

# e21 Community Report

## Executive Summary for the SCUSD Board of Education

November 8, 2007

**Goal:** *The goal of the e21 Community Report is to inform the community and all of our stakeholders of our progress in meeting our e21 high school redesign goals.*

**Audience:** This publication will be distributed to community members and stakeholders, including educators, students, parents, business and community partners, civic leaders, legislators, foundations, media, etc.

**Format:** This publication will be a 20-24 page color glossy booklet approximately 7"x 9.75" in size

**Timeline:**

November 26--all content finalized  
December--design phase with 3Fold Communications  
January 7—booklet printed and released to the public (in time to be useful during the open enrollment period)  
Mid-January—media release and press conference

**Media:** A press conference including key stakeholders will be held shortly after the publication is released to showcase SCUSD's e21 high school redesign.

**Content:**

The publication will include:

- 1) An **Opening Letter** setting the context for the document and highlighting the key elements of the e21 high school redesign process (signed by Supt. Mejia, Board President, LEED CEO, and perhaps the unions to illustrate the collaborative effort)
- 2) A narrative **Background** providing the history of the e21 high school redesign initiative and its various phases of development
- 3) A description of the **7 Essential Elements** that were and are the central components of the redesign
- 4) A narrative defining **Small Learning Communities and Small High Schools** and their unique characteristics and structures
- 5) A description about the importance of community/business **Partnerships** to the e21 redesign
- 6) A **Chronology** (visual timeline) of the major e21 milestones from 1996-2007
- 7) Bar graphs and other visual representations showing **Student Achievement Data**, comparing 2002-03 to the most current data available (all of these charts can be found in the PowerPoint)
- 8) A list of the key **Accomplishments** that have resulted from e21
- 9) A list of the key **Challenges** that still remain for SCUSD high schools
- 10) A **Portfolio** of all the high schools, including brief blurbs and contact information about each of the small high schools, the comprehensive high schools, and alternative high school choices in the district (this piece of the publication can serve as an ongoing recruiting tool)

- 11) A **Call to Action** to students, families, and business and community partners suggesting ways that they can sustain and continue to build on the positive change in our high schools
- 12) A **List of Partners** who have and/or continue to be involved with SCUSD high schools
- 13) **“Sidebar Stories”** to highlight some of the key e21 success stories
- 14) A **Map** of the District, indicating the location of all SCUSD high schools as well as attendance boundary area
- 15) **Testimonials** from many stakeholders about the impact of e21 high school redesign
- 16) **Photos** of students (some actively involved in learning and some headshots), teachers, principals, and schools

e21 Community Report  
DRAFT

Cover:

**High Schools for the 21<sup>st</sup> Century**  
Sacramento City Unified School District

Report to the Community on the  
Education for the 21<sup>st</sup> Century (e21) High School Reform Initiative  
*2001-2007 and beyond*

*Cover photo: The back of a high school student walking up the stairs into C.K. McClatchy to show "entering" high school (the back cover shows the "exiting")*

**Introductory Letter (on SCUSD stationery with list of Board members along the side)**

Dear Community Member:

In 1999-2000 Sacramento was invited to join a handful of districts around the nation working to redesign high schools. With critical assistance from the Carnegie Corporation of New York and the Bill & Melinda Gates Foundation, the Sacramento City Unified School District's leaders, principals, community members, teachers, parents—and especially students—began the challenging work of asking what kind of education and support high school students need to succeed in the 21<sup>st</sup> century.

After engaging the public in a variety of forums, including public Board meetings and focus groups, studying the research, and seeking out successful high schools, a model for redesign began to emerge based on seven essential elements. In 2003, together with their key community partner, LEED-Linking Education and Economic Development, SCUSD began to implement e21 (Education for the 21<sup>st</sup> Century), a revolutionary high school reform initiative. Every student in every high school was affected as large comprehensive programs were broken down into Small Learning Communities (SLCs) and, over the course of five years, six small high schools were created. In addition to changing the structure of the high schools, important changes related to teaching and learning occurred as well: more choices for students in program offerings, more time for teacher collaboration, a more relevant and rigorous curriculum, including more demanding graduation requirements, and at the core, stronger relationships between adults and students, among peers, and with the community through mentors, business partnerships, and other channels.

