Meeting Date: January, 19, 2011

Subject: Academic Office: Linked Learning

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: ____________)
- Conference/Action
- Action
- Public Hearing

Division: Academic Office

Recommendation: None

Background/Rationale:

Sacramento City Unified School District utilizes The Linked Learning approach as its primary high school reform initiative. This work supports the central Academic Office goal of providing high quality learning and teaching that aligns with Pillar One of Strategic Plan 2010-2014: Putting Children First, which will result in college and career-ready students. The Linked Learning approach is delivered through smaller learning communities, “pathways”, that ensure each enrolled student receives:

1. A UC a-g college preparatory academic course sequence.
2. A demanding, industry-themed technical course sequence (integrated with the UC a-g academic sequence).
3. Extensive opportunities to engage with industry professionals (Work Based Learning).
4. Wrap-around academic and social support services.
Financial Considerations:

Linked Learning is currently supported through the following funding sources:

1. $1,000,000 grant from the James Irvine Foundation (Professional Development, Personnel, Teacher Resources).
2. $1,5000,000 Federal Department of Education, Smaller Learning Community Cohort 8 Grant. (Personnel, tutoring, home visits, college field trips, professional development)
3. $400,000 Federal Carl Perkins Technical Education Funding (Instructional materials).
4. $1,800,000 ROP Funding from the State of California via CDE / SCOE.

Documents Attached:
1. Executive Summary
2. Attachments

Estimated Time of Presentation: 20 minutes
Submitted by: Olivine Roberts, Chief Academic Officer
Approved by: Jonathan P. Raymond, Superintendent
I. Overview of Linked Learning Approach within SCUSD

Sacramento City Unified School District utilizes the Linked Learning approach as the key lever for high school reform. The Linked Learning approach is designed to provide outcomes that are aligned with the goals of Pillar One, College and Career ready students of *Strategic Plan 2010-2014, Putting Children First.*

In the fall of 2009 SCUSD initiated the Linked Learning approach within four pathways, today the Linked Learning approach is provided to students within seventeen pathways across the district. These Linked Learning pathways are housed within each of our comprehensive high schools, all small high schools and our continuation high school.

Linked Learning is growing in popularity as an approach across SCUSD in pathways that are identified as developing or established pathways. For a detailed graphic illustrating the location of Linked Learning programs at specific SCUSD high school sites, please examine Appendix A.

The Linked Learning approach is provided to students organized in communities of 500 individuals or less, through a system of pathways organized around a broad industry theme that provides each student with a:

1. UC a-g college preparatory, academic sequence
2. Demanding technical sequence provided by ROP teachers
3. Work based learning component (on campus technical activities, industry tours, job shadows and internships provide by local industry professionals)
4. System of wrap-around academic and social support services largely provided by counselors or our extended day partners through a collaborative effort with the Family and Community Engagement Office.

II. Driving Governance

The college and career readiness of our students will have major impact on our students’ lives and on the economic vitality and quality of life in our region. Post-secondary degree completion has a direct impact on our students’ future earnings, which, in turn, influences our students’ families and our local communities. Current research (2010) by the Public Policy Institute of California (PPIC) reveals that lower percentages of students are earning post-secondary certificates or college degrees, across California than previous generations. This phenomenon is leading to a looming skills gap within California’s industry sectors. In the immediate future, only 35 percent of working-age adults will have a bachelor’s degree, housed in an economy expected to require 41 percent of its workers be college educated (H. Johnson, 2010, PPIC).
Board of Education Executive Summary
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The current projections suggest that the shortage of post-secondary degree and technical certificate earners will create approximately 1 million vacancies in high labor market positions within California by 2025 (H. Johnson, 2010, PPIC). We have an imperative to prepare our students for career demands of the future. This underscores the need for us to intentionally and strategically apply the full force of our efforts to improving the college and career readiness of each SCUSD student.

We chose Linked Learning as an approach to prepare all students for college and career readiness due to an excellent track record within the educational research literature.

In a landmark longitudinal study conducted by MDRC (formerly Manpower Development Research Corporation), graduates of Linked Learning programs within eight large, urban cities earned 15% more per year for eight years following high school. A very positive additional finding of the study was that Latino and African American males earned 17% more than their counterparts, attending generic high school programs and the young men described much stronger connections to family and community (i.e. positive domestic outcomes and stability in relationships/marriage).

