

A COMPANION REPORT TO THE STRATEGIC PLAN



**FRAMEWORK FOR
ELIMINATING THE
ACHIEVEMENT GAP**

*Success for
Every Student
by Name*

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For questions, comments or additional copies,
please contact Susan Miller,
Associate Superintendent, Learning Support Unit B
916.643.9079

Dear Community Member:

No challenge is more urgent and no obligation greater than securing equity and access to excellent educational opportunities for every student. Sacramento City Unified School District is committed to meeting this challenge and honoring this obligation.

In 2004, I requested the Annenberg Institute for School Reform to assist us in undertaking a self-study for improving academic achievement and equity. Although the district had been making progress, we needed to accelerate our progress and create a system committed to continuous improvement and the success of every student in our district. To meet these goals, we set more aggressive District Adequate Yearly Progress targets than those set by the State. We reviewed and integrated the Annenberg recommendations into the District's 2004 strategic plan. I also convened a Blue Ribbon Commission and a Results and Equity Task Force charged with exploring studying research, best practices on closing the achievement gap and developing recommendations for our district.

We enlisted a broad and diverse group of stakeholders to serve on the Commission and the Task Force—from district staff such as administrators and teachers, to parents, community leaders and partners to ensure multiple perspectives and voices. The result of that input is this framework. Included here is a chronology that outlines the steps in our work as well as a list of partners in this effort. We are deeply appreciative of the time and insights the team provided.

The Blue Ribbon Commission and the Task Force called out four areas in the framework (instructional program, professional development, family/community involvement, and human resources). Many of the strategies recommended in the four focus areas are already underway or have been integrated into the 2006-2008 strategic plan. Both the 2004-2006 and 2006-2008 plans focus on meeting objectives developed from our District's eight policy priorities, the first of which is equity, access, and achievement.

This report, "Framework for Eliminating the Achievement Gap," focused solely on our first district priority, is a companion report to the work underway in the 2006-2008 strategic plan. While we have seen annual increases in student performance across the district, we realize we must increase our efforts for all students, but especially for African American, Latino, Hmong, Lao and Mien students. As recommendations are implemented, we will continue to evaluate our progress and make adjustments. Above all, the framework is a "living document" to assist and guide us as we strive to close the achievement gap as quickly as possible.

Closing the gap is a continuous process and demands vigilant attention and openness to exploring new research and proven practices. The gap will not be closed by one solution or one curriculum. Through our strategic plan and the guidance provided in the framework, we expect to create the culture and practices that indeed ensure equity of access and opportunity for all and the success of every student by name. This is our challenge and our privilege in serving the students of the Sacramento community.

M. Magdalena Carrillo Mejia, Ph.D.
Superintendent



M. Magdalena
Carrillo Mejia, Ph.D.
Superintendent

Dear Community Member:

I wish to thank my colleagues and the community members who generously contributed their time and effort into creating this framework to help us eliminate the achievement gap. This framework will provide guidance and concrete recommendations for helping us ensure the success of every student in the Sacramento City Unified School District. It was a privilege to work with each of them.

By focusing in on four very specific and strategic areas—the instructional program, professional development, family/community engagement, and human resources—we expect to add momentum to our progress in eliminating the achievement gap. Gathering input and reviewing the research is a necessary step in overcoming any challenge, but we also realized as a district, that we could not wait to begin. Work has already begun, and we will refine our strategies if we do not obtain the results we desire for students.

Already underway are:

Instructional Program and Professional Development

- Professional development in culturally and linguistically responsive instructional practices
- Additional interventions and support to African American, Hmong, Latino and Mien students
- Developing a continuum of activities that schools may implement to advance their culturally responsive work

Family/Community Involvement

- Restructuring of district parent support units
- Expanding home visit program to more sites and in a more strategic fashion

Human Resources

- Expect to have 100 percent of district teachers meeting No Child Left Behind “Highly Qualified” requirements by September 2007
- Expanding personnel recruitment efforts to ensure diverse staffing

These activities are only a beginning to the work outlined in our framework. We are committed to eliminating the achievement gap and ongoing dialogue with our stakeholders to ensure the success of every student by name.