This report to the community comes four years after e21 implementation began. We can report encouraging signs of success—a vast increase in the number of program options available to students and families, a 10.7% percent increase in the graduation rate, and an increase in students served by career and technical education offerings from 750 students to 3,000.

Challenges remain. Yet as SCUSD begins its fifth year of implementation, there remains both effort and commitment to ensure that each student is able to succeed after graduation: in college, a career of their choice, and as citizens and parents remains. The work of e21 has led to reassessing the middle and high school curriculum and led to creating a culture of continuous improvement focused on the success of every student by name and honoring the contributions and value of the greater community—parents, employees, agencies and organizations, foundations and others. Great cities have great schools, and great schools have great communities holding them accountable and providing support.

Read this report. Share your feedback, and learn what you can do to assist us in realizing the vision of preparing our students for success in the global economy and the unknown challenges of this 21<sup>st</sup> century.

Thank you for your interest in our schools and for all you do to make Sacramento a better place to live, raise families, work, and build community.

Sincerely,

M. Magdalena Carrillo Mejia, Ph.D.  
Superintendent  
SCUSD

Manny Hernandez

President  
SCUSD School Board

Dave Butler  
CEO  
LEED-Linking Education and Economic Development

**Still waiting to hear about:**  
SCTA President & SEIU Local President

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## Background

### **The Context for High School Reinvention**

High schools in America have the history and promise of being the foundation for building the future of our youth. Research shows that the dream of the American high school has diminished as the population on high school campuses across the country continues to grow. In these "communities," where classes are large and teachers and counselors are responsible for too many students, youth have little contact with adults to mentor them through two of the most important transitions of their lives, the transition into high school and the transition from high school to higher education and/or careers. This lack of connection to caring adults often causes students to feel isolated, alienated, and apathetic. While students may be enrolled in classes, the lack of personalized learning experiences means that they often neither understand the relevance of those classes nor make the connection between learning and their future choices. These conditions often translate into poor academic performance, poor attendance, and/or behavior problems.

### **The Road to Change Starts with a Vision**

In 1996, the Sacramento City Unified School District (SCUSD) received a call to action from the Sacramento community. Distressed by the poor quality of skills possessed by graduates of Sacramento City's high schools, Mayor Joe Serna convened a Commission on Education to study the status of SCUSD schools.

A Blue Ribbon Committee, comprised of teachers, staff, parents, business and community leaders, studied the facts and concluded that our high schools—in their current form—simply weren't working and were not meeting the needs of all our students. The Committee's exhaustive research uncovered the cardinal problem: our high schools were too crowded, too big, too impersonal, and incapable of preparing students for a world that is radically different from what it was a half century ago. In 1999, as an outgrowth of that Commission, SCUSD kicked off a six-year charge to create a safe, high-performance, student-centered secondary education system in Sacramento.

Based on the Committee's findings, the Carnegie Corporation of New York awarded the Sacramento community a planning grant to address the problem of low student achievement in the District's high schools. In 2000, the District commenced a series of public meetings attended by hundreds of parents, teachers, students, and community members to discuss the problems and find viable solutions. From these public meetings emerged a common vision for student success that defined the elements that would launch the District's high school reform initiative.

The District then received over \$12 million in external funding from the Carnegie Corporation of New York and the Bill & Melinda Gates Foundation to launch **Education for the 21<sup>st</sup> Century (e21)**, a five-year plan to radically change the high school experience.

Our Common Vision is that the graduates of Sacramento City Unified School District will be prepared to meet the highest academic standards in California, the nation, and the world, and successfully compete in the workforce. All graduates will be prepared to succeed in a four-year university, speak two or more languages, value individual diversity, and be responsible citizens.

