SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item #__11.2__

Meeting Date: October 4, 2012

Subject: LEA Plan: End of Year Report

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

Division: Academic Office/ State and Federal Programs Office

Recommendation: None

Background/Rationale:

In order to meet legislative requirements for specific state and federal programs and funding, districts in the State of California are required to submit a Local Educational Agency (LEA) Plan. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, the LEA Plan serves as a summary of all existing state and federal programs and establishes a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups.

The LEA Plan End-of-Year Report summarizes the strategies and actions implemented and the degree of impact during the 2011-2012 school year, particularly as they relate to progress being made in ELA and mathematics. Other priorities include providing greater access to social, emotional and health-related support services.

More detailed information will be provided during the November 1st Board Meeting when a collaborative data presentation will be made by the Offices of Accountability and Academics. The attached report will serve as the basis for the programmatic segment of the presentation and provide context to the data.

Financial Considerations:

For the 2011-12 school year, Title-I, Title-II, Title-III, EIA-SCE, EIA-LEP, After-School, and General funds were used to support professional learning including common planning time, personnel, teacher stipends, during/after-school interventions including Supplemental Educational Services (SES), instructional materials, and actions outlined in School Development and Improvement Plans (SDIP). The amount expended equated to approximately $68,928,809.

Documents Attached:
End-of-Year Report

Estimated Time of Presentation: N/A
Submitted by: Olivine Roberts, Chief Academic Officer
Approved by: Jonathan Raymond, Superintendent

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Overview

Districts in the State of California are required to submit a Local Educational Agency (LEA) Plan pursuant to legislative requirements for specific state and federal programs and funding. The LEA Plan outlines the intended usage of all existing state and federal entitlements and serves as a framework for raising the student academic performance. Embedded in this plan are key strategies, such as improvements in instruction, professional development, and prevention programs, designed to target the achievement of specific academic and support services goals for all groups of students, including identified under-performing student groups.

In its plan, Sacramento City Unified School District (SCUSD) established the following five goals and subsequent strategies to address the district's program improvement status:

- **Performance Goal 1**: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2013-14.
- **Performance Goal 2:** All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance Goal 3**: By 2013-2014, all students will be taught by highly qualified teachers.
- **Performance Goal 4:** All students will be educated in learning environments that are safe, drug-free and conducive to learning.
- **Performance Goal 5**: All students will graduate from high school.

This LEA Plan End-of-Year Report encompasses two elements required by CDE. First, it provides a summary of the key strategies and actions implemented and the degree of impact of attaining the five performance goals during the 2011-2012 school year. Secondly, it details an analysis of the district's performance on the Standardized Testing and Reporting (STAR) Program assessments.

1. A summary of the LEA Plan strategies implemented during the previous year including a description of evidence used to determine effective implementation.

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2013-14.

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Below are the strategies and their results relative to both reading and mathematics:

Reading

Reading Intervention Programs

Reading 3D, a technology-based assessment and intervention program designed to address the five essential elements of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension), was used in 12 elementary schools (Pacific, Bowling Green McCoy, Bowling Green Chacon, Freeport, Jedediah Smith, Mark Hopkins, Joseph Bonnheim, CP Huntington, John Still, Ethel Phillips, Maple, John Sloat) in Program Improvement (PI) for three or more years. The program identified, targeted, and addressed students' reading deficiencies across the five elements in grades K-6. Schools administered the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Reading-3D benchmark, and progress monitoring assessments along with the Burst Reading intervention program. The technology analyzed the assessment data at the specific item level and grouped students with similar needs. It also provided teachers with 10-day sequences of curriculum and detailed lesson plans that were synchronized to the students' areas of deficiencies.

At the secondary level, SCUSD implemented an intensive reading intervention program designed to address the underperformance of students in the four middle schools (California, John Still, Kit Carson, and Sam Brannan) and one high school (American Legion) that were in PI for three or more years. Students in the program were assessed periodically using the Scholastic Reading Inventory (SRI) Assessment, which provided diagnostic data on students' reading challenges and monitored their growth. In addition, students took an extra course of reading instruction focused on building their reading comprehension and writing skills. The course at the middle school level utilized the Reading Apprenticeship Academic Literacy (RAAL) materials and at the high school, the Literacy Navigator program, which are both aligned to current research-based and effective practices in adolescent literacy.