Susan Miller
Associate Superintendent
Learning Support Unit B

“We need more schools that specialize and help lead students to college and career — then we will perform well.”

— Student message to the Superintendent and Board of Education

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A group of nine diverse high school students are posing in a school hallway. They are standing in front of a brick wall and a row of red lockers. The students are smiling and looking towards the camera. Some are holding folders or papers. The lighting is warm and indoor.

“Thanks for having high expectations — we are reaching for higher goals.”

— Student message to Superintendent
and Board of Education

Purpose of Closing the Achievement Gap Framework

The staff, students, parents, and community members of Sacramento recognize that in comparison to other like districts, student achievement in Sacramento has improved at a steady pace. We realize, however, that some of our student groups are not achieving at the same level as others.

This framework is a “living” document that will guide the work of schools and the school district as we move forward into an era of accelerated achievement for all students, regardless of ethnicity or economic status.

We realize that in order to do this, all stakeholders will need training and support.

This document offers guidelines to the Sacramento City Unified School District as we continue our efforts to educate “Every Student by Name.”

This framework will be used

- To outline Sacramento City Unified School District’s initiatives designed to close the achievement gap.
- To guide district office administrators, school site administrators, staff members, school site councils and English language advisory committees as they work on their plans to eliminate the achievement gap.
- To guide administrators and staff members as they allocate human and fiscal resources toward efforts to eliminate the achievement gap.

Purpose of Closing the Achievement Gap Framework

Background

June 16, 2005 – Central Office Review for Results and Equity recommendations made to the SCUSD Board of Education – In partnership with Annenberg Institute of School Reform, school district staff and community members conducted a self-study and submitted recommendations to improve academic achievement and equity in the school system.

August 25, 2005 - Equity, Access, and Achievement Task Force convened a group of district staff members comprised of district office administration, principals, teachers, and classified staff members to make recommendations on closing the achievement gap.

January 23, 2006 – Superintendent M. Magdalena Carrillo Mejia, Ph.D., convenes a Blue Ribbon Commission comprised of education, business, and community leaders, as well as leaders from the Equity, Access, and Achievement Team to provide recommendations to help the district ensure that all students meet grade level standards.

June, 22, 2005 – District staff equity meeting. Conversations begin – while the district has made steady progress in student achievement, some student groups have been historically underserved and are not meeting state proficiency standards, specifically African-American, Latino-American, Hmong-American, Mien-American, and Lao-American students.

October 17, 2005 (on-going) - Equity, Access, and Achievement Task Force provides recommendations to district on professional development opportunities for district administration and teachers.





October 6, 2006 – Blue Ribbon Commission Report recommendations incorporated into the SCUSD Strategic Plan. The Equity, Access, and Achievement Task Force will recommend specific strategies for closing the achievement gap district-wide (SCUSD Strategic Plan, 2006-2008).

November 2006 – March 2007 – Intensive work on the plan.

June 21, 2007 - Board presentation.

September 7, 2006 – Blue Ribbon Commission Report is presented to the SCUSD Board of Education.

October 30, 2006 – Equity Access and Achievement Task Force begins work on a two-year plan to address the achievement gap in SCUSD.

April 27, 2007 – Stakeholder input is finalized.

“We celebrate our diversity and have no racial tension.”

— Student message to Superintendent and Board of Education

Purpose of Closing the Achievement Gap Framework

Target Population

The target population includes all Sacramento City Unified School District students and families with special emphasis on those of diverse backgrounds, cultures, economic status, ethnicities and language groups who are underperforming and have limited access to challenging and rigorous programs.

“We like the reconstruction, remodeling and new facilities.”