Based on this vision, District officials began the exhaustive task of drawing a roadmap to transform our failing schools. This process included reviewing high-performing schools across the nation and studying school reform research and best practices from institutions around the country, culminating in a master plan that would radically change how our schools are organized, how teachers teach, and how students learn.

This plan acknowledged the vital role parents and communities must play in the successful education and personal development of our high school students. It also identified a critical element that guided transformation at the nation's best performing schools: Small Learning Environments.

### **Small Learning Environments, Big Results**

A report developed during the community planning process cites numerous studies showing how Small Learning Environments are infinitely more successful than large, impersonal, comprehensive high schools in helping students achieve at high levels. Smaller environments of a few hundred students, rather than a few thousand, provide a more personal learning experience and allow the teacher and student to develop a closer, more trusting relationship.

Motivating students to achieve at higher academic levels is the driving force behind the small learning community and small high school concept. Research shows that students are more likely to be active participants in the learning process when the coursework is structured around their particular interests. In these environments, students come to class more regularly, have fewer discipline problems, increase grade-point averages, and are less likely to drop out. Students become active learners, allowing teachers to spend more time facilitating higher levels of learning and critical thinking. What's more, the needs of all different types of students, including English language learners, students with special needs, and the gifted and talented are better met by small school environments.<sup>1</sup>

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<sup>1</sup> Klonsky, Michael (1998). *Small Schools: The Numbers Tell a Story, a Review of the Research and Current Experiences*. Chicago: The Small Schools Workshop, University of Illinois, Chicago.

## 7 Essential Elements

### **e21: Students First**

In July, 2001, the President of the Board of Education for the Sacramento City Unified School District declared that the school District, in partnership with LEED-Linking Education and Economic Development, Sacramento, had engaged over 2000 youth, 700 parents and community members, and 900 teachers and staff in a 16 month process to learn how to reinvent Sacramento's high school education system.

The engagement results included a commitment to the inclusion of **Seven Essential Elements** in the reinvention of District high schools:

1. Small, caring, personalized learning communities
2. Student-centered system with student supports and safety nets
3. Student pathways to the world of work and post-secondary education
4. Rigorous, relevant, standards-driven teaching and learning
5. Culture of continuous learning
6. Collective responsibility
7. Home-school-community alliances

These Essential Elements served as the framework for District-wide community action described in the grant proposal to the Carnegie Corporation of New York.<sup>2</sup> From this framework came a five-year rollout plan, Education for the 21<sup>st</sup> Century (e21), addressing all aspects of high school reform: community partnerships, classroom instructional practices, and the redesign of the central office.

This ambitious start launched a reform movement that continues today—still guided by the original seven essential elements but reflective of key lessons learned along the way.

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<sup>2</sup> SCUSD Resolution No. 2208. “*Education 2100: Sacramento City High Schools for a New Society*” & “*Blueprint and Action Plan: Education for the 21<sup>st</sup> Century: Sacramento City Schools for a New Society, September 1, 2001 – August 31, 2006 Implementation Process.*”

## Creation of Small Learning Communities and Small High Schools

### **Two Paths to Big Success**

The community stakeholders behind e21 developed a plan of action, one that would put all 13,000 of the District's high school students in Small Learning Environments by fall 2003. Therefore, a significant amount of the work around e21 up to this point has been focused on creating a "portfolio of schools" in an effort to offer students as many personalized options as possible for their high school education. There are two types of high schools that have been developed over the last few years: "comprehensive" (large, traditional) high schools have been re-organized into theme-based Small Learning Communities and small high schools with no more than 500 students have been created. When the District began the reform, students only had 6 high school choices--now they have over 40.

### *Small Learning Communities*

All six of the District's comprehensive high schools were reconfigured to house several Small Learning Communities of no more than 300-500 students each. Students travel together for two to four years with the same teachers, and, as a long term goal, students take at least 85% of their coursework within a given community. Campuses offer five thematic educational pathways and distinct course offerings to meet students' interests: Arts, Media & Entertainment; Business & Information Technology; Health; Human & Public Services; and Engineering and Industrial Technology.

