SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 9.1

Meeting Date: June 7, 2018

Subject: Graduation Taskforce Update

- ☒ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Academic Office & Continuous Improvement and Accountability

Recommendation: Review the recommendations of the graduation taskforce with the goal of supporting any relevant recommendations during the 2018-1019 budget adoption process.

Background/Rationale: During the fall of 2017, the superintendent commissioned the creation of a graduation taskforce with the goal of creating recommendations which directly support all students graduating at high levels. The taskforce recommendations are expected to impact the district's accountability elements including Graduation and A-G completion. Key measurable outcomes will include the number of students who on-track for graduation and a-g completion, the number of students who move from either off-track or subject borderline to ontrack to graduation and the overall number of students who graduate and/or graduate having completed the a-g course taking pattern. A long-run measure of the graduation taskforce work will be those students who graduate college and career ready and with a more rigorous a-g profile.

Financial Considerations: Preliminary budget analysis has been completed by the fiscal office.

LCAP Goal(s): College, Career and Life Ready Graduates

Documents Attached:
1. Executive Summary
2. Budget

Estimated Time of Presentation: 15 minutes

Submitted by: Iris Taylor, Chief Academic Officer and

Vincent Harris, Chief Continuous Improvement and Accountability

Approved by: Jorge A. Aguilar, Superintendent

I. Overview/History of Department or Program

The Sacramento City Unified School District recognizes that high school graduation is a pivotal milestone in the lives of its students and works diligently to ensure all students successfully complete the required course work and courses of study to graduate from the school district with the requisite skills for college and career readiness. The district's new Equity, Access, and Social Justice Guiding Principle underscores the importance of high school graduation and its significance in ensuring that all students are not just given an equal opportunity to graduate, but are able to do so with the greatest number of postsecondary choices from the widest array of options.

However, in recent years the SCUSD graduation rate trend has been uneven. For example, the graduation rate was 79.9% for the 2012-2013 school year, peaked at 85.3% for the 2013-2014 school but declined back to 81.4% for the 2015-2016 school year. This concerning pattern led Superintendent Aguilar to create the graduation taskforce which was announced on the first day of school, August 31st. The task force is comprised of a diverse coalition of people including SCUSD Board members, leaders of district parent advisory groups, collective bargaining partners, and members of various community –based organizations and partners.

Below is a list of the task force members.

First	Last	Agency
Darryl	White	Black Parallel School Board
Malissia	Bordeaux	Blacks Making a Difference
Michael	Minnick	SCUSD Board Member, Area 4
Mai	Vang	SCUSD Board Member, Area 5
Christina	Pritchett	SCUSD Board Member, Area 3
Alex	Visaya	Community Advocate
Theresa	Hernandez	DELAC Representative
Cha	Vang	Hmong Innovating Politics
Rachel	Rios	La Familia Counseling Center, Inc.
Matt	Canty	Legislative Director, State Assembly
Gretchen	Viglione	Parent Teacher Home Visit Project
Liz	Guillen	Public Advocates
Robbie	Abelon	Region Builders
Ashlin	Malouf	Sacramento ACT

Kim	Williams	Sacramento Building Healthy Communities, Hub Director
David	Fisher	Sacramento City Teachers Association
Robert	Dugan	Sacramento Metro Chamber Senior Vice President, Public Policy & Economic Development
Angel Marie	Garcia	SCUSD's Community Advisory Committee Representative
Sarah	Nguyen	SCUSD Student Board Member
Michael	Fry	United Professional Educators
Jim	Keddy	Youth Forward

The taskforce has met throughout the school year under the leadership of SCUSD retirees Dr. William Ellerbee and former principal Paula Hanzel. The taskforce issued an initial set of recommendations to the Board of Education on December 7th and will be presenting an additional set of recommendations on June 7th. Over[MOU1] the past few months, a cross department team of Sacramento City Unified School District staff has been vetting the fall recommendations using a nationally recognized evaluation framework. Using this process, staff has been able to prioritize the implementation of the recommendations.   This same process will be used for the spring recommendations.