— Student message to Superintendent and Board of Education

Assumptions

- All district and school staffs are committed to the achievement goals for under-performing African-American, Latino-American, Hmong-American, Mien-American, Lao-American and other underperforming students.
- Single plans for student achievement will reflect specific research-based strategies aligned to the goals of this framework.
- Adequate resources will be allocated to provide infrastructure and support for implementing these recommendations.
- All district and school staffs believe that all students can and will achieve proficiency levels of our state content standards.
- Administrators, teachers, parents and students will engage in frequent and ongoing collaboration.
- All staff will implement improvement strategies in a consistent and ongoing manner.
- Quality instruction will be accessible to all students.
- Improving instructional delivery for our lowest performing students will improve instructional achievement for all students.

Student Achievement Goals

The Sacramento City Unified School District staff and stakeholders worked diligently to define goals and objectives that stretch us and yet are attainable. If Sacramento City Unified is to ensure the success of every student by name, we must continue to focus on the achievement rates of students not meeting state standards. This must be done with skill, thought and precision.

Although the Standardized Testing and Reporting system is the only measure cited in the table, staff, students and parents expect implementation of these recommendations to reflect improvement on other quantitative and qualitative assessment measures which include, but are not limited to: Sacramento

City Unified School District benchmark assessments, California English Language Development Tests, English Language Development Quarterly Assessments, suspension and expulsion data, student attendance data, staff attendance data, Healthy Kids Survey, school climate surveys, and the California High School Exit Exam.

All groups of students needing to accelerate will meet state standards at a rate 10% higher than the state's Adequate Yearly Progress (AYP) targets.

Academic Year	AYP Target for Districts	District Aggressive Target
2006-2007	23%	33%
2007-2008	34%	44%
2008-2009	45%	55%
2009-2010	56%	66%
2010-2011	67%	77%
2011-2012	78%	88%
2012-2013	89%	98%
2013-2014	100%	100%

What our stakeholders think about the achievement gap



Student voice

- We need more rigor and relevance.
- When teachers vary instructional techniques using video, lab, and lecture, it's more interesting.
- No more lectures straight from the book.
- Our best teachers check for understanding and help students get better grades.
- If a teacher shows interest in you, like my chemistry teacher did (I don't even like chemistry), I want to do well in his class.
- We need to know more about our history and culture.
- I like it when I can talk to my teacher about more than just school.
- Some students are not motivated.
- Some students come to school for extracurricular activities – all children should have an opportunity to participate.
- Students should be commended for doing well as much as they are reprimanded for not doing well.

Parent Voice

- We need more small group instruction for students.
- We need to review the School Attendance Review Board process.
- Goals are good, but how are we going to make sure we reach the targets in the table on page 9.
- We need to increase district office visitations to schools.
- There should be an improved focus on the single plan for student achievement as a document to help increase student achievement.
- The Local Education Agency plan should drive our work on closing the achievement gap.
- The small school concept should also be applied to elementary schools.
- Our emphasis on college-going culture should be stressed from kindergarten through grade 12.





Teacher Voice

- I would like more training on cultural differences.
- There's a fine line between really meeting the needs of students and tracking.
- We need to celebrate students who are doing the right thing.
- We need more staff members to provide additional intervention.
- We need more in-service on pedagogical practices to close the achievement gap.
- Students need a voice; no student should be anonymous.
- We need to teach all subjects at all levels.
- We need more assistance with truancy; students who aren't at school aren't learning.

Administrator Voice

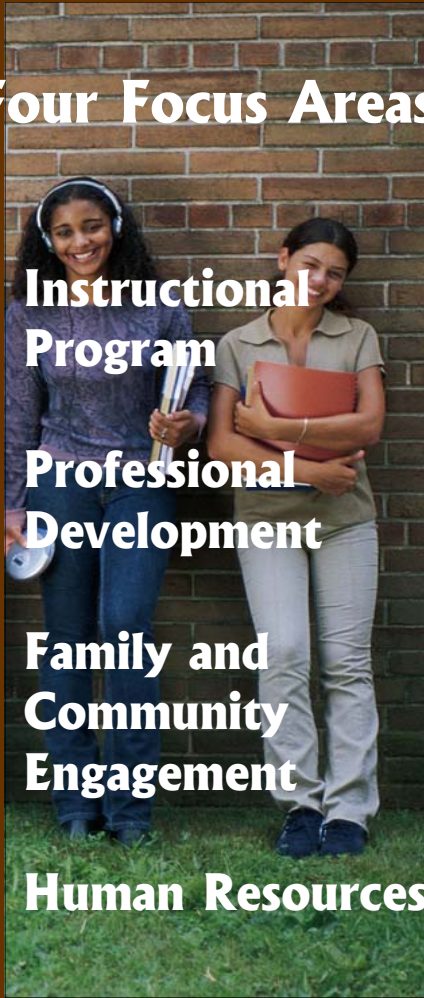
- We are on the right track.
- We need a culture change.
- I need more support as I go forward with this work.
- This is empowering.
- The thought of eliminating the achievement gap is empowering.
- We need to address English Language Learner challenges, especially with teenagers.
- We need a smooth transition from 6th to 7th and 8th to 9th grades for all students.
- We need to improve our focus and support for college entrance.



