

Sacramento City Unified School District

Background

CCEE received a request for assistance in July of 2019 by the Sacramento County Office of Education and Sacramento City Unified School District (SCUSD) pursuant to Education Code 52074(g)(1)(A), which allows for referrals to be made to CCEE for support by the local county superintendent of schools. In addition, the SCUSD became eligible and was referred by their County Office of Education to the CCEE for support via Education Code subdivision (g) of Section 52064.5 The identified student groups for SCUSD are Foster Youth, students experiencing homelessness, and students with disabilities. This update will focus on providing updates on the latest improvement cycle from **August 2022 to November 2022**.

District Area of Focus

The SCUSD team is developing and implementing a district wide, strategic, three-year professional learning plan that defines high-quality, tier-one instruction for students within a multi-tiered system of supports. The professional learning plan is focused on empowering site leaders to engage staff in creating site-based, district-aligned instructional frameworks tied to the School Plan for Student Achievement. The District also effectively launched and directly supported the intensive support model work at Elder Creek and H.W. Harkness Elementary Schools.

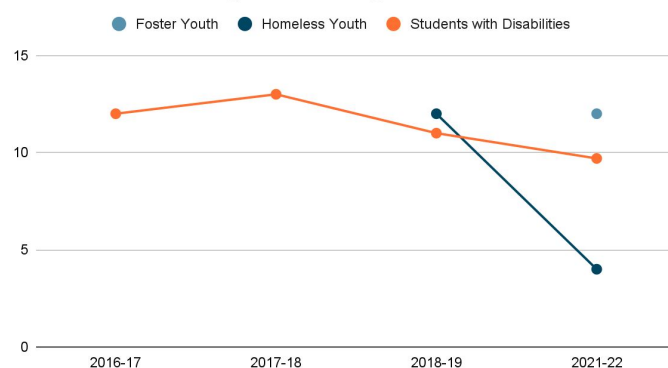
Progress Update

The District has been leveraging all opportunities for District leadership professional learning to create and refine a district problem of practice that prioritizes MTSS and an intensive professional learning school model. CCEE has been working in partnership/collaboration with District Leadership and the Sacramento County Office of Education to support and assist. In this update, the district progressed in developing the District Leadership Team to mobilize priorities and the District successfully launched the intensive support model at two school sites for this quarter.

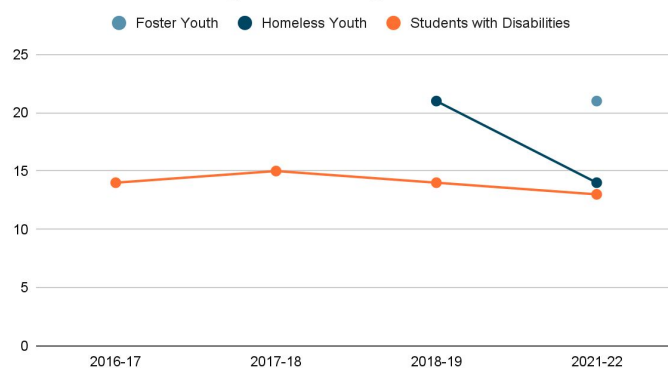
The District completed training for a third and final MTSS cohort this past quarter with several earlier cohorts receiving ongoing support and assessment on implementation progress. In addition, the guiding coalitions were formed at both intensive support model schools, and the opportunity will continue to deepen instruction and student learning.

Next steps include analysis of the most recent MTSS implementation data and continued development of professional learning to deepen implementation with data use. As the intensive support model schools are developed, we will capture and share the journey of implementation, the expected outcomes, and the results from learning to implement this intensive support model.

% of Students Meeting or Exceeding Math Standard



% of Students Meeting or Exceeding ELA Standard



The tables provide the CAASPP scores for the SCUSD student groups identified through Education Code subdivision (g) of Section 52064.5.