

Sacramento City Unified School District

Background

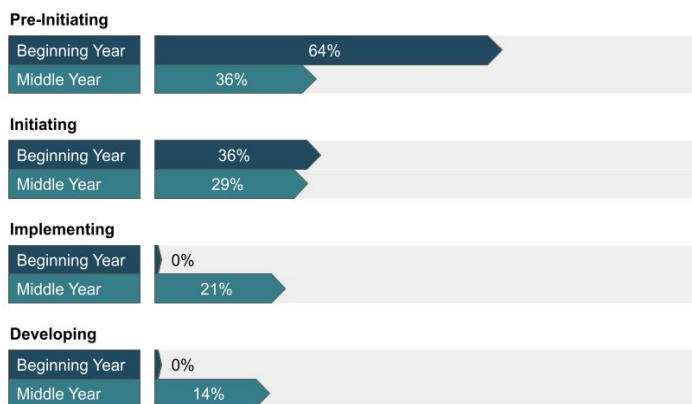
CCEE received a request for assistance in July of 2019 by the Sacramento County Office of Education and Sacramento City Unified School District (SCUSD) pursuant to Education Code 52074(g)(1)(A), which allows for referrals to be made to CCEE for support by the local county superintendent of schools. In 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 **December 2022 to February 2023**.

District Area of Focus

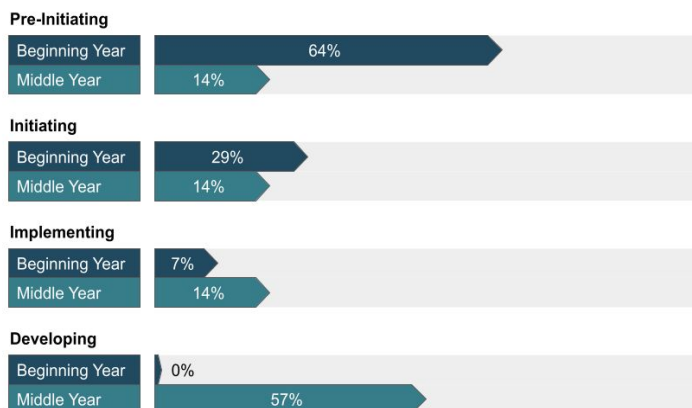
The SCUSD team is implementing a district wide, strategic, three-year professional learning plan that defines high-quality, tier-one instruction for students within a multi-tiered system of supports. The professional learning plan is focused on empowering site leaders to engage staff in creating site-based, district-aligned instructional frameworks tied to the School Plan for Student Achievement.

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. These graphs show each school's progress on the PLC needs assessment from the beginning of this school year to the middle of this year.



Continuum Progress of Elder Creek Elementary School



Continuum Progress of Harkness Elementary School

The Intensive Support schools each have guiding coalitions that are deeply engaged in the work of deep collaboration around teaching and learning. They have identified priority standards in Language Arts and Math and have seen growth in their students' performance throughout the short time engaged in PLC work.

There is an opportunity to learn from the school sites engaged in the Intensive Support work to scale the work around collaboration, teaching and learning. There is an opportunity for continued growth and understanding of the connection between MTSS and the Intensive Support work so that teachers and students can identify needs and respond with appropriate support and resources.

The district is set to continue the work and professional learning around MTSS as well as use what is learned from the Intensive Support schools to scale the work and add more school sites for the upcoming school year.