each other, the district leadership, staff, and the community they serve. • The district's governing board participates in ongoing professional learning on policy development, leadership, and practices for effective teams. • The district's governing board meetings provide regular opportunities to engage with staff and departments via presentations and reports. • Governing board work sessions are held regularly (e.g., 3 times per year) and provide deeper study into various topics of district need and interest and involve appropriate staff.

Appendix B: Action Steps by Themes

The table of the SIR actions found below are organized by the dominant themes that emerged and are designated by an instructional component number/letter. The six themes include the following:

1) Central Office Leadership, Organization, and Systems
2) Assessment and Accountability
3) Communication and Engagement
4) Instructional Practice and Strategies
5) Professional Learning, Development, and Support
6) Continuous Improvement and Data Use

One of the first steps for the district will be to review the SIR actions found below to identify and align priority actions. Although provided as discrete actions, many of the actions are complementary, cascade to other actions, and can be prioritized to leverage a group of actions. In addition to the progress monitoring of the SIR actions role of CCEE, based on the interest of the district, CCEE can continue to advise and assist the district, as well as in partnership with the county office of education, in prioritizing actions, progress monitoring of the SIR actions, and as appropriate assist with identifying supports for the district.

Theme 1: Central Office Leadership, Organization, and Systems	
1A	Develop a roadmap that includes well-articulated priorities and strategies to implement the district's vision, mission, and goals.
1B	Considering the budget reductions conduct an analysis of the current central office organizational structure, including all positions, to determine how to reallocate and repurpose existing resources and positions to better provide comprehensive, coordinated, and differentiated services and support to schools.
1C	Examine the central office departments and restructure to establish a culture grounded in meeting performance outcomes, integration of work streams, and regular routines that result in increased collaboration, and focus on common priorities that ensure consistent communication.
1E	Form a cross functional team of central office and site leadership to examine and problem solve the fragmented and uneven support (e.g., SSC), models (e.g., Inclusive Schools), and school entrance requirements that create barriers to access, equity, and social justice goals.
1F	Form a representative group of principals, instructional assistant superintendents (IASs), and other key central office leaders to identify ways that principals' voices can become an integral and consistent part of planning (e.g., professional learning, priorities, etc.) problem-solving, and communicating with central office leadership and each other.
1G	Review hiring practices for general and special educators, paraprofessionals, and other support staff employed by the district. Analyze the current practices, especially related to teachers, within the context of the current partnership with Sacramento State University that places approximately 135 student teachers per year in the district.
1H	Given the district goal of equity, access, and social justice, clarify roles and responsibilities of the central office and schools in planning and engaging in activities that deepen the commitment to ensure all students attain educational success.
1K	Ensure that explicit expectations and communication about roles and responsibilities of the central

	office (e.g., IAS, Assistant Supt. of Curriculum/Instruction, CAO, etc.) are clear, understood and supported through coaching.
2A	Create a central office organizational structure that aligns with the district's theory of action and results in explicit expectations and accountability for the delivery of curriculum, instruction, and support to schools.
3A	Clarify the instructional vision so that strategies, tools, practices, and clear communication of expectations and implementation timelines are aligned.
3B	Analyze current and past priorities to ensure alignment with the current theory of action.
4C	Integrate current departments/units (e.g., SEL SHHS, Curriculum and Instruction) into ones that better align services and support to schools to better integrate strategies and sustain social-emotional well-being and mental health of students and staff.
5D	Organize a series of meetings with CCEE, CORE, and SCOE to ensure coherence, collaboration, and integration of support and technical assistance.
5E	Engage principals in cycles of inquiry and implementation science separate from SPSA completion to develop skill, understanding, confidence, and trust.
5F	Examine the current documented procedures and support structures across homeless and foster youth divisions to ensure there is a consistent and multi-tiered system of support designed, implemented, communicated, and monitored at the district level and across sites that provides intensified instruction, services, and support for these students.
5G	Create a systemic approach for identifying and supporting students experiencing homelessness. Ensure that a systemic and proactive system that provides academic, behavioral, and social-emotional health is established at all schools sites and monitored at the central office.
5H	Based on the findings and eventual ruling of the arbitration over the implementation of the MOU titled, "Monitoring of Student Progress", the district and SCTA will need to continue efforts to develop agreements on the use of formative assessments to improve student achievement.
6A	Reexamine the hiring practices to ensure there is a representative group of teachers who are multilingual. The current contract timeline for in-district transfer is a barrier to timely hiring of high-demand personnel.
6B	Continue searching for and hiring a highly qualified Director of Multilingual; consider conducting a national search for this position.
8B	Expect all IASs to demonstrate consistent use of qualitative and quantitative school-based data to assess the rate of growth for academic, behavioral, and social-emotional learning across student groups and differentiate levels of support.
8F	Continue to work toward cultivating a growth mindset across district leadership that manifests a trusting and safe environment in which personnel feels comfortable taking risks, sharing innovative practices, and actively contributing to results-based decision-making (e.g., within SPSA process).
9C	Develop and/or enhance the system to gather input and act upon the feedback on the delivery of professional learning and coaching to ensure the needs of consumers are met.
9D	Analyze the current instructional specialist positions and reallocate and/or repurpose their roles and responsibilities to better provide comprehensive, coordinated, and differentiated services and support to schools.
10B	Review and prioritize the activities of the data department within the office of Continuous Improvement and Accountability so they are more aligned with district and schools' data needs to provide real-time

