



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: b

Background/Rationale:

The Literacy Framework is a comprehensive document that outlines the district's commitment to ensuring that all students are proficient in reading and writing. This framework is based on research and best practices in literacy instruction and is designed to provide a clear, consistent path for all students, regardless of their background or ability.

The framework is organized into three main sections: Foundational Skills, Language Acquisition, and Critical Thinking. Each section includes specific standards and performance indicators that will be used to measure student progress. The framework also includes a variety of resources and strategies that can be used to support student learning.

The Literacy Framework is a living document that will be updated as new research and best practices emerge. It is the responsibility of all district staff to ensure that the framework is implemented effectively and that all students have the opportunity to succeed.

Financial Considerations:

The Literacy Framework is a cost-effective initiative that will be funded through the district's general fund. The estimated cost of the framework is \$1,500,000. This cost includes the development of the framework, the purchase of resources, and the implementation of the framework.

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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 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
Total

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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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 measures. Formative assessments are interventions for individual students, small groups, and the whole class. Summative Assessments include benchmark and state assessments to measure student understandings, strengths, and areas for growth to inform programmatic decisions and professional development for teachers and writers. This information is continuously monitored.

Literacy Infrastructure

A key lever in the Literacy Instruction System is the Literacy Infrastructure, which provides support to schools and districts for literacy teaching and learning. The infrastructure is provided by our ELA team.

A. Infrastructure

Balance

For the development of literacy skills, a balance of classroom reading and strategy instruction is needed.

A professional development plan for principals and teachers is needed to ensure that the infrastructure is implemented effectively.

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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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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 findings of this research into the district's reading program.

Target

Through the implementation of the district's reading program, 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 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 see additional progress in reading skills.

Reading 3D Ea

Five schools were selected for the Reading 3D Ea program. Schools focused on the Year benchmark data used to inform instruction.

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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