Instructional Program

Four Focus Areas

- **Instructional Program**
- **Professional Development**
- **Family and Community Engagement**
- **Human Resources**



Vision Statement

Equity, access and achievement for each student by name is the first priority of our District Strategic Plan. The No Child Left Behind (NCLB) law states that by year 2014, 100% of students will achieve grade level standards. Many of our students are not achieving at the rate necessary to meet the standards by 2014. African-American, Latino-American, Hmong-American, Mien-American and Lao-American students are historically under-achieving. We recognize that there is a child behind every missed target, and many students outside these four groups also do not meet grade level standards. Therefore, many of our students must achieve at accelerated rates of progress. In order for each of our students to meet state standards by 2014, aggressive targets have been set and must be met. (See table on page 9.)



Instructional Program

Essential Components

- Academic, social and emotional needs of students not meeting the levels of Proficient or Advanced must be met if every student by name is to achieve at an accelerated rate.
- Instructional programs will be aligned to the state content standards and taught with rigor and relevance.
- All students must have access to and be successful with this rigorous content.
- Appropriate support and assistance plans must be in place to ensure all students attain proficient levels of performance.
- All staff members will connect with students in a responsive and meaningful way.
- All staff members will be knowledgeable and skilled in the instructional program and course content.



Professional Development

Vision Statement

Sacramento City Unified School District is committed to providing ongoing professional development, which is directly related to the Board’s first Policy Priority: *Equity, Access and Achievement for every student by name*. This includes providing opportunities to learn and implement culturally and linguistically responsive instructional strategies for African-American, Latino-American, Hmong-American, Mien-American and Lao-American students.

Sacramento City Unified School District is committed to working toward a “grow and sustain” model of professional development. This model should build the capacity of district departments and schools to demonstrate an additive perspective. This means institutionalizing culturally and linguistically responsive instructional practices, which create environments where our diverse student population will achieve at high levels of performance. This model must also demonstrate the tenets of adult learning theory and work to develop staff at both central offices and school sites.

“Thanks for all the clubs and extracurricular activities.”

— Student message to Superintendent and Board of Education



Professional Development

Essential Components

- Professional development will support Board policies that focus on equity, closing the achievement gap, and creating a school culture conducive for all students to achieve at proficient levels.
- Powerful professional development and coaching is essential to creating and maintaining optimal learning conditions in the classroom and throughout school sites and district offices.
- Professional development for administrators and all staffs must focus on high quality delivery of standards-aligned instructional programs and supplementary materials that meet students' individual needs (action plans for Instructional Programs and Professional Development are combined).
- All instructional staff members must be skilled in using teaching strategies that embrace student cultures and learning styles.



