



Boar
Acad
LEAP
Octo



Overvi e
Districts
(LEA) P
and func
entitlem
Embedc

Board of Education
Academic Office
LEAPlan: End
October 4, 201

Below are the strat

Reading

Reading Interventio

Reading 3D, a tech
address the five es
fluency, vocabulary
Bowling Green Mc
Hopkins, Joseph B
Sloat) in Program I
targeted, and addre
grades K-6. Schoo
(DIBELS), Reading
the Burs
at the s
teacher:
synchro

At the s
designe
(Califorr
Legion)
periodic
diagnos
students
comprel
Reading
Literacy
effective

Evidenc

Data fro
impleme

x C
g
le
b

Board of Education
Academic Office
LEAPlan: End
October 4, 201



- to benchmark
- 27% of stud
- intensive to
- benchmark.
- 7% moved t
- benchmark.
- 3% moved t
- benchmark.
- 2% moved t
- benchmark.
- x Performance
- revealed the
- (May) the m
- and compre
- Students we

ELA Common Core

SCUSD began imp
better prepare stu
teacher:
first seri
Core St:
whose v

The con
for read
(narrativ

Evidenc

Student
to deteri

- x T
- a
- s
- w
- x T
- p

Board of Education
Academic Office
LEAPlan: End
October 4, 2011

- x Written reflection is having a significant impact on students' career readiness
- x 2011-12 CSDE performance on the ELA assessment increased by 10% attributed to the implementation of the standards

Balanced Literacy

The district began implementing essential elements of literacy taught through a balanced approach based upon the principles of literacy to provide all students with opportunities to learn and grow.

Fifty-six elementary schools participated in the series focused on the implementation of three of the structural components of literacy: interactive read-aloud, assessment and conferencing. In addition, a professional learning community of 33 elementary school principals and components of the literacy standards is leading and facilitating the implementation of the standards.

Evidence and Results

Classroom observations were used to

- x Significant increase in student reading levels
- x Significant increase in student writing skills
- x Significant increase in student oral communication skills

Boar

Boar
Acad

Board
Acad
LEAP
October



as meas
involved
and the

Evidenc

SCUSD
students

Board of Education
Academic Office
LEAPlan: End
October 4, 201

Participants explore
language instructio
ELs. The participar
content area subje

Evidence and Resu

To assess the impac
teacher self--

x T

2

(t

5

s

a

s

a

th

w

b

n

x C

e

ir

e

J

p

o

x C

(

(

(

(

(

(

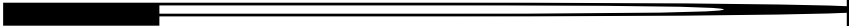
x T

a

Board of Education
Academic Office
LEAPlan: End
October 4, 201



academic m
class discu



Perfor m
teache r

The dist
paraprof
Qualifier
2001. To
provide
standards
had met
strategie

- x T
- F
- x T
- w
- x T
- h
- t
- e
- x T
- h
- c
- x T
- o
- t
- x N
- p
- l
- i
- t
- o
- P
- o
- x T
- C

Board of Education
Academic Office
LEAPlan: End
October 4, 201



innovative o
th
F
h
th
B
o
c

Evidenc

- x N
- x A
- q
- x A

Professi

The SCI
develop
and Ber
Analysis
students
focused
Student:
Differen
Teachin
Languag

In additi
Commo
planning
perform:

To incre
ELA, EL
4 ELD T
They pr
develop

Board
Acad
LEAP
October



Evidence

To monitor
completion
revealed

- x A
- p
- x S
- a
- c
- a
- x

Boar
Acad
LEAP
Octo



Youth E

Youth D
School
process
after scl

Board of Education Executive Summary

Academic Office/State and Federal Programs Office

LEAPlan: End of Year Report

October 4, 2012

With a team of social workers, family advocates, interns and community referrals from school sites were pre-screened for appropriateness of the assessed for severity of need and assigned to a case manager who was develop a plan of action.

The following data were collected on each referral: demographics, partici services requested and rendered, parental level of engagement, and fina disposition. The success of the intervention was determined by contactin party and parent/guardian in order to verify that the student's needs were Additionally, satisfaction surveys were randomly conducted.

Evidence and Results

- x Number of students/families referred: Total: 1,266 (514 Connect 752 health insurance only)
- x Reasons for referral (top 5): mental health, family stress, behavior peer relationships
- x Number of schools served: 65
- x Connect Center - 65% of clients referred had their needs met
- x Health Insurance - 57% were newly or re-enrolled in health insur

The reason clients did not get their needs met or did not enroll in health insurance primarily due to the lack of parent engagement or non-compliance.