Evidence and Results

Data from DIBELS and SRI assessments were used to assess the impact of implementation, and revealed the following:

- DIBELS assessment data from the beginning of the year to end reflected some growth. For example, 17% of students who were intensive (well below grade level) moved to strategic (below grade level) and 10% moved from intensive to benchmark (at or above grade level); 35% of students who were strategic moved

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to benchmark. The greatest gains were made in grades K-3. In Kindergarten, 27% of students who were intensive moved to strategic, while 35% moved from intensive to benchmark, and 54% of students who were strategic moved to benchmark. In grade 1, 30% of students who were intensive moved to strategic, 7% moved to benchmark, and 45% of students who were strategic moved to benchmark. In grade 2, 8% of students who were intensive moved to strategic, 3% moved to benchmark, and 23% of students who were strategic moved to benchmark. In grade 3, 22% of students who were Intensive moved to strategic, 2% moved to benchmark, and 28% of students who were strategic moved to benchmark.

- Performance on the SRI, which assessed students' reading performance, revealed that from the first administration (January) to the final administration (May) the median average Lexile (a measurement of an individual's ability to read and comprehend texts) gain was 103 points for students involved in the program. Students were expected to gain between 75-100 points during a school year.

ELA Common Core

SCUSD began implementation of the ELA Common Core State Standards intended to better prepare students for college/career. Using an inquiry-based methodology, 177 teachers engaged in two series of high-quality professional learning. Participants in the first series focused on developing interim assessments aligned to the ELA Common Core Standards. The second series consisted of 19 Early Implementation schools, whose work helped to inform scalability and sustainability.

The content of the professional learning focused on understanding the ELA standards for reading informational and literary texts, writing, and the three writing genres (narrative, expository, and argumentation).

Evidence and Results

Student work samples, instructional plans, teacher reflection and CST data were used to determine the impact of implementation and revealed the following:

- Teacher continuous analysis on student work reflected an increase in the volume and quality of student writing in response to reading. Students were better able to support their responses to open-ended questions with evidence from texts, as well organize their ideas with topic sentences and conclusions.
- Teachers grew in their ability to develop standards aligned tasks and instructional plans.

- Written reflections by teachers participating in the project revealed that the work is having a significant and profound impact on their beliefs about what their students can do, expectations of their students, and their own teaching practice.
- 2011-12 CST results indicated that the work had a positive impact on student performance. Seventeen of 19 early implementation schools demonstrated gains on the ELA CST. For example Rosa Parks showed a gain of 12.7%, Fern Bacon increased by 15.7%, and CP Huntington improved by 9.2%. School leaders attributed the increases to their teachers' engagement in the Common Core implementation.

Balanced Literacy

The district began utilizing a balanced literacy approach that addresses the five essential elements of literacy as well as writing, speaking, and listening which are taught through a balance of scaffolded and independent instruction. The approach is based upon the premise that students need a variety of approaches to learn and must have opportunities to work with teacher and peer support as well as independently.

Fifty-six elementary teachers participated in a five-session professional development series focused on the components of the approach. Teachers learned how to implement three of the structures of a balanced literacy classroom including read alouds, interactive read-alouds, and shared reading. They also learned strategies for on-going assessment and classroom management techniques for a balanced literacy classroom. In addition, a professional development series on balanced literacy was also provided to a cadre of 33 elementary school leaders. These sessions focused on similar components of the balanced literacy framework, but greater emphasis was placed on leading and facilitating teachers in communities of practice focused on literacy.

Evidence and Results

Classroom observations, participants' and students' feedback, and student work were used to determine the impact of implementation and revealed the following:

- Students were able to read above level texts with teacher support in vocabulary and word identification. Students also enthusiastically responded to teacher questions such as the features of fables and what lessons the character learned.
- Students were able to read internet articles on current events (i.e., Treyvon Martin) and generate questions used to engage in discussions with their peers. Some students even made claims and supported them with evidence from texts. In addition, students were motivated to further research the topic on their own.