### *Small High Schools*

During 2003-2007, the District opened six small high schools that will eventually serve no more than 3,000 students. A seventh small high school is also planned to open in fall 2008. These student-centered, high performance public high schools (some are charter) enroll no more than 500 students each. All are theme-based, such as Health Professions High School and New Technology High School, and provide students with very personalized learning experiences.

Under the Small Learning Communities and Small High School structure, teachers are required to undergo the same credentialing process as traditional high school teachers, and the curricula must meet University of California A-G college admissions standards.

## The Power of Partnerships

Since the beginning of e21, the SCUSD Career and Technical Preparation Department has developed a cadre of community and business partners who have actively participated in the education of students from Small Learning Communities, Career Academies, and Small High Schools. The partners have worked with the Education Entrepreneurs and the teacher teams in our schools to maximize the effect of academic and career technical instruction. Working with community and business partners enriches the academic curriculum by adding relevance and practical application of skills in a true business environment. This is done through speaker days, job shadows, project mentoring, training opportunities, and paid/unpaid internships in business and industry.

It would be impossible for school districts to duplicate the equipment, environment, and culture that exists in the business world. For that reason, partnerships play a key role in providing work-based learning opportunities for our students. Students can take the knowledge and skills they have learned in the classroom and learn how to apply them in real life situations in the work world. This opportunity would not exist without cooperative partners who are interested in developing their workforce for the future.

Business and community partners can also play a key role in showcasing career pathways for students when they are making decisions about their future. Many middle and high school students have a very narrow exposure to the world of work, and introducing partners into the classroom allows students to explore the possibilities for their future. It is very important for students to see people like them who have become successful and who are willing to share with them the path to success.

## Chronology

### Sacramento City Unified School District High School Redesign Chronology 1996-2007

#### 1996

- Distressed by the state of the city's schools, Sacramento Mayor Joe Serna convened a Commission on Education to study the status of SCUSD schools

#### 1997

- SCUSD received Federal Small Learning Community grants

#### 1999-2000

- A Blue Ribbon Committee formed, comprised of teachers, staff, parents, business and community leaders, who studied the state of the schools
- Six existing comprehensive high schools began reform plans
- Town hall meetings were held with parents
- Twelve high school improvement task forces were formed
- Teams of teachers and administrators made site visits to model schools
- LEED-Linking Education and Economic Development was identified as a key partner in the high school redesign effort

#### 2001

- e21 high school redesign initiative kicked off with \$12 million in grants from the Carnegie Corporation of New York and the Bill & Melinda Gates Foundation to create 8 innovative small high schools and create theme-based Small Learning Communities (SLCs) within all comprehensive high schools

#### 2002

- School Improvement Facilitators were hired for each high school
- SLCs were piloted with 9<sup>th</sup> and 10<sup>th</sup> grades at all comprehensive high schools
- Four small high school principals were hired and small high school themes developed

#### 2003

- Full implementation of SLCs at comprehensive high schools
- Advisory periods implemented for all high school students
- Common Planning Time implemented for all high school teachers
- America's Choice High School opened
- The Met Sacramento High School opened
- GENESIS High School opened
- Sacramento New Technology High School opened
- Sacramento Charter High School became an independent charter school
- Youth Congress students elected their first representative for the Board of Education
- Many teachers received teacher leadership training
- Family Empowerment Conference Network was held
- Senior Project piloted at C.K. McClatchy High School, Hiram W. Johnson High School, and West Campus

## 2004

- Dr. Maggie Carrillo Mejia was hired as Superintendent
- Rosemont High School opened
- Geography/Global Studies and World Language were added as graduation requirements
- District received International Organization for Standardization (ISO) certification (one of ten school districts in the nation)
- Board of Education adopted Policy Priorities
- District developed two-year Strategic Plan

