



# 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:** 9.1

**Recommendation:** 9.1

**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 to ensure that it is effective and that it meets the needs of all students.

**Financial Considerations:**

The Literacy Framework is a cost-effective program that will benefit all students in the District. 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 change in instruction, and assessment in SCUSD.

### III. Budget

The budget covers professional development, is budgeted for the 2011-12 school year. Sources include 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 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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# Board of Education Executive

## Academic Office

September 15, 2020

### Literacy Assessment and Data

A comprehensive assessment system is a key lever in the Learning System. In the area of literacy, we use a variety of measures. Formative assessments are interventions for individual students, small groups, and whole-classroom. Informal classroom assessments provide ongoing feedback. Summative Assessments include the state benchmark and state assessment. These assessments provide us with data on student understandings, strengths, and areas for growth to inform programmatic decisions and professional development for teachers and writers. This information is closely monitored.

### Literacy Infrastructure

A key lever in the Learning 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 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 strategies. A balanced literacy approach ensures that all students have access to high-quality literacy instruction.

A professional development plan for literacy instruction is in place. This plan includes a focus on literacy instruction for all students. The plan also includes a focus on professional development for teachers and instructional leaders. This professional development is ongoing and is designed to ensure that all students have access to high-quality 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  
An initiative  
of student  
Student  
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ELA in  
through

C. Infrastructure

x Cultural  
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ELA in  
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collaboration  
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inquiry

# Board of Education Executive Academic Office: Literacy September 15, 2011

## D. Infrastructure of Support

### Library Support and

The district librarians are collaborating with school librarians and/or classroom librarians and/or classroom teachers with children. In addition, the focus is on expanding current research on reading and student learning and strengthening

### Target

Through the implementation of the Literacy Plan, the district will ensure that all students have access to high-quality literacy instruction. The plan includes the following components:

## VI. Results

### Balanced Literacy

During the 2011-2012 school year, the district will implement the Balanced Literacy program. Participants are expected to be likely to implement the program in a way that will result in additional progress for all students.

### Reading 3D Ea

Five schools are currently implementing the Reading 3D Ea program. Schools are focused on implementing the program in a way that will result in Year benchmark data used to inform instruction.

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# Board of Education Executive Summary

## Academic Office: Literacy Framework

### September 15, 2011

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