III. Budget

SCUSD supports the Linked Learning approach with a budget that provides professional development, substitutes or off-duty stipends, and teacher materials. Sources of funding are a combination of James Irvine Foundation, SLC Cohort-8 Grant, Carl Perkins and ROP funding.

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Irvine Foundation 2011-2013 (personnel, professional development, teacher resources)</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Smaller Learning Communities, Federal Cohort 8 (personnel, professional development, home visits, tutoring and college visits)</td>
<td>$1,500,000</td>
</tr>
<tr>
<td>Carl Perkins, Federal Technical Education Funding (instructional materials)</td>
<td>$400,000</td>
</tr>
<tr>
<td>ROP Funding (personnel, instructional materials)</td>
<td>$1,800,000</td>
</tr>
</tbody>
</table>
Board of Education Executive Summary
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| Total     | $4,700,000 |

IV. Goals, Objectives and Measures

To measure the impact and effectiveness of the Linked Learning Approach, the Academic Office will use the Certification Rubric for Linked Learning Pathways, developed by a team of educators, post-secondary and industry partners from eleven California communities. The measures generated by this tool will serve as an overall barometer for pathway success. In addition, the Academic Office will measure student progress by analyzing student data by Linked Learning pathway membership in Zangle, specifically through the periodic administration of district benchmark assessments in reading and writing, and will analyze student-level and standard-level data throughout the year using a variety of assessments including student work samples, common assessments, and performance-based assessments.

The Academic Office will assess the quality, effectiveness, and fidelity of the implementation of teaching and learning resources through the consistent review of curriculum content for alignment to standards, cognitive demand, accuracy, diversity, and relevance. The quality of instruction and professional development will be determined through observations of instructional presentations and teacher reflection. Using multiple measures to further ensure validity, the Academic Office will also collect perception data through surveys, evaluations of professional development, and the work of the Linked Learning support team. All results will be used to determine if program changes are warranted.

V. Major Initiatives

The Linked Learning approach utilizes four major programming components to prepare all students for college and career success. In addition to the major components students and faculty are supported by high quality facilities and equipment and a system of external support providers (funded by external grants). These six areas are outlined below.

1. Academic Component
   a. Students in LL Pathways Are Expected to Complete the UC a-g College Preparatory Course Sequence
      i. All students in LL Pathways are scheduled into and expected to complete the UC a-g course sequence.
b. Academic Support Provided Directly to Pathways

i. Pathways are supported as they focus on a major goal: raising students’ academic and 21st Century skill achievement. The Linked Learning Certification Rubric (see attached), which consists of rigorous criteria on pathway design, engaged learning, system support, evaluation and accountability, guides the support Coordinators within the Linked Learning department provide to SCUSD pathways. The types of support pathways receive from Coordinators include professional development, assistance with Linked Learning program sequencing, and on-site coaching.

2. Technical Component

a. The technical component of each Linked Learning pathway is supported largely by $1.8 million in state ROP funding. ROP teachers lead the technical instruction delivery, industry partnerships and work-based learning activities for most pathways. A small group of teachers across SCUSD hold both academic and technical credentials and teach UC a-g academic courses as well as industry-themed, technical courses.

i. Within SCUSD current ROP staffing is listed below.

1. 17.8 FTE (24 individuals)
2. 2.0 Classified
3. 1.0 Coordinator of ROP/CTE/Carl Perkins

ii. Technical courses taught by ROP teachers are organized around the following industry sectors:

1. Arts, Media and Entertainment
2. Business & Finance
3. Construction & Skilled Trades
4. Education, Child Development, & Family Services
5. Engineering and Design
6. Health Science & Medical Technology
7. Hospitality, Tourism and Recreation
8. Manufacturing
9. Marketing, Sales and Service
10. Public Services
11. Transportation

b. Technical teachers receive professional development through professional training and mentoring by SCUSD Coordinator of ROP and SCUSD STEM Industry Entrepreneur. In addition they attend LL professional development, California Partnership Academy training and industry-specific professional development.

c. Federal Carl Perkins Funding also supports the technical component of SCUSD Linked Learning pathways. California restrictions dictate that Perkins funds may only be used for salary when a district is building new technical programs.

