



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 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 strategies that will be used to guide instruction across all grade levels. The framework is also designed to be flexible, allowing teachers to adapt it to their own classrooms and the needs of their students.

The Literacy Framework is a key component of the district's overall educational strategy and is essential for ensuring that all students are prepared for college and career. It is a living document that will be reviewed and updated as needed to reflect the latest research and best practices in literacy instruction.

Financial Considerations:

The Literacy Framework is a cost-effective initiative that will be funded through the district's existing budget. The framework is designed to be implemented in a way that minimizes additional costs to the district.

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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, supplies, and materials budgeted for the 2011-12 school year. Sources include State Grant, and General Funds.

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

IV. Goals, Objectives and Measures

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

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

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Literacy Assessment and

A comprehensive assessment system. In the area of measures. Formative assessments are interventions, small groups, informal classroom assessments. Summative Assessment benchmark and state assessments. understandings, strengthen programmatic decisions and writers. This intervention monitored.

Literacy Infrastructure

A key lever in the Learning provides support to science literacy teaching and learning professional development provided by our ELA teachers

A. Infrastructure

Balance

For the development of literacy classroom reading strategies balance

A professional development of elementary principals monthly instructional competence are needed

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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
Invert
challenge
ELA in
through

C. Infrastructure

x Cultural
For the
the knowledge
linguistic
respect
district
ensure
district
provide
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 classroom librarians and/or classroom teachers to provide literacy support with children. In addition, the district is focused on expanding the role of classroom teachers and student teachers through current research on effective reading instruction and strengthening

Target

Through the implementation of the Literacy Support Plan, all schools will have a literacy support team in place by the end of the school year. The goal is to have a literacy support team in place in all schools by the end of the school year. The goal is to have a literacy support team in place in all schools 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 the program was being implemented in all schools and that it was being implemented in a way that was consistent with the district's goals. Participants also reported that the program was being implemented in a way that was consistent with the district's goals.

Reading 3D Evidence

Five schools were selected for the Reading 3D Evidence project. The schools were selected based on their performance on the Year benchmark test. The data from the benchmark test was used to identify the schools that were most in need of additional support.

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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 r
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

QD

- Bowling Green McCoy/Chacon
- CP Huntington
- Ethel Phillips
- Freeport
- John Still
- Joseph Bonnheim
- Mark Hopkins
- Pacific

Q

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