## 2005

- Arthur A. Benjamin Health Professions High School opened
- Benchmark testing implemented in grades 2-12 in English Language Arts and Math
- Teachers received in-class support in English Language Arts, Math, Science, and Social Science instructional strategies and common assessments
- John F. Kennedy High School and C.K. McClatchy High School received Federal SLC Grants and both schools receive California Distinguished School Awards
- Parent Empowerment Network and SCUSD Parent Task Force merged
- John F. Kennedy High School added two new SLCs
- Hiram W. Johnson High School moved out of Program Improvement status and received Partnership/College Access and Success Grant (PCAS)
- Luther Burbank High School participated in College Access Project on transcript evaluation with UC-Berkeley
- The Central Office Review for Results and Equity (CORRE) released findings and recommendations that were incorporated into the District Strategic Plan
- Annual Report on Strategic Plan process presented to the community

## 2006

- District Sustainability Plan developed with focus on equity
- Senior Project implemented District-wide
- Summer Bridge program for 9<sup>th</sup> graders implemented
- West Campus received California Distinguished School Award
- John F. Kennedy ranked 889 of 1200 in *Newsweek's* America's Top Public High Schools
- Parent-Teacher home visit program supported students passing CAHSEE
- Blue Ribbon Commission and Task Force on Equity, Access, and Achievement completed Action Plan
- District developed 2<sup>nd</sup> two-year Strategic Plan

## 2007

- School of Engineering and Sciences opened
- Quality Education Investment Act (QEI) supported two comprehensive high schools
- High school students had 42 choices of high school programs, including 6 small high schools and 36 Small Learning Communities within the comprehensive high schools

## Future plans

- America's Choice High School will open at their permanent campus in February 2008
- The Waldorf Methods/Social Justice High School will open in September 2008

## Accomplishments & Challenges

### e21 High School Redesign Accomplishments

- 42 rigorous and relevant choices are available to high school students, including 36 theme-based Small Learning Communities at the comprehensive high schools and 6 innovative small high schools. Only 6 choices were available in 2002.
- The high school graduation rate increased from 76.1% in 2002-03 to 86.8% in 2005-06, despite increased graduation requirements and increased enrollment.
- The CAHSEE first-time English Language Arts pass rate increased from 68% in 2003-04 to 73% in 2006-07. The CAHSEE first-time math pass rate increased from 68% in 2003-04 to 74% in 2006-07.
- The dropout rate decreased from 13% in 2002-03 to 7% in 2006-07.
- The percent of students scoring proficient and advanced on the California Standards Test in English Language Arts increased in all grades between 2004 and 2007. The percent of students scoring proficient and advanced on the California Standards Test in Algebra and Geometry also increased between 2004 and 2007. (see data charts)
- Graduation requirements for students have increased and more college preparatory courses are aligned with University of California A-G requirements. As a result, students are more prepared for college. In 2005-06, 51.9% of students completed UC qualified coursework, compared to 39.8% in 2002-03.
- The number of Advanced Placement (AP) classes increased from 1,637 in 2002-03 to 2,133 in 2005-06, including an increased number of under-represented student groups taking AP classes.
- The number of courses taught by NCLB highly-qualified teachers is now 93%.
- High schools have formed "college going cultures," including free PSAT testing available to all 10<sup>th</sup> graders, counselors devoted to college counseling at each school, and increased concurrent enrollment with community colleges, California State University- Sacramento, and other post-secondary institutions.
- Personalized, caring relationships have developed among administrators, teachers, students, and parents within these smaller learning environments. Of the students surveyed, 91% agreed that at least one adult in their Small Learning Community knows their first name and 85% agreed that they have access to a counselor on campus and a good relationship with one or more teachers.
- Teachers and administrators have more professional learning opportunities to develop effective instruction, leadership skills, and professional learning communities.
- Business and community partnerships have increased from 175 in 2003-04 to more than 400 in 2006-07, serving more than 11,000 students.

