



Partnership between Sacramento City Unified School District and City Year

Presented By:

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Background



This partnership is a collaboration between Sacramento Unified School District and City Year, which would launch a new, sustainable and scalable City Year program in Sacramento for the 2012-2013 school year with at least 50 well-trained diverse corps members serving at our priority schools.



Background



- November 2010: SCUSD Family and Community Engagement Office (FACE) began to look at alignment between after-school services and during the day teaching and learning.
- December 2010: SCUSD began to look at a whole-school model with a focus on literacy.
- January 2011: Began discussion on bringing City Year to SCUSD: Founding Committee created.



Background



- April 2011: Site visit to Oak Ridge Elementary School by City Year staff.
- May 2011: Presentation made to Priority School Principals.
- July 2011: Founding Committee secured \$500,000 in private funding.
- August 2011: Letter Of Intent and Board Presentation



give a year. **change** the world.



City Year's Work In America's Schools

August 2011



NATIONAL LEADERSHIP SPONSORS





Innovation: National Service as a Solution



Diverse



Near Peer



Full-Time



Team-Based



Idealistic Leaders



Whole School Whole Child Model



Tiers of Impact

Targeted
Support

- For hundreds of students in school
- Academic and socio-emotional

Classroom
Support

- Enable differentiated instruction
- Reinforced classroom learning after school

Whole School
Prevention

- School climate, attendance, positive behavior and enrichment programs
- Family engagement

Improved student **A**ttendance, **B**ehavior and **C**ourse
Performance (English & Math)

Improved on-time grade progression

Student mindset and skills for school achievement and civic
participation



Supporting Research-Based School Practices



	Schedule	Evidence-based Practices
Before School	<p>8:00-8:15 Morning Greeting</p> <p>8:15-8:30 Attendance Calls Home</p>	<p>Creating a school culture of regular attendance and positive behavior</p>
During School	<p>8:30-10:40 In-Class Academic and Behavior Support</p> <p>10:40-11:30 City Year Team Meeting Individual Planning Time Meeting With School Literacy Coach Teacher Team Data Review Meeting</p> <p>11:30-1:00 Math: 1:1 Tutoring or Small Group Support</p> <p>1:00-1:30 Lunch Time Mentoring Program</p> <p>1:30-3:00 Literacy: 1:1 Tutoring or Small Group Support</p>	<p>Data-directed targeted interventions</p> <p>Differentiating instruction & learning</p> <p>Reinforcing curriculum</p> <p>Expediting referrals to specialists</p>
After School	<p>3:00-3:30 After-school Planning Time</p> <p>3:30-4:30 Afterschool Homework Assistance and Tutoring</p> <p>4:30-5:30 Enrichment Activities (e.g. Service Learning, Newspaper Club, Art Club)</p> <p>5:30-5:45 After-school Dismissal; CY Team Final Circle</p>	<p>Dramatically extending learning time</p> <p>Recruiting students who benefit most</p> <p>Reinforce classroom learning</p> <p>Engaging families and communities in the life of the school</p>



Supporting Effective Teaching & Learning



Differentiate Instruction

- **Tier 1:** Support whole school prevention and help to differentiate instruction in the classroom
- **Tier 2:** Provide targeted support to 10-15 off-track students
- **Tier 3:** Identify and refer highest-need students for professional support

Expand Adult Supports for Students

- Provide low-cost, high yield approach to increasing adult : student ratio in the school
- Extend learning from before and after school and bridge in-class to out-of-class time
- Utilize comprehensive whole school and targeted support model
- Add full-time, supervised team of adults

SUPPORTING TEACHING AND LEARNING

Enhance Coordination of Student Supports

- Collaborate with content coaches, teachers, administrators and student support specialists
- Enhance outreach to parents and families

Strengthen School Climate

- Enhance whole school behavior and attendance initiatives
- Provide near-peer mentoring and role modeling
- Infuse school with diverse teams of idealistic corps members serving throughout the learning day

Empower Data-Driven Interventions

- Use Early Warning Indicator data to identify off-track students
- Coordinated intervention strategies to get the right intervention to the right students at the right time



National Results



SURVEY RESULTS

Students

City Year helps me believe I can succeed (n=4,413)

80%

City Year helps me learn (n=4,438)

80%

Teachers

My corps members helped me differentiate my instruction (n=986)

71%

My corps members helped my students feel more motivated to learn (n=963)

88%

MY corps members helped foster a positive learning environment (n=920)

91%

Principals

Corps members are positive role models (n=274)

95%

I am satisfied with the experience of having City Year in my school (n=277)

96%

0% 25% 50% 75% 100%

Agree

ATTENDANCE PILOT

55% reduction ▼

In students with less than 90% attendance as a result of City Year's attendance support activities ¹

LITERACY PILOT

90% of students tutored by City Year

improved their literacy scores ²

SITE EXAMPLE

WASHINGTON D.C.