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- In reading literature like a <u>Wrinkle in Time</u>, students led discussions that revolved around theme and symbolism. Students frequently engaged with texts on their own by making notes and jotting down questions as they read. Students routinely took control of their learning by leading lively discussions that followed classrooms protocols with classmates.
- Students and teachers demonstrated a better conceptual knowledge of the types of questions they ask each other.
- Students increased their ability and knowledge about how to critique a discussion of their peers.
- Students grew in their ability to follow protocols of a discussion.
- Students reported that literature circles were a great opportunity to express feelings about texts and be bolder in discussions and writing.

Mathematics

Math Intervention Program

Nine elementary schools implemented the Math Navigator intervention program designed to repair and bridge students' content gaps in grades 2-6. The program provides a balance of conceptual understanding, problem solving and fluency targeted specific needs and misconceptions for student learning of mathematics rather than typical re-teaching and tutorial. Also, routines and rituals conducive to productive learning of mathematics were embedded in the delivery. Math Navigator professional development was provided at the beginning of the year. Throughout the year, site-based demonstration lessons and coaching support were provided to further build teachers' capacity.

Evidence and Results

To monitor progress of impact and implementation, data from the Math Navigator pre and post assessment were utilized along with classroom observations. The data revealed the following:
- Twenty-five percent (25%) mean increase in the number of 2nd and 3rd grade students performing at proficient and advanced levels on Math Navigator module post-tests.
- Thirty-eight percent (38%) mean increase in the number of 4th and 5th grade students performing at proficient and advanced levels on Math Navigator module post-tests.

- Thirty-two percent (32%) increase in the number of 6th grade students performing at proficient and advanced levels on Math Navigator post-test.
- Growth Overall: 21% mean increase in the number of 2nd, 3rd, 4th, 5th, and 6th grade students performing at the proficient and advanced levels on Math Navigator module post-tests.
- Student engagement increased due to the Math Navigator rituals and routines.
- In using Math Navigator, students became more comfortable with completing a written summary of what they learned at the end of a lesson and included more relevant details in their summaries. This was not an expectation prior to implementing the program.
- Students incorporated drawings and models to demonstrate their thinking process and solve word problems.
- Students had more opportunities to present and defend their work in front of the class, increasing their ability to orally communicate their mathematical understanding.

Pre-algebra and Algebra Project-Based Curriculum Units

In an effort to impact student achievement in mathematics at the middle level, SCUSD implemented pre-algebra and algebra project-based units and TI MathForward to address splintered skills and reinforce key concepts.

Four pre-algebra units, equating to approximately 15 weeks of instruction, plus six algebra units that spanned 18 to 20 weeks of instruction were implemented. Each unit contained five to eight lessons of hands-on, problem-based learning activities that were designed to engage students in real-world problems/projects via collaborative groups. Written and oral explanations/presentations of math concepts were an integral part of these units. Authentic performance-based assessments were integrated into each unit, particularly in the form of culminating projects that required students to apply and demonstrate their understanding of the pre-algebra/algebra skills and/or concepts learned in the unit.

TI MathForward incorporated technology, student assessment, on-going teacher professional development, and fostered collaboration among teachers to improve student achievement and increase teacher content knowledge. This interactive approach fostered a strong conceptual understanding of mathematics for students, promoted student reasoning, allowed for additional time to use problem solving and collaborative learning strategies, and integrated ongoing formative assessment, allowing immediate adjustments in instruction.

Evidence and Results

To assess the impact of the implementation, periodic benchmark assessment and CST results along with classroom observations were utilized and revealed the following:

- On the grade 7 benchmark assessment, the percent of students scoring proficient and advanced increased by 18% from the first administration (29%) to the second administration (47%).
- A similar increase was evident on the algebra-I benchmark assessment, with the percent of students scoring proficient and advanced improving from 3% to 37%.
- Students' performance on the 2012 CST, a summative measure, indicated steady improvement; 56% of students who took the grade 7 Math CST scored proficient or advanced.
- Of the students who took the Algebra-I CST, 39% scored proficient and advanced.
- Classroom observation indicated a significant increase in student engagement and collaboration with peers.
- Students' writing about mathematical concepts improved throughout the year.
- Students' engagement and proficiency in using the tools to solve complex problems improved.
- Student performance on quick (10-15 minute) formative assessments daily pre- and post-lesson quizzes increased. Results from these quick formative assessments informed the teachers on how to adjust daily lessons and misconceptions requiring re-teaching.

Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

To address the goal of increasing the performance of English Learners (ELs), SCUSD implemented the following strategies and programs:

Reclassification of English Learners

During the 2011-12 school SCUSD changed its reclassification process to allow reclassification of ELs throughout the school year as opposed to past practice where students were reclassified at an established point during the school year. This change was also aligned with CDE reclassification guidelines, which allowed reclassification of kindergarten to grade 2 students who met criteria and demonstrated proficiency in ELA

as measured by periodic curriculum embedded assessments. SCUSD is currently involved in a research study with UC Santa Cruz to examine the reclassification process and the results will inform district policy and practice.

Evidence and Results

SCUSD had a slight increase in the percent of students reclassified. The percent of students reclassified grew 1.9% from 2010-11 (7.3%) to 2011-12 (9.2%). We are confident that the new practices of reclassification will result in a continued and more robust increase in the upcoming years.

EL Focus Schools and Professional Learning to Support ELs

The district identified 11 schools to serve as EL Focus Schools. These schools served as lab sites of innovation in which new curricular and instructional practices to support ELs were implemented. Teachers used a variety of high-leverage teaching and student engagement strategies designed to increase student interaction among themselves and with their teachers in order to yield higher student learning. The DIBELS assessment was administered 3 times per year (beginning, middle and end) to benchmark and progress monitor student learning.

Teachers from the EL Focus Schools participated in the Quality Teaching for English Learners (QTEL) professional learning intended to improve teacher capacity to serve ELs with excellence and rigor. This five-day training series addressed teachers' understanding of how to scaffold rich interactions and accelerate students' acquisition of academic English and subject matter content.

Additionally, teachers received professional development on Aligned Research-based Instructional Strategies for English language learners (A+ RISE), an electronic library of interactive instructional tool strategies. This web-based resource provided teachers the ability to identify strategies by grade level, subject, literacy domains, and language proficiency levels, as well as videos that showed teachers how to implement the strategies. Moreover, it equipped teachers with additional knowledge and skills to be more effective in integrating listening, speaking, reading, and writing within the content and improve ELs' ability to meet the academic and linguistic requirements.

The district also offered professional development to all teachers in the district focused on the integration of EL strategies in the content areas. These sessions equipped participants with a variety of research-based strategies for developing ELs' content knowledge and use of the academic language associated with the core subject areas.

Participants explored instructional practices that helped them scaffold content and language instruction; hence, making content more accessible and comprehensible for ELs. The participants gained strategies to enhance their lesson design for teaching the content area subjects.

Evidence and Results

To assess the impact of the implementation, DIBELS, CST, classroom observation, and teacher self-report data were analyzed and revealed the following:

- The DIBELS data displayed the greatest gains made in grades K-1. In grade K, 27% of students who were intensive (well below grade level) moved to strategic (below grade level) and 35% moved to benchmark (at or above grade level); and 54% of students who were strategic moved to benchmark. In grade 1, 30% of students who were intensive moved to strategic and 7% moved to benchmark; and 45% of students who were strategic moved to benchmark. In grade 2, 8 % of students who were intensive moved to strategic and 35% moved to benchmark; and 54% of students who were strategic moved to benchmark. Although lower than grades K-2, gains were made in grades 3-6 as well with 2%-5% of students who were intensive moving to strategic and between 8%-22% moving to benchmark. In grades 3-6, between 13%-35% of students who were strategic moved to benchmark.
- During the first year of implementation, CST results revealed that in six of the eleven schools, the percentage of ELs scoring at proficient or advanced increased on the 2011-12 ELA CST. Increases ranged from 1% to 8%. For example, John Still showed a gain of 8%, Ethel Phillips improved by 7%, and Joseph Bonnheim had a 6% increase. Two schools demonstrated constant performance, and the remaining schools reflected a decrease in the percentage of ELs scoring at proficient or advanced.
- Observations indicated that students were able to:
  o Improve their comprehension, which was demonstrated through writing and answering questions, including details in written as well as verbal form.
  o Develop a story in a sequential manner, make verbal presentations, and write positive comments using sentence frames.
  o Return to their statements at the end of the unit to provide closure and ask more questions about what they had learned.
  o Demonstrate the ability to be proactive in proving or disproving their initial thoughts about a topic.
- Teachers reported that the professional development provided them with tools and interactive strategies to actively engage students in a structured and

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academic manner and students were better able to contribute and participate in class discussions and assignment.