	data across multiple measures delivered in a universal and user-friendly way.
11A	Establish a customer service oriented central office organization with clear roles and responsibilities for personnel, departments, and service and support to schools including how decisions are made and communicated.
11D	Revisit the Council of the Great City Schools 2017 report (Administration and Operation of Special Education) and the current office of special education organizational structure for the purpose of staffing the central office at the level commensurate to support a district the size of SCUSD.
11F	Develop, for each central office department, a strategic workflow including metrics and benchmarks to be verified with data and aligned with district goals and accountability expectations.
12A	Improve the process for how the district departments provide clear and timely data analysis of trends, patterns, root cause analyses, and solutions for improving teaching and learning to the board of education.
12D	When new governing board members join the SCUSD board, work sessions should be held to ensure roles, expectations, and priorities are articulated specifically as it relates to instructional vision, strategy, practices, and monitoring of student achievement. These should then occur regularly (e.g., 3 times per year) and provide a deeper study into various topics of district need and interest and involve appropriate staff.
12E	Establish a review process (e.g., two times per year) on the progress on SIR actions and ensure the discussion and opportunities for Board input and that actions are added to the Board calendar of topics.
12F	Work collectively with the district leadership to continue efforts to strengthen trust and develop a shared commitment, in principle, with labor partners that places improved student learning and closing achievement gaps as an explicit priority and develops the professional foundation for teaching and teacher leadership.
Theme 2: Assessment and Accountability	
3C	Expect that all principals are responsible for overseeing special education in their buildings and that IASs support and hold principals accountable for this responsibility. Ensure that supportive accountability is provided for all staff.
5A	Establish a suite of custom accountability reports available to all school and district staff that align with district goals and benchmarks for teaching and learning.
5B	Clarify the progress monitoring and accountability expectations for school teams and the purpose, role, and function of the multiple dashboards and platforms are in producing aligned data.
5C	Research the LCAP development timelines of other districts and consider how SCUSD timelines should be revised for increased input and feedback from LCAP PAC.
8C2	Create the expectation and support that allows administrators to clearly demonstrate a balance of their time between building management and instructional leadership priorities.
11C	Develop explicit accountability systems to monitor the implementation of LCAP and SPSA goals and service and support to schools with transparent communication of the return on investment of efforts.
Theme 3: Communication and Engagement	
1D	Create intentional communication structures across all departments to ensure clarity of message, priorities, and expectations.
1I	Develop and implement strategies to intentionally focus on celebrating student diversity and success using a variety of school/district awareness campaigns as a mechanism for raising awareness of

	accomplishments, such as increased graduation rate.
1L	Use the position of the chief of communications to engage central office staff in strategic communications planning processes to help drive internal alignment and support for teaching and learning goals and benchmarks across the district. Focus on identifying indicators and results-based accountability measures to organize the district teams' work to have the greatest impact on students and schools.
6C	Continue to develop a clear communication and meeting plan for parents that includes processes and procedures to ensure that translation and interpreter services are provided in parent languages and in a user-friendly, timely manner.
6E	Re-evaluate and enhance practices for communicating and sharing EL reclassification information (the process and the data for reclassification rates).
9B	Develop a written multi-year plan for engaging parents and other stakeholders in learning that are aligned to the district's strategies (e.g., LCAP, SPSA) for improving academic, behavioral, and social-emotional learning.
12C	Develop proactive two-way district communication and engagement strategies to anticipate issues, provide consistent messaging, and answer important questions for multiple audiences through the Chief Information Office.
Theme 4: Instructional Practice and Strategies	
1J	Continue the work of SPSA development and monitoring and MTSS implementation that will provide an instructional framework within which instruction and support for academic, behavioral, and social-emotional well-being is differentiated and data-driven.
2B	Conduct a curriculum audit to identify and ensure all schools and students (e.g., students with disabilities, EL, homeless and foster youth) have standard-aligned curriculum materials and supports that are stimulating, rigorous, and accelerate grade-level content and language development.
3D	Develop and implement a walk-through tool to systematically monitor and support instruction and interventions in general education classes, RSP classes, and Special Day Classes (SDC). Use these data to ensure there is equitable access to good first teaching and differentiated intervention is provided for both general and special education students.
3E	Establish and implement a clear and defined vision for the value of inclusivity from the boardroom to the classroom. Ensure students with disabilities have equitable access to the same instruction and support as general education students (e.g., UDL, MTSS) to ensure success in the least restrictive environment.
3F	Delineate expectations for the provision of linguistically appropriate and culturally competent instruction aligned with core standards that are differentiated for students with reading and math performance levels significantly below those of their classroom peers.
3G	Develop and implement a plan that ensures ELs across all levels of language proficiency levels can access, fully engage with, and achieve rigorous grade-level academic content standards and English language proficiency goals.
4D	Ensure that there is a continuum of social-emotional, behavioral and mental health supports/resources in SCUSD and the process for accessing it is clear so that all schools and families, including homeless and foster youth, know how to access them.
6D	Continue to implement student engagement strategies to increase student voice, choice, and agency at schools and across the district.