% of students increasing one or more reading levels ³

City Year Students

61%

Non-City Year Students

39%

¹n=267; Based on start to end-of-year data from pilot programs in five sites, including: LA, RI, SA, SJ/SV and NY, grades 6-9 (2009-2010). ²n=1,691; Based on data from 10 sites: CHI, CLE, COA, COH, LA, LR/NLR, MIA, SEA, SJ, WDC, grades K-5. Data aggregated from 10 different assessments, using grade level benchmarks. ³Based on increases in proficiency levels on the DIBELS/literacy assessment. City Year students n=49. Non-City Year students n=133



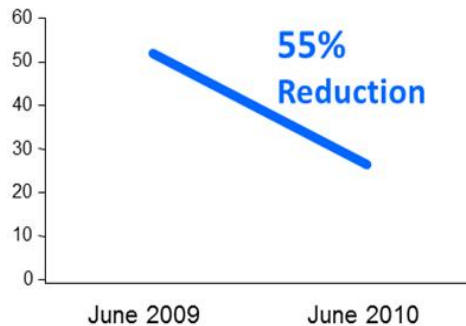
Philadelphia Results



In its second year, Diplomas Now expanded to two additional Philadelphia high poverty middle schools. The three Philadelphia Diplomas Now Schools average 615 students, 84% of whom are eligible to receive free or reduced price lunch. Below are the aggregate results for all three schools from the 2009-10 School year.

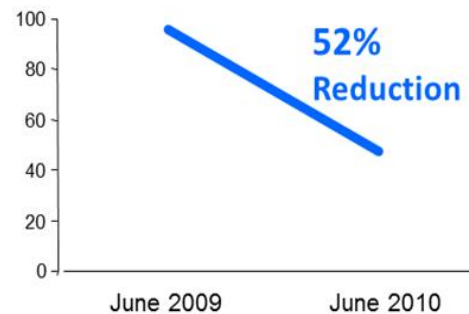
Attendance

of Students with less than 80% Attendance



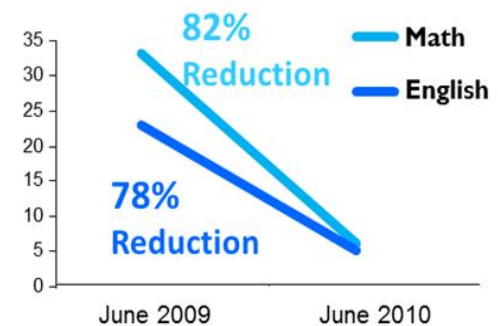
Behavior

of Students with 3 or more negative behavior marks



Course Performance

of Students receiving an F in Math or English

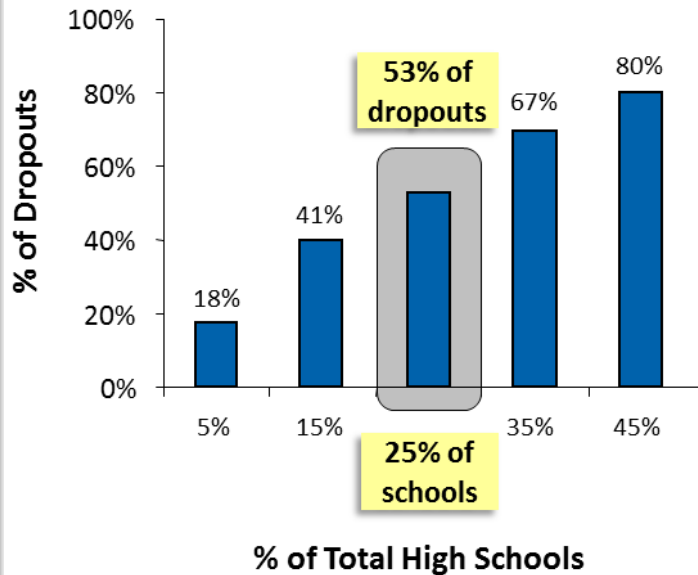




Strategic Deployment for Impact

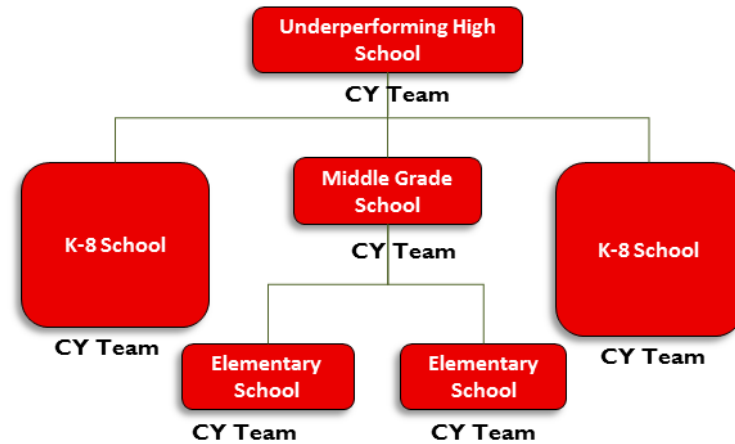


Working in the subset of schools with disproportionate amounts of dropouts...