Performance Goal 3: By 2013-2014, all students will be taught by highly qualified teachers.

The district continues to strive towards having 100% of the teachers and paraprofessionals identified as Highly Qualified. The requirements to obtain a Highly Qualified Teacher (HQT) designation are outlined within the No Child Left Behind Act of 2001. To this end, the district has actively engaged a number of strategies designed to provide additional support and assistance to those employees who have not yet met this standard. At the time this document was last submitted, 98.5% of all district teachers had met the HQT requirements. In order to continue to grow in this area the following strategies were implemented:

- The district hired only those teachers who could demonstrate that they were HQT.
- The district hired only those paraprofessionals who could demonstrate that they were highly qualified as defined by NCLB.
- The district identified and notified non-HQT teachers of their status and options of how to meet the qualification. Teachers not yet HQT are either working to earn their Advanced Certification: Verification Process for Special Settings (VPSS) or engaged in appropriate major equivalent coursework in the NCLB core subject.
- Teachers and paraprofessionals were given annual opportunities to confirm their highly qualified status, both in their current areas and in any newly acquired certifications.
- The district provided a wide variety of comprehensive professional development opportunities that focused on improving the quality of instruction in order to meet the differentiated needs of students.
- Newly hired employees who hold a preliminary credential had the opportunity to participate in the district's Beginning Teacher Support and Assessment (BTSA) Induction Program, which works to improve beginning teacher performance; improve the quality of instruction for students from diverse backgrounds; improve the quality of instruction for all students; provide professional development opportunities focused and aligned with the California Standards for the Teaching Profession (CSTP) and the induction standards in order to meet the requirement of a Clear credential; and to retain capable new teachers.
- Through the generous funding by the Bechtel Foundation and in partnership with California State University, Sacramento (CSUS), the district offered two

innovative opportunities for unemployed teachers. A re-credentialing opportunity thru CSUS allowed current credential holders to add Foundational Level Math or Foundational Level Science to their authorizations. Additionally, laid off teachers had the opportunity to receive added support and earn their Clear credentials through the district's Alternative Induction Program (which utilizes the current BTSA Induction Program structure and standards). Together these programs offered an innovative approach to support, professional development, and credentialing.

<u>Evidence and Results</u>

- Ninety-nine percent (99%) of our teachers were identified as being HQT.
- Approximately 99% of our paraprofessionals were identified as being highly qualified under NCLB.
- All (100%) of substitutes were identified as being highly qualified under NCLB.

<u>Professional Development and Support</u>

The SCUSD professional development offerings for the 2011-12 school-year were developed based on a thorough analysis of student achievement data including CST and Benchmark information and input from the principal curriculum committee. Data Analysis revealed a need for continued professional development on supporting students with diverse needs. To this end, the Academic Office offered 5 sessions focused on meeting the needs of English learners, 6 sessions on meeting the needs of Students with Disabilities, 6 sessions on meeting the needs of GATE/AP, 4 sessions on Differentiated Instruction and 2 sessions on Culturally and Linguistically Responsive Teaching. In addition, we offered several sessions on Mathematics (8), and English Language Arts (9).

In addition to these offerings, teachers in SCUSD were required to complete 18 hours of Common Planning Time (CPT) which is professional learning focused on instructional planning and the use of the data inquiry cycle to examine an array of student performance data to inform instruction.

To increase the knowledge and skill of teachers, SCUSD also employed a cadre of ELA, ELD, and math training specialists. In the 2011-12 school year, 5 math, 5 ELA and 4 ELD Training Specialist rendered support to schools in program improvement status. They provided coaching, feedback, demonstration lessons and professional development support.

