

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 11.2

Meeting Date : June 15, 2017

Subject : Literacy and Common Core State Standards (CCSS) and English
Language Arts (ELA) Implementation

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

Financial Considerations : The district utilizes a combination of funding sources to support literacy and implementation of the CCSS ELA. This includes funding from CCSS ELA, Title I, and federal grants. District funding for CCSS ELA is approximately \$8,285,000 which includes \$6,000,000 for the adoption of ELA/ELD Instructional Materials which will occur in 2017-2018 school year.

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

Documents Attached:

1. Executive Summary

Estimated Time of Presentation : 10 minutes

Submitted by: Iris Taylor, Ed.D., Chief Academic Officer

Matt Turkie, Asst. Supt. Curriculum & Instruction
Denise Leograndis, ELA Coordinator

Approved by : J

Final due to Iris by June 2

I. Overview of the Title

The Sacramento City Unified School District (SCUSD) is committed to graduating students who are prepared to thrive in a globally competitive world that is ever changing, increasingly diverse, and technology and information driven. A critical factor in a student's success in this world is being a literate adult with high levels of competency in the English Language Arts. The English Language Arts (ELA) includes skills that support a student's ability to read and critically analyze complex texts in a variety of forms such as print as well as visual forms. They also include the skills needed to effectively communicate one's ideas for academic purposes in an array of both spoken as well as written forms and for a diverse audiences and purposes.

In 2010, the state of California adopted a new set of curriculum standards for ELA, the CA Common Core State Standards (CCSS). These standards outline the expectations for what should be taught and what students should know, understand, and be able to do to be considered ready for college, career, and life after high school. SCUSD has been engaged in instituting programs, practices, and initiatives to build staff capacity and to support students in acquiring these skills and competencies and ensure their ability to navigate and contribute productively to an increasingly complex world.

II. Driving Governance

The SCUSD Strategic Plan 2016-2021 Strategic Plan Goal of College, Career and Life Ready Students requires that as a district we challenge and support all students to actively engage in rigorous and relevant curriculum that prepares them for college, career, and a fulfilling life. This preparation must be afforded to all students regardless of zip code, race/ethnicity, ability, language proficiency, and life circumstance. Our goal is for all schools to hold students to the highest academic expectations, which is also evident in the Local Control Accountability Plan's (

individuals. Included in these capacities are demonstrating independence; building strong content knowledge; responding to the varying demands of audience, task, purpose, and discipline; comprehending as well as critiquing; valuing evidence; using technology and digital media strategically and capably; and understanding other perspectives and cultures. The commitment to ensuring all students leave SCUSD able to demonstrate these skills is the driving governance that underscores the district’s literacy-focused programs and initiatives.

III. Budget

The district utilizes a combination of funding sources to support literacy and implementation of the CCSS ELA. This includes funding from CCSS ELA, Title I, and federal grants. District funding for CCSS ELA is approximately \$8,285,000 which includes \$6,000,000 for the adoption of ELA/ELD Instructional Materials which will occur in 2017-2018 school year. The allocation of these funds includes but is not limited to the following items/services:

Item/Service	Amount	Funding Source
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Staffing

ELA Coordinator (1.0 FTE)

SCUSD is fully committed to implementing a college- and career-ready curriculum designed to ensure students graduate with a solid post-secondary foundation. The district's goal is to empower and engage both school-based and district staffs in strengthening their understanding

on instructional strategies for engaging students in academic discourse and high quality tasks/texts/questions. Principals also collaborated on supporting teachers with standards implementation. This year, the Academic Office led twenty seven sets of cross-site instructional rounds, attended by principals, assistant principals, and teachers.

summer and during the school year. Teachers continue to grow in their learning journey of the instructional shifts and have increased their capacity to implement the ELA CCSS.

With the support of a federal grant for twelve of our schools called Growing Lifelong Readers (GLLR), 200 K-6 teachers have committed to two years of building their capacity to support Independent Reading that includes student choice of text to read with teacher guidance and wide and volume reading all with the intent to grow and nurture a lifelong love of reading.

SCUSD, in partnership with California State University, Sacramento and Sacramento City College, plan for and implement capacity building among our high school English teachers who are using the Expository Reading and Writing Course (ERWC) materials. The course is designed for twelfth grade students whose 11th grade CAASSPP scores indicate that they are “conditionally ready” for college. Students who pass the course with a “C” or better are exempted from CSU English course placement assessments and are able to take college-level course work without taking remediation courses.

Support Staff Capacity Building

The district recognizes the critical role of support staff and has intentionally designed professional learning sessions to build their capacity to assist in implementation of the

of this school year to all K-6 classrooms. Teachers were asked to prepare for best use of these