In the average City Year market 25% schools generate over 53% of the students who fail to graduate

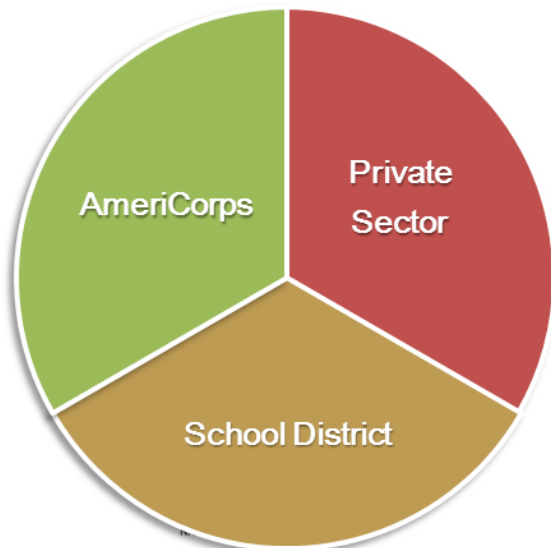
City Year will provide interventions to keep students on track...



Students in high poverty school districts who successfully navigate grades 6 to 9, graduate from high school (75% or higher grad rates)

Highly Leveraged Funding Model

A leveraged 2:1 Investment



AmeriCorps:

Leveraging a strong 16 year track record with AmeriCorps, City Year would compete for at least \$2 million in new federal funding for Sacramento over the first 3 years.

City Year's newest sites in Miami and Milwaukee have successfully secured over \$4 million new federal resources to school districts.

National Corporate Partners:

City Year's national corporate partners historically provide 10% of a site's required private sector resources.

Federal Education Funding:

City Year is aligned with DOE School Turnaround Regulations and could be funded in part by ARRA school turnaround initiatives (e.g. RttT, School Improvement Grants)

Diplomas Now, City Year's School Turnaround Collaboration with Johns Hopkins University Talent Development and Communities in Schools, has been pre-qualified as a school turnaround provider in Illinois, South Carolina, Philadelphia and is in school turnaround partnership discussion with numerous districts/states across the country



Guideposts for New Site Development



Each new City Year site must be developed in a manner that ensures operational soundness, long-term sustainability and scalability.

Phase 1

- Local Exploratory Grant** is provided in order to fund exploratory activities.

Phase 2

- Champion** to lead a successful start-up process
- Challenge Grant** to leverage four years of funding for a site of at least 50 corps members
- Written Support** must be obtained from twenty-five community and corporate leaders, and public officials
- Board Chair** to lead the development of a Founding Committee and transition into a Site Board
- Multi-year Funding** of at least 80% of the non-federal (AmeriCorps) funding over the first four years
- School District** support of at least \$100,000 per school-based team must be agreed upon
- AmeriCorps Support** sufficient to field at least 50 corps members must be committed

Phase 3

- Operational Readiness**, including key programmatic and personnel objectives, must be met
- Board** of eleven multi-sector stakeholders must be established
- A Contribution to the Network** must be made in the form of a new national partner joining City Year





Optimize Relationships with School Partners



School District Commitment and Oversight

Pre-conditions Analysis for All Potential Schools:

Assess school profiles and needs based on academic and engagement factors

February

School Interview – Operating Conditions Assessment:

School leadership and City Year assess operating conditions in the school and explore how they can work together toward mutual goals

March

Statement of Work:

Partnership agreements made for an optimal relationship between City Year and the school

April - May

Ramp-up and Onboarding:

Preparation work to ensure the school and City Year are prepared to start the school year strong

June - August





Next Steps

- Complete guideposts for new site development
- Deploy a small team at Oak Ridge Elementary to start as a pilot for implementing our City Year Framework for Action:
 - ✓ Consensus Building
 - ✓ Student Selection
 - ✓ Infrastructure of Support
- School Partnership Selection Team



Next Steps: Consensus Building

- Common Goals
- Scope of Work
- Program Delivery



Next Steps: Student Selection

- Reading Assessment
- Performance Validation
- Selection of students - Reading below Grade Level



Next Steps : Infrastructure of Support

- Assignment of City Year Core Members
- Progress Monitoring System
- Collaboration Time
- Professional Development



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