3. Work-Based Learning
   a. Local industry and post-secondary partners are recruited to provide pro-bono assistance to each pathway related to the pathway’s broad industry theme. Students are expected to be involved in the following types of work-based learning experiences.

   i. On campus activities led by industry professionals. We encourage pathways and partners to avoid the “guest-speaker” model and ask that industry partners lead hands-on skill-building activities relevant to their industry.

   ii. Guided study tours at industry sites where students complete pre-learning exercises and engage in thoughtful dialogue, based on inquiry plans developed in the pre-learning session. Post-tour analysis with teachers on the school site.

   iii. Job shadows and internships at local industry sites, which vary in length.

   iv. Service learning related to the pathway industry theme.

4. Wrap-Around Student Supports
   a. Linked Learning pathways are designed to provide wrap around academic and social supports coordinated by the faculty and counselors assigned to the pathway. This often involves partnering with the SCUSD Family and Community Engagement Office and community based organizations. All adults assigned to
Linked Learning Pathways are expected to take responsibility for all students enrolled in the pathway.

5. **Pathway Equipment and Classroom Infrastructure:**

Due to the industry-themed / technical nature of Linked Learning pathways, students need access to high quality, industry equipment and technology. ROP, Carl Perkins funding and other industry-themed grants are leveraged to provide high quality laboratory environments for every student in a Linked Learning pathway.

6. **Infrastructure of External Support:**

   a) **ConnectEd:** The California Center for College and Career is the grant administrator and the major technical support system for Linked Learning districts funded by the James Irvine Foundation. ConnectEd sponsors a wide variety of professional development series for eleven California Districts within the Linked Learning initiative. In addition to professional development, ConnectEd provides a district level coach.

   b) The University of San Diego also provides technical assistance to selected principals leading schools housing Linked Learning pathways. The assistance outlined above is either provided free of charge from ConnectEd or we pay only travel and lodging for our faculty/administrators through SCUSD’s James Irvine Foundation grant.

   c) We leverage support from the Federal Smaller Learning Communities Grant which makes academic content professional development available to each academic core department teacher at each comprehensive high school.

   d) **ConnectEd will provide the following professional development sequence for Linked Learning pathways during the 2011-2012 school year.**

      i. **District Leadership Series**

          a) **Two District Residencies:** Each school district within the California Linked Learning District Initiative is expected to host a “District Residency”. Residencies allow other school districts
implementing Linked Learning to learn from the host district’s practice and to provide critical feedback from a peer practitioner’s perspective.

b) Summer Institute: Linked Learning districts convene at Stanford University each summer in late June to study at the Institute of Design at Stanford (D.School) for a week of reflection, innovative program design an extensive planning for the upcoming school year.

ii. Pathway Development Series
  c) Residencies: Linked Learning pathways participate in two residencies per year, focused on critical areas of Linked Learning implementation. This year’s focus is performance-based assessment.
  d) Ongoing targeted professional development: Linked Learning pathways are provided opportunities to engage in targeted professional development related to pathway improvement, such as Pre-Algebra, hands-on, activity replacement unit development, project-based learning design and performance based assessment development.

iii. Pathway Showcase Celebration
  e) Student Showcase, Northern California: May of 2012 marks the first scheduled Linked Learning student showcase, a Northern California location is to be determined.

VI. Results

As mentioned above, the Linked Learning approach utilizes major programming components to prepare all students for college and career success within high quality facilities utilizing state of the art equipment supported by a system of external support providers. Our results supporting SCUSD Linked Learning pathways are outlined below.

7. Academic Component
a. Students in LL Pathways Are Expected to Complete the UC a-g College Preparatory Course Sequence

i. At this time approximately 50% of SCUSD Linked Learning graduates completed UC a-g course sequence as compared to 36% of high school graduates statewide.

b. Academic Support Provided Directly to Pathways

i. Pathways are supported as they focus on a major goal: raising students’ academic achievement. The Linked Learning Certification Rubric (see attached), which consists of rigorous criteria on pathway design, engaged learning, system support, and evaluation and accountability, guides the support the Coordinators within the Linked Learning department provide to SCUSD pathways. During the 2009-10 and 2010-11 school years, all SCUSD Linked Learning pathways developed student-learning outcomes that reflected high expectations for college and career success. Each pathway used expected student outcomes to backwards map/design a 4-year program of study consisting of rigorous academic core classes and a demanding technical courses sequence.