Combined Actions

Instructional Program and Professional Development

Actions	Resources	Indicators of Progress
<p>Develop a team of Culturally and Linguistically Responsive Pedagogy facilitators/trainers (cadre) to provide training to school teams on the following:</p> <ul style="list-style-type: none"> □ Culturally and linguistically responsive instructional strategies for African-, Latino-, Hmong-, Mien- and Lao-American students □ Understanding the need/rationale for culturally responsive workplaces and school sites and responsive education □ Professional development in these areas, including 5 key strategies, data driven instructional strategies, book study/visit, and “conversations” □ Professional Development that is evaluated and modified on an ongoing basis 	<p>SCUSD administrators, teachers, and instructional support staff willing to be trainers</p> <p>Consultants to train the trainers; possible “visiting educator” from Culturally and Linguistically Responsive schools or other effective model programs</p> <p>Multilingual/Multicultural Equity Access Achievement Department</p>	<p>Differentiated professional development offered to sites</p> <p>Increase in knowledge and implementation</p> <p>Increase in achievement levels and decrease in suspensions in classes of trained teachers/instructional support staff</p>

Combined Actions

Instructional Program and Professional Development

Actions	Resources	Indicators of Progress
<p>Develop a list of culturally relevant classroom library books aligned with the core curricula</p>	<p>Library Services Multilingual/Multicultural Equity Access and Achievement</p>	<p>Increase in culturally relevant books connected to core themes and state standards in classrooms</p>
<p>Identify reflective questions to enhance/focus data discussions in collaborative planning structures K-12 (academic conferences, grade level meetings, SLC common planning time)</p>	<ul style="list-style-type: none"> □ SCUSD administrators and teachers to identify questions □ Multilingual/Multicultural Equity Access and Achievement □ Professional Development 	<p>Action plans address needs of all students/student groups, particularly those not meeting standards</p>
<p>Develop a continuum of activities that schools may implement to advance their culturally responsive work</p>	<ul style="list-style-type: none"> □ Professional Development □ Multilingual/Multicultural Equity Access and Achievement □ Communication tool 	<p>Intervention plans for students below proficiency</p> <p>Schools/classrooms implementing aspects of a culturally responsive environment</p>

Combined Actions

Instructional Program and Professional Development

Actions	Resources	Indicators of Progress
<p>Continue to identify academic and socio-emotional interventions prior to special education referrals</p>	<ul style="list-style-type: none"> □ Professional Development □ Multilingual/Multicultural Equity Access and Achievement □ Community Health and Student Support Services □ Special Education □ Community-Based Organizations 	<ul style="list-style-type: none"> □ Decrease in African- and Latino-American referrals to special education □ Increase in percent of valid special education referrals
<p>Develop a district/site mentoring program targeting African-, Latino-Hmong-, Mien- and Lao-American students</p>	<ul style="list-style-type: none"> □ Community Partners □ Point person to facilitate partnerships and recruit mentors □ Community Health and Student Support Services 	<ul style="list-style-type: none"> □ Increase in student achievement and attendance □ Decrease in discipline referrals
<p>Identify five culturally and linguistically responsive strategies to improve student engagement and reduce suspensions</p>	<ul style="list-style-type: none"> □ Professional Development □ Multilingual/Multicultural Equity Access and Achievement 	<ul style="list-style-type: none"> □ Professional development in culturally and linguistically responsive pedagogy will be included in all school plans for the 2007-08 school year □ Teachers implementing strategies – students engaged

Combined Actions

Instructional Program and Professional Development

Actions	Resources	Indicators of Progress
Implement Equity Access and Achievement Strategy Fair	Associates and Administrators School and district successful programs	Principals and teachers sharing proven practices
Develop rubric of a culturally proficient school/classroom	<ul style="list-style-type: none"> □ Professional Development □ Multilingual/Multicultural Equity Access and Achievement 	Schools/classrooms implementing aspects of a culturally responsive environment
Review School Attendance Review Board process	Community Health and Student Support Services	Improved student attendance
Review, revise and implement improved Gifted And Talented referral process	Gifted And Talented Education, staff and advisory committee	Increase in African-, Latino-, Hmong-, Mien- and Lao-American students identified as Gifted And Talented
Refine and expand the work of Student Study Teams to include culturally and linguistically responsive strategies that increase student achievement	<ul style="list-style-type: none"> □ Professional Development □ Multilingual/Multicultural Equity Access and Achievement □ Review of current practices 	<ul style="list-style-type: none"> □ Decrease in African and Latino-American referrals to special education □ Increase in percent of valid referrals

Family and Community Engagement



Vision Statement

The Sacramento City Unified School District is committed to providing quality engagement opportunities for families and community members/community-based organizations. Foundational to this vision is that district and school offices are welcoming and friendly, provide good customer service and offer many opportunities for families and community members to become partners at all levels including school governance. Inherent in this work is the expansion of outreach and education efforts for our families and community members.



