



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

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**Meeting Date:** 6/16/2011

**Subject:** Academic Office: Literacy Framework

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**Division:** 60

**Recommendation:** 1

**Background/Rationale:**

The Board of Education is responsible for the overall direction and management of the District. The Board is responsible for the development and adoption of the District's policies, including those related to the Literacy Framework. The Board is also responsible for the approval of the District's budget and the appointment and removal of the Superintendent.

The Literacy Framework is a comprehensive plan that outlines the District's commitment to ensuring that all students are proficient in reading and writing. The Framework is based on the District's core values and the state's standards for literacy. The Framework includes a variety of strategies and interventions that are designed to support students who are struggling with literacy.

The Board is pleased to support the Literacy Framework and to ensure that the District has the resources and personnel needed to implement it successfully. The Board is also committed to ongoing monitoring and evaluation of the Framework's impact on student learning.

**Financial Considerations:**

The Literacy Framework is a cost-effective program that will have a positive impact on student learning. The Board is committed to ensuring that the District has the resources needed to implement the Framework successfully.

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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 cha instruction, and assessment in SCUSD.

### III. Budget

The budget covers professional development, su budgeted for the 2011-12 school year. Sources c Grant, and General Funds.

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

### IV. Goals, Objectives and Meas

To measure the impact and effective Office will use the Key Performance Department. These measures will measure student progress in meeti district benchmark assessments in i data throughout the year using a v assessments, and performance bas

The Academic Office will assess the and learning resources through the cognitive demand, accuracy, divers

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# Board of Education Executive

## Academic Office

September 15, 2020

### Literacy Assessment and Data

A comprehensive assessment system is a key component of the Literacy Instruction System. In the area of assessment, the system includes formative and summative assessments. Formative assessments are interventions for individual students, small groups, and the whole class. Summative assessments are benchmark and state assessments. The system also includes understandings, strengths, and weaknesses that inform programmatic decisions and professional development for teachers and writers. This information is monitored and reported.

### Literacy Infrastructure

A key lever in the Literacy Instruction System is the Literacy Infrastructure. This infrastructure provides support to schools and districts in implementing literacy teaching and learning. It includes professional development, resources, and data. The infrastructure is provided by our ELA team.

#### A. Infrastructure

##### Balanced Literacy

For the purpose of developing literacy skills in the classroom, a balanced literacy approach is used. This approach includes reading, writing, speaking, and listening. The goal is to provide a balanced literacy experience for all students.

A professional development plan is developed for all teachers. This plan includes a variety of activities, such as workshops, conferences, and peer observations. The goal is to ensure that all teachers are up-to-date on the latest research and practices in literacy instruction.

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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  
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of student  
Student  
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C. Infrastructure

x Cultural  
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teacher  
services

x Instructional  
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 school librarians and/or classroom teachers to provide support for children. In addition, the district is focused on expanding the current research on effective reading practices for teachers and students. The district is currently conducting research on the effectiveness of various reading interventions and is working to implement the most effective ones. The district is also working to strengthen the infrastructure of support for reading.

**Target**

Through the implementation of the district's literacy plan, the district is targeting a 10% increase in the number of students who are proficient in reading by the end of the school year. The district is also targeting a 5% increase in the number of students who are proficient in writing by the end of the school year. The district is also targeting a 5% increase in the number of students who are proficient in speaking and listening by the end of the school year.

**VI. Results**

**Balanced Literacy**

During the 2010-2011 school year, the district implemented the Balanced Literacy program. Participants reported that they were likely to see additional progress in reading and writing skills.

**Reading 3D Ea**

Five schools were selected for the Reading 3D Ea program. Schools focused on implementing the program for the 2010-2011 school year. Benchmark data used to inform the program was used to inform the program.

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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 Account implementation of the Data Inquiry Proc focus of this is literacy.

Create models of practice for culturally i 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

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