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Evidence and Results

To monitor the impact of the program and implementation, we analyzed data on completion of CPT hours, surveys, and classroom observation data. These data revealed the following:

- Approximately 97% of teachers completed the required 18 hours of common planning time.
- Seventy-six percent (76%) of respondents on the Training Specialists Survey agreed or strongly agreed that the Training Specialists initiated collaboration with classroom teachers in the design of instructional lessons and units, located additional resources from sources outside of the school.
- Ninety percent (90%) of respondents on the Training Specialists Survey agreed or strongly agreed that the Training Specialists demonstrated the ability to provide teachers with clear and direct feedback in a respectful manner.
- Eight-ninety percent (89%) of respondents on the Training Specialists Survey agreed or strongly agreed that the Training Specialists provided teachers with specific and instructionally appropriate suggestions for improvement.
- Observations of classrooms revealed that teachers have begun to build their knowledge base for analyzing student learning and determining how to use student data to inform their instruction. Teachers incorporated information provided by training specialists and professional development sessions into their instruction. They utilized the Standards of Mathematical Practice – specifically modeling, constructing arguments and critique reasoning, persevere in problem-solving, look for structure and repeated reasoning. Teachers also integrated opportunities for student discourse through lesson design and included group work and constructed responses as well as alternative methods for formative assessments.

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

The following three strategies address how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning:

- Out of School Time Programming
- The Connect Center
- Strong Family and Community Engagement

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Youth Engagement Strategy: Out of School Time Programming:

Youth Development/Youth Engagement Services (YES) provided intentional Out of School Time programming to SCUSD students. Site leaders were engaged in the process of developing expectations for after school programing and the connection of after school programs with the academic school day.

YES expanded summer out-of-school time programming to elementary sites and older youth, which provided summer learning opportunities that were focused on service learning, social justice, youth development. During this time, students employed STEM, youth voice and action, and developed social emotional skills.

Resources were provided to schools on the SCUSD website, which provided a central location for program managers, coordinators, teachers, and other stakeholders to find information, tools, strategies and district-wide information. For more information, see www.summeratscusd.org and www.scusdafterschool.org

Evidence and Results

- Implemented 62 after-school programs in 2011-2012
- Over 15% of SCUSD students participated in after-school programs
- Almost 3000 SCUSD students participated in Summer Matters
- SCUSD YES was successful in expanding funding for programs by $2 million
- Over 300 after-school program staffs were trained during 1st annual Out-of-School Time Summit.

The Connect Center

In response to the need for social and emotional support across the district, SCUSD established a centralized Youth and Family Resource Center in January 2012. The Connect Center represents a systemic change in the way supportive services have historically been delivered. The Center serves as the gateway for students, families and staff to access to comprehensive resources including case management services, information and referral and health insurance enrollment. The intent of the Center was to assess the level of service needed by each student and connecting him/her to supports both within the district and the larger community.

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

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

Evidence and Results

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

The reason clients did not get their needs met or did not enroll in health insurance was 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 interactions with parents/guardians build strong relationships and enhance school performance. Our schools provided opportunities to help parents/guardians understand both their report card. Parents/guardians were instrumental in making a meaningful difference within their respective schools by engaging in School Site Council (SSC) and participating in the process of developing the School Development and Improvement Plan (SDIP). The focus was building the capacity of parent leaders on the District Advisory Council (DAC), the District English Learner Advisory Council (DELAC), SSCs, PTAs and PTOs.

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Evidence and Results

- Sacramento Goes Back To School, a district-wide parent involvement awareness campaign. One-hundred percent (100%) school sites participated in the 2011 campaign.
- The 10-week Leadership Academy series, a yearly leadership development program for SCUSD parents and community partners. A total of 30 parents graduated from the program.
- Parents as Partners, a nine-week series of parent workshops. Ten schools participated in the 2011-12 school year, over 200 parent participants.
- Welcoming Schools Certification Program. During the 2011-2012 school year, seventeen schools participated in the certification process. A total of eleven schools were certified by the end of June 2012.
- By the end of June 2012, five new Parent Resource Centers opened, resulting in a total of forty-six centers in operation district-wide.
- SCUSD volunteer procedures and opportunities trainings were held on: 1/13/2012; 1/17/2012; 2/15/2012; 2/15/2012 and 2/24/2012.
- Monthly Parent Information Exchange (PIE) convened 60 parents and community service providers for learning workshops and engaged participants in meaningful dialogue, which led to the development of collaborative opportunities.
- The FACE Office coordinated the District Advisory Council; provided training and support to the district's School Site Councils; and partnered with the Sacramento Council of PTA's.