Family and Community Engagement

Essential Components

- Schools must be open and inviting to all students, families and community members.
- Multilingual/Multicultural family members must feel they can contribute in meaningful ways as partners to their children’s education and to their school, and be given opportunities to do so.
- Students, families and community members must feel valued.
- All staff members must provide proper supports for students and families.
- Adult Education services can support job training, literacy skills development, parent education, citizenship preparation and support to parents and families.
- Meetings and committees will meet at times convenient for parents, with child care provided (when possible).





“Our staff is on point.”

“Students feel protected and are made aware of safety issues.”

“I have four A’s and two B’s — I’m bringing my grades up.”

“Can we have more awards for doing well?”

— Student messages to Superintendent and Board of Education

Actions

Family and Community Engagement

Actions	Resources	Indicators of Progress
<p>Provide parents with quality education in the following areas: Understanding student assessment, academic and socio-emotional progress of students, home/school connection, school and district budgets, parent rights, due process, parenting skills and parent advisory opportunities</p>	<ul style="list-style-type: none"> □ School Site Council/District Advisory Committee □ English Learner Advisory Committee/District English Learner Advisory Committee □ Multilingual/Multicultural Equity Access and Achievement □ Parent Advisors □ School/Community Liaisons □ Pre-K – Adult School Staff 	<ul style="list-style-type: none"> □ Parents/guardians are informed of the academic progress of their children □ Parent/guardians are informed of the importance of routinely spending time interacting positively with their children
<p>Schools will assist parents in learning English as a Second Language, job training, computer instruction, GED preparation, and citizenship</p>	<p>Adult Education</p>	<p>Increase in parent education classes provided at school sites and community centers</p>

Actions

Family and Community Engagement

Actions	Resources	Indicators of Progress
<p>Centralize Multilingual/Multicultural staff to provide services to schools and departments</p>	<ul style="list-style-type: none"> □ Multilingual/Multicultural Equity Access and Achievement □ Matriculation and Orientation Center □ Parent Engagement Office □ Communications Office □ Adult Education 	<ul style="list-style-type: none"> □ Parents, families, and community members receive information that is clear and communicated in the five major district languages (Spanish, Hmong, Chinese, Russian, Vietnamese) □ Parents able to find assistance and provide input
<p>Increase Multilingual/Multicultural staff at schools</p>	<ul style="list-style-type: none"> □ Principals □ Adult Education Department 	<p>Increase in percentage of multilingual/multicultural staff members at schools</p>
<p>Recruit community members to assist at school sites</p>	<ul style="list-style-type: none"> □ Community Health and Student Support Services □ Community Liaisons □ Adult Education 	<p>Community engagement at school sites</p>

Actions

Family and Community Engagement

Actions	Resources	Indicators of Progress
<p>Develop a customer service survey for partners to determine how SCUSD is doing in outreach, customer service and engagement</p>	<ul style="list-style-type: none"> □ Parent Task Force □ Assessment Research and Evaluation □ Adult Education 	<p>Increase in family and community members who feel welcome at their schools, as indicated by the parent survey</p>
<p>Improve strategies to inform parents/guardians about student progress, attendance, etc.</p>	<ul style="list-style-type: none"> □ Pre-K – Adult School/district staff □ Connect-ED □ The Connection □ Multilingual radio □ District television program □ District web site 	<ul style="list-style-type: none"> □ Increase in STAR scores, report card grades and other indicators listed on page 9 □ Increase in attendance □ Decrease in dropout rate
<p>Develop strategies to involve faith-based organizations and ethnic advisory groups to assist and support district goals</p>	<p>District and school staff</p>	<p>Increase in community involvement with defined purpose</p>
<p>District will reduce barriers to parent participation by subsidizing the cost of the fingerprinting process</p>	<p>Funding identified for the finger printing process for parents/guardians</p>	<p>Increase in parent volunteerism</p>

Human Resources



Vision Statement

Vital to high academic achievement is a highly qualified, competent, talented and caring teacher in every classroom each and every day for every student. It is also important that school faculty reflect the student body culturally and linguistically. Therefore, it is necessary to design a comprehensive recruitment and retention plan to attract and retain the best teachers to provide quality instruction to our diverse student body.



