



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

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Meeting Date: 9/16/2011

Subject: Academic Office: Literacy Framework

- Item 1
- Item 2
- Item 3
- Item 4
- Item 5
- Item 6
- Item 7

Division: 10

Recommendation: 1

Background/Rationale:

The Literacy Framework is a comprehensive document that outlines the district's commitment to ensuring all students are proficient in reading and writing. This framework is based on the state standards and is designed to provide a clear, consistent path for all students. The framework includes a variety of strategies and resources that will be used to support student learning. The framework is a living document that will be updated as needed to reflect changes in the district's needs and priorities. The framework is a key component of the district's overall literacy strategy and is essential for ensuring that all students are prepared for success in the 21st century.

Financial Considerations:

\$1,500,000

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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, is budgeted for the 2011-12 school year. Sources are Grant, and General Funds.

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

IV. Goals, Objectives and Meas

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

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

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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 focus on literacy instruction. The plan is implemented over a period of one month. The goal is to ensure that all teachers are effective in their 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.

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An initiative
of student
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ELA in
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C. Infrastructure

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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 implementing the most effective ones. The district is also providing professional development for teachers on the use of technology in reading instruction. The district is also providing support for the implementation of the state reading standards. The district is also providing support for the implementation of the state reading standards. The district is also providing support for the implementation of the state reading standards.

Target

Through the implementation of the state reading standards, 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 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 10% increase in the number of students who are proficient in reading 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 use the program in their classrooms. The district is also providing support for the implementation of the program. The district is also providing support for the implementation of the program. The district is also providing support for the implementation of the program.

Reading 3D Ea

Five schools are currently implementing the Reading 3D Ea program. The district is providing support for the implementation of the program. The district is providing support for the implementation of the program. The district is providing support for the implementation of the program.

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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