Strong Authentic Family and Community Engagement

Research clearly indicates that intentional engagement and consistent in parents/guardians build strong relationships and enhance school perform schools provided opportunities to help parents/guardians undeET q 400.2 card. Parents/guardians were instrumental in making a meani their respective schools by engaging in School Site Council (S the process of developing the School Development and Impro focus was building the capacity of parent leaders on the Distric (DAC), the District English Learner Advisory Council (DELAC)

Board
Acad
LEAP
October



Evidence

- x S
c
c
- x T
p
g
- x P
p
- x V
s
s
- x B
a
- x S
1
- x M
s
d
- x T
s
C

During t
School :

x

Board of Education Executive Summary
Academic Office/State and Federal Program
LEAPlan: End of Year Report
October 4, 2012

Performance Goal 5: All students will graduate High school graduation and college attainment and strategic plan. The following strategies address how from high school:

Linked Learning Pathways Initiative

Sacramento City Unified School District has adopted an approach to high school reform. The Linked Learning outcomes that are aligned with the goals of Pillar One Students of the Strategic Plan 2010-2014, Putting C

The Linked Learning approach is designed to produce

1. Are UC a-g ready
2. Completed a technical sequence provided by
3. Participated in work based learning (on campus tours, job shadows and internships provided by
4. Benefitted from wrap-around academic and support provided by counselors or our extended day effort with the Family and Community Engag

In the 2011-12 school year, school site pathways team pathway design, engaged learning, system support During this time, professional development and support Learning Department included: pathway development Linked Learning program sequencing, and on-site c

Since 2009, pathway staff has participated in the following areas: multi-interdisciplinary/integrated curriculum content assessment & standards-based grading, academic Algebra and Algebra project-based curriculum and training. The 2011-2012 academic year instruction and student learning in pathway

Evidence and Results

In the fall of 2009, SCUSD initiated the Linked Learning as of spring 2012, the Linked Learning approach pathways:

C.K. McClatchy High School

Board of Education
Academic Office
LEAPlan: End
October 4, 201



1. Law &
2. Justice
- Luther Burbank
3. Law &
4. Intern
- Rosemont H
5. Green
- Hiram Johns
6. Johns
7. Educ
8. Scier
9. Healt
10. Huma
- American Le
11. Culin
12. Busin
- Small High S
13. Arthu
- Healt
14. Geor
- Envir
15. New
16. The M
17. Scho

Of the seventeen c
Schools
and are
establis
school, ;
of our hi
increase

Two key
determir
90% of j
approxir
sequenc

In regar
educatic

Board of Education
Academic Office
LEAPlan:
October

data from
2010-11
program

Middle

Success
commitment
all student
areas –
awareness

Evidence

x L
S
g
tr
M
a
2
a
2
a
s
c
s
a

Advanced

Sacramento
Advanced
proportion
strategies

x L
S
P

Academic

Board of Education Executive Session
Academic Office/State and Federal
LEAPlan: End of Year Report
October 4, 2012

- x Ensured all students have access to AP courses and schedules.
- x Provided professional learning opportunities to enable them to identify potential AP students who are successful in AP courses.

Evidence and Results

- x All 10th graders in SCUSD participated in AP courses in the district. All 11th graders were provided with fee waivers available. Student AP coursework throughout the district. The district provided professional learning (AP Workshop and AP Potential) to students to identify additional students who are successful in AP coursework. The district increased AP participation in 2011-12. AP classes were added in the summer institutes for new AP teachers and materials.
- x The District Integrated Summary for the College Board reflected the following:
 - o Participation in AP exams increased 14.6%, American Indian students
 - o Students receiving AP coursework increased 14.6%, American Indian students and Mexican American students

Board of Education
Academic Office
LEAPlan: End
October 4, 2011

2. An analysis of
(STAR)
Plan student

As the committee
outlined in the
the following
Report

In 2011-2012
CMA ELA
in math
Hawaii
Disadvantaged
Races (Asian,
slight decrease

In 2011-2012
ELA and
an increase
CAHSE
was Two
in performance
increase
Student
(5%), and
African American,
Hawaii

Although
realizes
laser-like
and other
practice