Human Resources

Essential Components

- District personnel, as much as possible, should reflect the student body demography of the district.
- Assertive recruitment efforts must be implemented to recruit and retain highly qualified, skilled and talented staff members.
- Our most highly skilled and experienced teachers and instructional aides will work in Program Improvement schools.
- Professional development and support systems must be provided to retain highly qualified teachers and administrators.



Actions

Human Resources

Actions	Resources	Indicators of Progress
<ul style="list-style-type: none"> ❑ Develop an education-focused Small Learning Community (SLC) on one of the comprehensive high school sites ❑ Increase student interest in the career field of education ❑ Encourage students to continue their education at the college level. ❑ Create a pool of candidates for consideration for positions in SCUSD <p>Develop high expectations for all employees regarding cultural responsive learning/environment</p>	<ul style="list-style-type: none"> ❑ Partnerships with: National Educators Association, Association of California School Administrators, California Teachers Association Institutes of Higher Education, Call Me Mister, SCUSD high schools ❑ Teachers, administrators and other staff willing to provide insight into the career field of education ❑ Teachers, administers and other staff willing to mentor students ❑ Professional development. ❑ Differentiated support systems for new employees ❑ Mentors for new employees 	<ul style="list-style-type: none"> ❑ Provide high school students a venue to develop their interests in education ❑ Provide SCUSD with an aspiring teachers network ❑ Employees, classrooms and schools demonstrating practices that exemplify a culturally responsive learning environment ❑ Retention of qualified staff will increase ❑ Accelerated improvement of CST and benchmark scores in targeted groups ❑ Reduction of suspensions in targeted groups

Actions

Human Resources

Actions

Recruit and retain motivated highly qualified teachers in low performing Program Improvement schools or schools under sanction

- Specific strategies to recruit and retain teachers and administrators of color
- Mentoring/coaching program.

Provide Equity Access Achievement modules for all new staff members

Resources

- Review SCTA contract and district hiring practices
- Explore incentives for experienced staff working at low performing schools
- Professional development and effective support

- Personnel directors
- District staff
- Community-based organizations

- Personnel
- Curriculum and Instruction Department
- Multilingual/Multicultural Equity Access Achievement

Indicators of Progress

- Increase in number of staff members that represent district demographics
- Increase in staff retention rates at Program Improvement and Sanctioned schools

- Increased number of experienced staff members that represent district demographics
- Reduction of suspensions in targeted groups

- Increased retention of qualified staff
- Accelerated improvement of CST and benchmark scores in targeted groups

Promising programs, practices and activities

- Advancement Via Individual Determination (AVID)
- Summer Bridge Academies
- Project 100
- Moral Values Programs – C. K. McClatchy
- Project Sunday - Luther Burbank
- Schoolwide Support – six schools (elementary)
- Culturally Responsive Model classrooms
- PACE program – John F. Kennedy
- Small alternative education settings
- UC/CSUS college outreach programs
- Vocational education classes
- Positive incentive programs for student behavior

- Student community volunteer programs
- One to one conferences with students
- Small Learning Communities
- Staff mentoring
- Link Crew
- Parent training on school campuses
- Hmong men's and women's circle
- Student conferences
- Student clubs and after-school activities
- Advanced Path Academics
- Parents participating in demonstration lessons
- Social gatherings for parents and staff members

Further study recommended

Ensuring equity is an ongoing process and demands a commitment to continuous improvement. Further study is underway to research and review additional recommendations in the areas of graduation requirements, expanding student voice, and greater access to science and higher level mathematics classes.