The focus of support for the 2011-2012 academic year is improving the quality of instruction and student learning in pathways. The work involves assisting pathway staff in developing an ongoing, data-informed community of practice, developing authentic performance-based assessments for the multi-interdisciplinary integrated curriculum units, and implementing a wrap-around student support system.

Since 2009, teams from each pathway have participated in the following professional development areas: multi-interdisciplinary / integrated curriculum design, authentic performance-based assessment & standards-based grading, academic language and content literacy, pre-Algebra and Algebra project-based curriculum and Texas Instruments Math Forward training.

ii. Literacy
During the 2010-11 and 2011-2012 school year, teachers within the Linked Learning pathways participated in “Building Academic Literacy and Academic Conversations” training provided by Stanford professor Jeff Zwiers, then follow-up coaching by SCUSD Linked Learning staff using Zwiers’ materials. This training provides teachers with the tools to enhance the academic literacy of students in all subject areas, using a variety of practical academic literacy tools and techniques.

iii. Project Based Learning and Productive Group Work
Linked Learning programs have benefitted from a variety of professional development sequences that improve teachers’ ability to deliver standards based / integrated instruction via project-based learning. Our Linked Learning partner, ConnectEd and SCUSD Linked Learning staff has provided professional development that provides teachers the skill set to lead a classroom filled with students collaborating on projects. We utilize Fisher and Frey’s manual, “Productive Group Work”.

iv. Common Core ELA Standards
Grade level team leaders from school sites worked to gain a deep understanding of the English language arts (ELA) Common Core standards and how those standards impact their instruction, as well as how the standards can be assessed. Teachers collaborated to examine the standards and design rigorous curricula and assessments. They became more reflective about their instructional practices, realized the importance of the data inquiry process, saw the value of reviewing student work to identify the learner-centered problem, and address their problem of practice.

v. Pre-Algebra and Algebra
Twenty-eight math faculty members have participated in training that provides opportunities to learn pre-Algebra and Algebra within new and exciting formats. Texas Instruments, Math Forward is a hands-on, technology rich curriculum that allows teachers to differentiate instruction by individual student through a wireless system between a teacher’s laptop and student graphing calculators. ConnectEd has provided pre-Algebra and Algebra support curricula that utilize a series of hands-on replacement units where students actually build physical
models of windmills, inclined planes and other devices to model mathematics and test mathematical theory. SCUSD mathematics teachers at the Middle School and High School level are involved in the Texas Instruments and ConnectEd training. Participants are noticing a high degree of engagement by students within these programs.

vi. California Subject Matter Project (CSMP)
District high school teachers will continue to work with the California Subject Matter Project (CSMP) in the areas of math, science, reading and writing and social studies. The work in reading instruction is conducted through the CA Reading and History Project at UC Davis, and the Area 3 Writing Project at UC Davis has facilitated writing instruction training. Teachers participate in a summer institute and learn strategies for teaching reading and writing and then meet each month at various school sites to deepen their understanding and acquire additional instructional tools.

vii. Instructional Support Team
Each Linked Learning Pathway is supported by the following SCUSD district employees: Director of High School Reform Initiatives, Coordinator of Regional Occupational Program and Carl Perkins Technical Instruction, Coordinator of Linked Learning and Coordinator of Smaller Learning Communities Grant. In addition the High School instructional Support team within the Academic Office supports the Linked Learning pathways.

8. Technical Component
a. The technical component of each Linked Learning pathway is supported largely by $1.8 million in state ROP funding.

i. Technical courses taught by ROP teachers are organized around the following industry sectors (110 sections are offered across SCUSD each school day):

1. Arts, Media and Entertainment
2. Business & Finance
3. Construction & Skilled Trades
4. Education, Child Development, & Family Services
5. Engineering and Design
6. Health Science & Medical Technology
7. Hospitality, Tourism and Recreation
8. Manufacturing
9. Marketing, Sales and Service
10. Public Services
11. Transportation

b. Technical teachers have received professional development through professional training and mentoring by SCUSD Coordinator of ROP and SCUSD STEM Industry Entrepreneur. In addition they have attended Linked Learning professional development, California Partnership Academy training and industry-specific professional development.

c. Federal Carl Perkins Funding has supported the technical component of SCUSD Linked Learning pathways. We currently fund 2.0 FTE and the initial equipment for two new technical programs at John F. Kennedy and Hiram Johnson.