8C	Continue to build the skill and capacity of IAS to systematically support the implementation of UDL practices and MTSS framework designed to accelerate improved student outcomes.
12B	Provide clarity around district strategies and benchmarks for improving teaching and learning, so they are clearly understood, implemented, supported, and monitored by central office staff and school teams, and shared with the board.
Theme 5: Professional Learning, Development, and Support	
2C	Research and train school sites where student equity data reflects the highest priority and provide school leaders the opportunity to strengthen their ability to mobilize others, model inquiry and reflection, and data-based decision-making.
4B	Provide the central office team with ongoing professional learning to better understand the Academic Integration Framework, develop strategies for use by school teams, and establish implementation benchmarks and accountability timelines for implementation.
7A	Establish ILTs at every school site and develop written expectations for ILTs' roles, responsibilities, and team membership. Work toward coherence and clarity around the coordination, communication, and cross function of school site committees and ILTs.
7B	Once ILTs are established, provide on-going site-based professional development and coaching on instruction, assessment, and data-driven decision-making.
7C	Ensure that school leader professional learning aligns with the work of ILTs and builds school capacity for sustaining data-based decision-making.
7D	Clarify the instructional vision, strategy, priorities, and desired outcomes. Engage the school-based committees to build a common language, common understanding of the instructional vision and their critical role in supporting the attainment of the vision.
8A2	Provide site administrators with professional learning and coaching opportunities to enhance their knowledge and skills to fulfill their roles and responsibilities as instructional leaders.
8B2	Deliver consistent leadership coaching and mentoring for principals that provides them the opportunity to reflect, monitor, adjust, and increase the effectiveness of their roles in strengthening instructional practices to meet the needs of diverse learners (e.g., gifted, homeless and foster youth, students with disabilities, and those at risk for failure).
8D	Develop a consistent principal coaching model for use by IASs and implement a support calendar that expects and provides for observing instruction in both general and special education settings and providing strengths-based and actionable feedback to site leaders.
9A	Develop a written, comprehensive multi-year professional learning and coaching plan based on best practices for improving effective instruction for veteran and new principals, teachers, and staff (classified and certificated) and have clear expectations for implementation and monitoring.
11B	Identify and establish the key strategies and practices for providing effective and continuously improving teaching and learning (e.g., UDL, MTSS), the process and structures for coaching and supporting principals and school teams and monitoring implementation of district goals.
11E	Continue to negotiate the expectations for the principal evaluation tool and coach and support principals to improve the instructional core.
11H	Establish a process for the cabinet to model and engage in ongoing dialogue and review of data around key performance indicators and benchmarks aligned with district goals in order to increase the skills, knowledge, and leadership capacity of the cabinet.

Theme 6: Continuous Improvement and Data Use	
4A	Use the CA Dashboard expectations for SEL local performance measures to increase SEL implementation aligned with the Academic Integration Framework.
8A	Develop aligned, systemic processes, both qualitative and quantitative, that measure how, what, and how well district and school leaders are functioning in their current roles.
8E	Develop and implement user-friendly tools, expectations, timelines, and strategies to support site administrators' consistent use of quantitative and qualitative data to assess rates of growth for academic, behavioral, and social-emotional learning for all students.
10A	Given the current data platform, provide uniform processes whereby consumers have user-friendly and real-time data at their disposal. Increase the skill, capacity, and expertise of the current personnel needed to reach data governance priorities.
10C	Develop a well-articulated/operationalized set of expectations and routines for data use and accountability for those who support school leaders.
10D	Develop or refine protocols for data reporting and establishing quality-assurance mechanisms focused on reliable data in order to establish a culture of intentional and regular use that supports data-driven decision-making and efficacy to improve teaching and learning.
10E	Disaggregate data in meaningful ways to identify disparities in opportunity and outcomes as central to the district mission of equity, access, and racial justice.
10F	Provide time for central office staff and principals to increase their knowledge and skills on creating a culture of data to monitor continuous improvement at the school and classroom levels to increase accountability for teaching and learning goals.
10G	Ensure that, once collected, data are be used, analyzed, and acted upon leading to a continuous cycle of collection, organization, and synthesis to support informed decision-making across the district.
10H	Establish a data culture of customer service that results in responsiveness to data requests in a timely manner.
10I	Enable data systems to report on students' progress after graduation, including postsecondary access and completion, formal apprenticeships, military participation, and remediation rates in order to create feedback loops for the district.
11G	Develop a calendar to engage in continuous improvement and cycles of inquiry to assess district and school leadership culture, coherence, and professional learning that informs two-way communication with the superintendent to ensure district benchmarks and goals are met.