The key components of the research-based evaluation rubric include:
- Needs Assessment
- Organizational Fit and Readiness
- Resource Requirements
- Evidence of Impact
- Capacity to Implement

The following provides a brief overview of the fall and spring taskforce meeting topics:

Fall Meetings

Meeting Date	Topics	Speakers
August 31, 2017	Call to Action	Superintendent and Board of Education
September 20, 2017	Dropout Crisis	Russell Rumberger, Ph.D, UC Santa Barbara, California Dropout Research Project
October 3, 2017	Work Teams/Deliberations	
October 17, 2017	Data Work Teams/Deliberations	Jorge Aguilar, Superintendent
October 30, 2017	Work Teams / Data Q & A	
November 6, 2017	Students with Disabilities Student's Voices African Americans Work Teams	Susan Sawyer, California Transition Alliance Sarah Nguyen, Student Board Member & Malissia Bordeaux, Blacks Making a Difference Darryl White, Black Parallel School Board
November 8, 2017	Foster Youth English Learner Students Impact of Ds and Fs Work Teams	Flojaune G. Cofer, Ph.D, MPH, Public Health Advocates Vanessa Girard, Multilingual Education Director Darryl White, Black Parallel School Board
November 14, 2017	Work Teams / Recommendations	
November 28, 2017	Work Teams / Recommendations	

Spring Meetings

Meeting Date	Topics	Speakers
March 13, 2018	African American student achievement and graduation rate	Dr. Shirley White, County Superintendent, Riverside COE, and Dr. Paul Gothold, County Superintendent, San Diego COE
March 20, 2018	Math Grade Performance and 9th Grade Failure Rate with emphasis on African Americans, Students with Disabilities, and English Learners	Pam Burdman, math expert (Opportunity Institute)
April 3, 2018	Continued development of recommendations relating to African Americans, 9th Grade Failure Rate, and Math	Paula Hanzel/William Ellerbee
April 17, 2018	Students with Disabilities	Sue Sawyer with California Transition Alliance
May 1, 2018	Foster Youth	Dr. Flojaune C. Cofer, Director, State Policy and Research
May 15, 2018	English Learners	Vanessa Girard, Director, Multilingual Literacy
May 29, 2018	Host working session with LCAP Parent Advisory Committee to review GTF recommendations	Paula Hanzel/William Ellerbee
June 7, 2018	Board of Education Update	Jorge Aguilar, Superintendent and Board Members

II. Driving Governance:

Per board policy 6146.1 - Because graduation from high school provides students with opportunities for postsecondary education and or employment, the Governing Board desires to prepare each student to obtain a diploma of high school graduation. High Graduation represents an important life achievement for the student, family and community. America's Promise Alliance has done extensive work on the importance of high school graduation. Below are several reasons why high school graduation matters:

Board of Education Executive Summary

Academic Office/Continuous Improvement

Graduation Task Force Update

June 7, 2018

Sacramento
City Unified
School District

- High school graduates are more likely to be employed, make higher taxable income, and aid in job generation.
- High school graduates earn a national average of $8,000 more annually compared to high school dropouts.
- High school graduates are less likely to engage in criminal behavior or require social services.
- High school graduates have better health and longer life expectancy.
- High school graduates are more likely to vote. During the 2012 presidential election, 4 percent of people who left high school without graduating voted compared to 24 percent of youth with only a high school diploma and 37 percent with a college degree.[28]
- High school graduates contribute to America's national security because students that leave high school without a diploma are not qualified to serve in the military.
- The nation's economy depends on skilled labor. Business leaders report difficulty in finding enough qualified employees with the skills, training and education to meet their companies' needs.

The important takeaway is that high school graduation matters in multiple ways. High school graduates have a much higher chance of achieving their personal dreams than high school drop outs. The recommendations of the task force are grounded in this research and understanding and are driven by the district's Equity, Access, and Social Justice guiding principle which calls for all students to have an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options

III. Budget:

The fiscal office has developed a preliminary set of recommendation cost impacts. These are attached for your review

IV. Goals, Objectives and Measures:

Improving graduation rate initiatives are outlined in the district's LCAP and includes items such as adding counselors at the secondary level, a California College Guidance Initiative pilot and College Readiness Block grant initiatives.

The taskforce recommendations are expected to impact the district's accountability elements including Graduation and A-G completion. Key measurable outcomes will include the number of students who on-track for graduation and a-g completion, the number of students who move from either off-track or subject borderline to ontrack to graduation and the overall number of students who graduate and/or graduate having completed the a-g course taking pattern. A long-run measure of the graduation taskforce work will be those students who graduate college and career ready and with a more rigorous a-g profile.

V. Major Initiatives:

It is important to note that several initiatives are underway with district teams including principals, counselors, registrars and Serna center staff. These initiatives focus on a range of activities including graduation support (e.g. supporting students to get back on track to graduate), college exposure (e.g. targeted UC Merced homecoming trip) and additional efforts to encourage students to see the value of high school graduation. Additional activities will be identified as a part of the Graduation Task Force follow up.