9. Work-Based Learning
   a. Local industry and post-secondary partners provide pro-bono assistance to each pathway related to the pathway’s broad industry theme. Students are involved in the following types of work-based learning experiences.
      i. On campus activities led by industry professionals. We encourage pathways and partners to avoid the “guest-speaker” model and ask that industry partners lead an activity relevant to their industry.
      ii. Guided study tours at industry sites where students complete pre-learning exercises and engage in thoughtful dialogue, based on inquiry plans developed in the pre-learning session. Post-tour analysis with teachers on the school site.
      iii. Job shadows and internships at local industry sites, those vary in length.
      iv. Service learning related to the pathway industry theme.

10. Wrap-Around Student Supports
   a. Each student in a Linked Learning pathway is provided with wrap around academic and social supports coordinated by the faculty and counselors assigned to the pathway. This involves partnerships between the SCUSD Family and
Community Engagement Office and community based organizations. All adults assigned to LL Pathways take responsibility for all students enrolled in the pathway.

11. Pathway Equipment and Classroom Infrastructure:

a. Over the past six years SCUSD has saved portions of the ROP and Perkins funds to enhance technical programs with new equipment or classroom infrastructure. The list below outlines the new investments in CTE programs.

i. $1,030,000 Commercial Teaching/Production Kitchen and Serving Space at JFK and initial remodel at ALHS (required six years of saving)

ii. Various electrical enhancements needed for newer equipment and technology

iii. Over $100,000 Lifts, Equipment, and Tools for the Auto Shop at JFK

iv. FIRST Robotics teams at four High Schools: Johnson, JFK, SES and CKM and eight FIRST Lego League robotics teams at middle schools.

v. Architectural, Construction and Engineering (ACE) teams at JFK and Johnson

vi. Industry specific technology labs at: Legion, Burbank, Johnson, JFK, New Tech, SES We supply high quality technology to Linked Learning pathways to ensure our students use industry standard technology.

vii. Industry specific software—approximately $25,000 to $40,000/lab depending on labs purchased or upgraded.

viii. $100,000 Manufacturing Equipment for Engineering/Robotics Labs

ix. Biotechnology Lab Equipment & Instructional Materials at HJHS.
x. Upgrading of equipment to increase safety (Example: Stop Saws and installation of safety equipment such as eye wash stations and OSHA safety testing

12. Infrastructure of External Support:

e) ConnectEd provides a district level coach and mentoring for our internal coach. Three of our Principals are also supported with individual coaches through the University of San Diego. The assistance outlined above is either provided free of charge from ConnectEd or we pay for travel and expenses for our faculty/administrators through the James Irvine Foundation grant.

f) ConnectEd provided or will provide the following professional development sequence for Linked Learning pathways during the 2011-2012 school year.

iv. District Leadership Series
   a) SCUSD in conjunction with ConnectEd and Stanford, hosted the Fall 2011 District Residency for 10 partnering school districts.
   b) Summer Institute: SCUSD attended the institute at Stanford in late June to study at the Stanford Design School (the d school) for a week of reflection, innovative program design and an extensive planning for the upcoming school year.

v. Pathway Development Series
   c) SCUSD Linked Learning pathways participated in one convening this year (the second pathway development convening is in February 2012), focused on performance-based assessment.
   d) Ongoing targeted professional development: Linked Learning pathways have engaged in targeted professional development related to pathway improvement, such as Pre-Algebra hands-on activity replacement unit development, project-based learning design and performance based assessment development.