During the academic school year 2011-2012, 100% (N=82) of our schools convened School Site Councils that:

- Helped create School Development and Improvement Plans (SDIP) (also known as the Single Plan for Student Achievement)
- Recommended the SDIPs to SCUSD School Board for approval
- Continued to plan, monitor, and review effectiveness of the programs in the SDIPs
- Completed annual reviews and revisions of the plans

Performance Goal 5: All students will graduate from high school

High school graduation and college attainment and success are a key pillar in SCUSD's strategic plan. The following strategies address how students are supported to graduate from high school:

Linked Learning Pathways Initiative

Sacramento City Unified School District has adopted Linked Learning as our primary approach to 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 the Strategic Plan 2010-2014, Putting Children First.

The Linked Learning approach is designed to produce graduates who:

1. Are UC a-g ready
2. Completed a technical sequence provided by ROP teachers
3. Participated in work based learning (on campus technical activities, industry tours, job shadows and internships provide by local industry professionals)
4. Benefitted from 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.

In the 2011-12 school year, school site pathways teams continued their focus on pathway design, engaged learning, system support, evaluation and accountability. During this time, professional development and support from staff in the Linked Learning Department included: pathway development and expansion, assistance with Linked Learning program sequencing, and on-site coaching.

Since 2009, pathway staff has 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. The 2011-2012 academic year work focused on improving the quality of instruction and student learning in pathways.

Evidence and Results

In the fall of 2009, SCUSD initiated the Linked Learning approach in four pathways, and as of spring 2012, the Linked Learning approach was implemented in the following 17 pathways:
    C.K. McClatchy High School

1. Law and Public Policy Academy
2. Justice Academy

Luther Burbank High School

3. Law and Social Justice
4. International and Environmental Studies

Rosemont High School

5. Green Academy

Hiram Johnson High School

6. Johnson Corporate Business Academy
7. Education and Leadership Academy
8. Science, Technology and Engineering Academy
9. Health and Medical Sciences Academy
10. Human and Legal Services

American Legion

11. Culinary Arts
12. Business

Small High Schools

13. Arthur A. Benjamin (AAB) Health Professions High School: Careers in Health
14. George Washington Carver School of the Arts and Science: Environmental Design
15. New Technology High School: Design Thinking
16. The MET: All Industry Sectors (Big Picture School)
17. School of Engineering and Sciences: Engineering

Of the seventeen pathways, two (AAB Health Professions and New Technology High Schools) completed the Linked Learning certification review process in spring of 2011 and are now certified ConnectEd Linked Learning Pathways. Ten pathways were established within four comprehensive high schools, two within our continuation high school, and five pathways were located at our small high schools. Approximately 31% of our high school students were enrolled in Linked Learning pathways, which was an increase of 10% from the previous year.

Two key measures (high school graduation and college persistence) were used to determine the impact on student achievement. During the 2010-11 academic year, over 90% of pathways enrolled seniors graduated (96% 2009-10, 91% 2010-11). In addition, approximately 50% of SCUSD Linked Learning graduates completed UC a-g course sequence as compared to 36% of high school graduates statewide.

In regards to college persistence, defined as completing one year of post-secondary education, to date, the district has not received the 2011-12 post-secondary persistence

data from the National Clearinghouse, but approximately 71% of 2009-10 and 74% 2010-11 Linked Learning graduates completed their first year in a post-secondary program.

Middle School to High School Transition Updates

Successful transition from middle school to high school is vital to our district's continuing commitment to decreasing dropouts, increasing on-time graduation, and ensuring that all students are ready for college and career. Our efforts have focused in two major areas – providing students with strong summer transition programs and increasing awareness of the Linked Learning Pathway options available at the high school level.