The committee members utilized the framework from the research of Dr. Russel Rumburger as outlined in his seminal work, *Dropping Out: Why Students Drop Out of High School and What Can Be Done About It* and the "U.S. Department of Education, Institute of Education Sciences panel that produced the *Dropout Prevention Practice Guide* (2008 and 2017). The committee organized into three groups which focused on 6 critical areas outlined in this research literature namely:

- Academics and Low Aspirations
- Attendance and Mobility
- Misbehavior and Retention

Based on the fall work, the graduation taskforce decided to take an at-risk student approach with the spring recommendations. The spring recommendations build on the fall process with a strategic focus on African-American, Student with Disabilities, Foster Youth and English Learner student focus.

Key draft graduation taskforce recommendation themes include:
- Build consistent structures and routines
- Create monitoring systems
- Implement systems approach with a focus on continuously assessing what works and what does not (e.g. fidelity of implementation, student achievement outcomes)
- Foster a shared responsibility for student outcomes
- Align professional learning for adults designed to accelerate all student learning and achievement with appropriate accountability indicators and sufficient support to achieve established targets
- Build conditions of success for existing practices (e.g. Positive Behavior Interventions and Supports, Restorative Practices, Standards Implementation, Parent Teacher Home Visit Project)

VI. **Results:**

It is important to note that the Sacramento City Unified school district graduation rate trend data has remained inconsistent year over year and there are significant subgroup gaps. While it is important to focus on the long-term aspiration of graduating all students college and career ready, it is critical to "see" the current reality. The chart below provides an overview of the

district and subgroup graduation trends. The key takeaway is that the district has an important opportunity to accelerate graduation results for almost every subgroup.

School Year	District	Hispanic	Asian	African American	White	English Learner	Special Education
2015-2016	81.4%	77.8%	91.1%	72.3%	85.6%	73.8%	57.3%
2014-2015	80.3%	76.9%	89.5%	69.0%	82.3%	72.9%	57.5%
2013-2014	85.0%	82.1%	90.8%	73.3%	90.8%	77.7%	66.5%
2012-2013	85.3%	83.1%	90.3%	76.2%	89.1%	78.3%	70.0%
2011-2012	79.9%	75.2%	89.3%	70.4%	79.3%	75.4%	63.4%

VII. Lessons Learned/Next Steps:
An important consideration is the sustainability plan for the graduation taskforce. While the taskforce will formally report its final set of recommendations at the June 7th board meeting, there will be opportunities to continue to engage with taskforce members during the implementation process. Also, the taskforce used its final meeting to share the draft spring recommendations with the LCAP PAC as a way to ensure that the most viable recommendations are potentially included in the LCAP going forward.

Preliminary Graduation Taskforce Budget Impact

	Budget Amounts	Existing or Incremental (New)	Notes:
• Implement Grade Level Readiness Criteria to address Pipeline challenges (district wide practices)	$ 771,500.00	Incremental (New)	Director III, Guidance and Counseling; 2.0 fte Coordinators, Research and Data; UC Merced Agreement
• Multi-Tiered System of Support (MTSS)	$ 1,700,000.00	Existing	Attendance Grant
o Early Identification and Intervention System - Explorations/Early Implementation			
o Targeted Student Population support - Students with Disabilities, African American, etc.			
o Attendance			
▪ Attendance Grant - 3 year grant 2019-2020 - $1.2 M			
o Behavior $$			
▪ PB&S, Restorative - Re-start journey, Social Emotional Learning	$ 953,800.00	Existing	Equity and SEL Departments (Doug/Mai Xi Lee)
▪ American Legion Counselor .4 FTE and **Social Worker**	$ 200,800.00	Incremental (New)	Supplemental Counselor and Social Worker
o Academic/Course Performance $$$			
▪ Master Scheduling Supervision (e.g. "educational course content", no TAs, Office A	$ 168,000.00	Incremental (New)	New Director I, Master Scheduling
▪ Expanded Learning Summer Program ($3 million)	$ 3,000,000.00	Incremental (New)	Opt Out Summer School
▪ Special Education Inclusion Program	$ 1,619,800.00	Incremental	Inclusive Practices @ 6 schools (added teachers)
▪ Professional Learning Supports (e.g. implicit bias)	$ 950,000.00	Existing	Induction Program
▪ Training Specialist	$ 2,928,100.00	Existing	23.5 FTE Training Specialist (Central, Caleb Greenwood, Ethel Phillips, OakRidge
▪ Credit Recovery Focus	$ 414,000.00	Incremental	Accelerate Education/Credit Recovery at schools (R0019)
▪ New coordinator (began 4/18) in Multilingual Literacy	$ 169,400.00	Incremental (New)	New Multilingual Coordinator
• Performance and Targeted Action Index			
o Graduation Element			
o A-G Element			
o Special Education Elements			
o College Going Culture			
Total	$ 12,875,400.00		