vi. Pathway Showcase Celebration
VII. Lessons Learned/Next Steps

- Raised the expectations for Linked Learning pathways to stipulate that all students are enrolled in and complete the UC a-g course sequence.
- Increased the number of pathways engaged in Linked Learning from 2009-2010 (4) to 2010-2011 (14) to 2011-2012 (17).
- Two pathways are now Certified by ConnectEd – Sacramento New Technology High School and Health Professions High School
- Convene a SCUSD Linked Learning Leadership team with cross-sectional representation of all Offices within Central Office coupled with site leadership representation.
- Provide professional development to school leaders in the Comprehensive Balanced Literacy Approach to build their capacity as instructional leaders.
- Engage high school principals to ramp-up participation by faculty in the adoption of the ELA Common Core Standards as implementation sites that will examine the standards, and design rigorous instructional plans and classroom-based assignments (performance tasks).
- Pathways are engaged in and are developing performance-based assessments that are aligned to CA Content and Technical standards.
- Begin the work of imbedding the ELA Common Core Standards into the above performance assessments.
- Continue to collaborate with the Accountability Office in providing support for the implementation of the Linked Learning approach and the 2011-12 district-wide focus on literacy.
- Create models of practice for infuse culturally responsive learning from industry partners and student family members that work as professionals within a pathways industry focus.
- Design targeted, ongoing professional development for teachers and administrators that will deepen their ability to provide integrated instruction that truly prepares all students for entry college and career environments without remediation.
- Continue to support SCUSD Linked Learning pathways as they examine and review their pathway effectiveness with respect to the Certification Criteria for Linked Learning Pathways.
- Increase the number of pathways receiving customized coaching and support provided by the SCUSD Linked Learning team or external coaches (provided without charge) from ConnectEd.
Appendices:

A. Graphic of all LL Pathways within SCUSD
Total Pop. - 2285

Community #1
Law & Public Policy Academy
Pop. - 54

Community #2
Justice Academy
Pop. - 84

Community #3
Humanities & International Studies
Pop. - 425

Community #4
Airforce ROTC
Pop. - 37

Linked Learning Pathway with Academic, Technical, Workbased Learning, and Student Supports

Community with Industry-Based Sequence and Minimal Academic Linkage

Community with Academic Sequence and Minimal Industry-Based Linkage

Students Not Assigned To a Community
1,620

Developing Community

Established Community

Sacramento City Unified School District
Hiram Johnson

Total Pop. - 1622

Community #1
Science, Technology, Engineering, Medicine
Pop. - 284

Community #2
Corporate & Business Academy
Pop. - 274

Community #3
School of the Arts
Pop. - 272

Community #4
Human & Legal Services*
Pop. - 292

Community #5
Education Leadership Academy
Pop. - 279

*Some students in this pathway participate in ROTC

Linked Learning Pathway with Academic, Technical, Workbased Learning, and Student Supports
Community with Industry-Based Sequence and Minimal Academic Linkage
Community with Academic Sequence and Minimal Industry-Based Linkage
Students Not Assigned To a Community

Sacramento City Unified School District
John F. Kennedy

Community #1
School of Public Service*

Community #2
Technology & Design

Community #3
Business & Marketing

Community #4
Program in American & California Exploration

Community #5
Visual & Performing Arts

Community #6
Law & Equity

Total Pop. - 2068

Pop. - 273  Pop. - 77  Pop. - 371  Pop. - 521  Pop. - 91  Pop. - 414

Linked Learning Pathway with Academic, Technical, Workbased Learning, and Student Supports

Community with Industry-Based Sequence and Minimal Academic Linkage

Community with Academic Sequence and Minimal Industry-Based Linkage

Students Not Assigned To a Community

216

E Designed Community

E Established Community

Sacramento City Unified School District
American Legion High School

Total Pop. - 285

Community #1
Business
 популяция - 168

Community #2
Culinary Arts
 популяция - 53

Linked Learning Pathway with Academic, Technical, Workbased Learning, and Student Supports

Community with Industry-Based Sequence and Minimal Academic Linkage

Community with Academic Sequence and Minimal Industry-Based Linkage

Students Not Assigned To a Community

64

Developing Community

Established Community

Sacramento City Unified School District
SCUSD Small High Schools

Total Pop. - 1549

Community #1
Arthur A. Benjamin Health Professions High School
Pop. - 363
Linked Learning Pathway with Academic, Technical, Workbased Learning, and Student Supports

Community #2
School of Engineering & Sciences
Pop. - 377
Community with Industry-Based Sequence and Minimal Academic Linkage

Community #3
George Washington Carver
Pop. - 252
Community with Academic Sequence and Minimal Industry-Based Linkage

Community #4
Sacramento New Technology High School
Pop. - 293

Community #5
The MET
Pop. - 264
Students Not Assigned To a Community

Sacramento City Unified School District