Evidence and Results

- Using resources from a variety of grant and district funds, including the Federal SLC Cohort 8 grant, Linked Learning grant, 21st Century ASSESTS grant, and general funds, we increased the number of students enrolled in high school transition programs. During the summer of 2011 Health Professions, CK McClatchy, Rosemont, and Kennedy implemented multi-day transition programs affecting 620 incoming freshman. This is a marked increase from the summer of 2010, especially amongst comprehensive high schools, where only Rosemont and Health Professions offered a multi-day program. During the summers of 2010 and 2011, Health Professions and McClatchy piloted an innovative approach to transition that combined intensive planning for students during the summer with a mid-year follow up to help keep students on track during this critical 9th grade year. This model will be replicated throughout SCUSD high schools. In addition, many of our after school science programs are now serving as recruitment platforms for our science and engineering high school pathways.

Advanced Placement

Sacramento City Unified School District has worked to broaden student access to Advanced Placement (AP) opportunities and to enable a wider more ethnically diverse proportion of students to achieve success in AP coursework through the following strategies:

- Identified traditionally underrepresented students who show potential to be successful in AP coursework through the utilization of the College Board AP Potential tool.

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- Ensured all students have access to AP opportunities as reflected in master schedules.
- Provided professional learning opportunities to teachers and counselors to enable them to identify potential AP students and ensure students can be successful in AP courses.

Evidence and Results

- All 10th graders in SCUSD participated in the PSAT which was fully funded by the district. All 11th graders were provided the opportunity to participate in the PSAT with fee waivers available. Students had access to Advanced Placement coursework throughout the district which was reflected in the Master schedules. The district provided professional learning opportunities (Fall Counselor Workshop and AP Potential) to school site administrators and counselors to identify additional students who are traditionally underrepresented in AP coursework. The district increased AP participation from 33% in 2010-11 to 36% in 2011-12. AP classes were added through the CAPE initiative which funded summer institutes for new AP teachers and provided grants for classroom materials.
- *The District Integrated Summary* for the 2011-2012 school year as reported by the College Board reflected the following results:
  - Participation in AP exams by traditionally underrepresented students in AP coursework increased overall. Black student participation increased by 14.6%, American Indian by 75%, Mexican American by 1.7%.
  - Students receiving grades of 3-5 on AP exams increased overall. Underrepresented student groups made the following increases in the number of students receiving scores of 3-5: The number of American Indian students increased by 50%, Black by 52.2%, Hispanic by 11.8%, and Mexican American by 27.2%.

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2. An analysis of LEA performance on the Standardized Testing and Reporting (STAR) Program assessments including a description of progress towards LEA Plan student performance goals in ELA and mathematics.

As the district endeavors to raise the achievement of all students and meet the goals outlined in Pillar I, College and Career Ready Students, of Strategic Plan 2010-2014, the following depicts the district's performance on the Standardized Testing and Reporting (STAR) Program relative to the performance goals in ELA and mathematics.

In 2011-12, 50% of students in grades 2-11 scored proficient or advanced on CST and CMA ELA and 47% in math. Students made gains in ELA (2%) but showed a decrease in math (-1%). In CST and CMA ELA, the subgroups with the largest gains were Native Hawaiian/Pacific Islander (5%) followed by Asians (3%) and Socio-economically Disadvantaged (3%). In CST and CMA math, American Indian (2%) and Two or More Races (2%) showed an increase. All other subgroups remained the same or showed a slight decrease (1-3%).

In 2011-12, 52% of students in grade 10 scored proficient or advanced on CAHSEE ELA and 56% in math, which showed a decrease of two percentage points in ELA and an increase of three percentage points in math from the 2010-11 school year. In CAHSEE ELA, the only subgroup that demonstrated and increase from the prior year was Two or More Races (5%). All students and all other subgroups showed a decrease in performance from 2010-11. In CAHSEE math, most student groups showed an increase in proficiency with the exception of American Indian, English Learners, and Students with Disabilities. The largest gains posted were Filipino (11%), Hispanic/Latino (5%), and Two or More Races (5%). The gains were followed by All Students (3%), African American (3%), Asian (3%), Economically Disadvantaged (3%), and Native Hawaiian/Pacific Islander (1%).

Although the data reflected incremental growth, the district is not satisfied and fully realizes that the prevailing achievement gap continues to persist and requires a greater laser-like focus. Consequently, the district is committed to continued use of these data and other measures referenced in this report to inform both programmatic changes and practices in an effort to improve student learning.
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