



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

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**Meeting Date:** 9/16/2011

**Subject:** Academic Office: Literacy Framework

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**Division:** Board

**Recommendation:** Board

**Background/Rationale:**

The Board of Education is responsible for the overall direction and management of the District. The Board is currently reviewing the Literacy Framework, which is a key component of the District's strategic plan. The Board is seeking input from all stakeholders, including parents, teachers, and students, to ensure that the framework is effective and meets the needs of the District. The Board is also reviewing the financial implications of the framework and is seeking input from the Finance Committee. The Board is scheduled to meet on September 16, 2011, to discuss the framework and make a recommendation to the Board.

**Financial Considerations:**

The Literacy Framework is estimated to cost \$1,500,000 per year. The Board is seeking input from the Finance Committee regarding the funding source for the framework. The Board is also reviewing the financial implications of the framework and is seeking input from the Finance Committee.

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## Academic Office: Literacy Frame

### September 15, 2011

disadvantaged students (from 37% to 40%). Although those desired by the district and required by the Early Assessment Program (EAP) test, which measures level reading and math, reveals that only 17% of college ready for College English. Altogether, the literacy provide the driving governance for a change in instruction, and assessment in SCUSD.

### III. Budget

The budget covers professional development, supplies, and materials budgeted for the 2011-12 school year. Sources include State Grant, and General Funds.

Balanced Literacy
Program Improvement Schools
California Subject Matter Project
Culturally and Linguistically Responsive
ELA Common Core
<b>Total</b>

### IV. Goals, Objectives and Measures

To measure the impact and effectiveness of the Literacy Framework, the Academic Office will use the Key Performance Indicators (KPIs) from the Department of Education. These measures will include student progress in meeting district benchmark assessments in reading and math data throughout the year using a variety of assessments, and performance based

The Academic Office will assess the effectiveness of the literacy and learning resources through the cognitive demand, accuracy, diversity

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# Board of Education Executive

## Academic Office

September 15,



### Literacy Assessment and

A comprehensive assessment system. In the area of measures. Formative assessments are interventions, small groups, informal classroom assessments. Summative Assessment benchmark and state assessments. understandings, strengthen programmatic decisions and writers. This intention monitored.

### Literacy Infrastructure

A key lever in the Learning provides support to science literacy teaching and learning professional development provided by our ELA team

#### A. Infrastructure

**Balanced**  
For the development of literacy classroom reading strategies balanced

A professional development of elementary principals monthly instructional competence are needed

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B. Infrastructure of Support  
x California Subject  
District high school  
Project (CSMP) in the  
conducted through  
been facilitated by  
summer institute a  
each month at various  
instructional tools.

x Program  
An initiative  
of student  
Student  
Invert  
challenge  
ELA in  
through

C. Infrastructure

x Cultural  
For the  
the knowledge  
linguistic  
respect  
district  
ensure  
district  
provide  
teacher  
services

x Instruction  
The  
to school  
ELA in  
school  
collaboration  
provide  
inquiry

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**D. Infrastructure of Support**

**Library Support and**

The district librarians are collaborating with classroom librarians and/or classroom teachers to provide literacy support with children. In addition, the district is focused on expanding the role of classroom teachers and student teachers through current research on effective reading instruction and strengthening the school library program.

**Target**

Through the implementation of the Literacy Support Plan, all schools will have a library or classroom librarian by the end of the 2011-12 school year. The plan also includes providing professional development for classroom teachers and student teachers on effective literacy instruction strategies. The goal is to ensure that all students have access to high-quality literacy instruction and resources.

**VI. Results**

**Balanced Literacy**

During the 2010-11 school year, the district implemented the Balanced Literacy program in all schools. Participants reported that the program was being implemented with fidelity and that students were showing improvement in reading skills. The program focuses on providing students with explicit instruction in reading strategies and opportunities for independent reading.

**Reading 3D Evidence**

Five schools were selected for the Reading 3D Evidence project. These schools focused on implementing the Reading 3D program and collecting data on student reading performance. The data will be used to inform future instruction and program evaluation.

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# Board of Education Executive Summary

## Academic Office: Literacy Framework

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Begin the development of benchmark assessments  
Standards.

Continue to collaborate with the Accour  
implementation of the Data Inquiry Proc  
focus of this is literacy.

Create models of practice for culturally r  
sites across the district.

Design targeted, ongoing professional d  
deepen their ability to provide reading i  
their knowledge and expand their instru

Continue implementation of the Reading  
expand to additional school sites. Study  
sustainability.

Increase the number of schools receivin  
the Instructional Support Team.

**QMS**

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- Bowling Green McCoy/Chacon
- CP Huntington
- Ethel Phillips
- Freeport
- John Still
- Joseph Bonnheim
- Mark Hopkins
- Pacific

**4**

- American Legion
- California
- John Still
- Kit Carson
- Sam Brannan