- Internship opportunities have increased from 592 in 2003-04 to 1,745 in 2006-07.
- Career and Technical preparation classes have grown from 75 sections serving 750 students in 2002 to 125 sections serving 3,000 students in 2007.
- Small Learning Communities and many of the small high schools have career themes that align to a university course or major of study.
- Through the Youth Congress, Student Advisory Council (SAC), and increased after school activities, youth have many leadership opportunities and a voice in District-wide decision making.
- A Student Advisory Council (SAC) elected student representative now sits on the Board of Education, and currently students from the SAC now co-chair four separate District-wide committees. They also attend community meetings to ensure an authentic youth voice in many facets of District policy and informational meetings.

## e21 Challenges

- Identification of funding to sustain the many improvements, including teacher collaboration time, extra counseling services, re-structuring to build leadership capacity, and Youth Congress programs at the middle school and high school levels.
- Provision for on-going effective communication with students, parents, and the community about the many high school choices available.
- Identification of funding to maintain and upgrade facilities.
- The hiring and retention of diverse, fully credentialed teachers.

## Portfolio of SCUSD High Schools

### Small High Schools

#### **America's Choice High School**

5241 J Street, (916) 277-6545

America's Choice High School (ACHS) is a college preparatory charter high school that was established with one goal in mind – to ensure that all students reach an internationally benchmarked standard of achievement in English Language Arts and mathematics by the time they graduate. Students learn through a small, caring learning environment. Every student has an Academic Advisor who oversees and collaborates with him or her to help the student excel in all courses, especially college preparatory classes. (All students are expected to maintain at least a “C” grad in college preparatory classes.) America's Choice promotes the success of every student and looks forward to providing students with an enriching learning environment.

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#### **GENESIS High School**

5601 47th Avenue, (916) 433-5300

In partnership with the California National Guard, GENESIS is a co-educational charter high school with a leadership theme and a college prep academic focus. Home of the 21st Brigade, students have a rare opportunity to develop their skills in leadership, citizenship, and character within a small, safe and personalized educational environment.

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#### **Sacramento New Technology High School**

1400 Dickson, (916) 433-2839

Sacramento New Technology High School (SNTHS) is a member of the New Technology Network, a Bill & Melinda Gates Foundation-funded initiative. The charter school targets individual student interests and the development of individual responsibility by teaching in a creative, business-like culture that values high levels of learning. The major mode of instruction is through project based learning (PBL) that enables higher level learning through recognition of the relevance of the content that students study. The school features a 1:1 ratio of computers to students in a state-of-the-art facility. Students maintain a digital portfolio of their work that includes evidence of meeting ten identified learning outcomes and participate in regular exhibitions of their learning along with student-colleagues who participated on various projects.

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#### **The Met Sacramento High School**

810 V Street, (916) 264-4700

The Met Sacramento promotes and creates personalized education that is unique for each student. Each student studies two days a week with community mentors on projects that connect to the student's learning goals. This small charter high school serves no more than 150 students with teacher-pupil ratios of one to 15 or smaller. An advisory teacher is responsible for the same group of students over four years, giving the teacher time to get to know students— including learning what motivates them—and to ensure that the students are progressing as planned.

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### **Arthur A. Benjamin Health Professions High School**

451 McClatchy Way, (916) 264-3262

Designed as a small, safe and supportive high school, Arthur A. Benjamin Health Professions High School focuses on assisting students as they develop the educational and social foundation needed to ensure success in college, career, and citizenry. Students study in a safe, structured environment; blending solid academics, applied learning in local health systems and outstanding Health Occupations Students of America (HOSA) leadership activities.

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### **School of Engineering and Sciences**

6620 Gloria Drive, (916) 643-9288

The School of Engineering and Sciences is designed as a small high school with an ultimate capacity of 500 students in grades 7 through 12. The mission is to graduate students who are qualified for future careers and studies in engineering and other sciences. Each student works with a faculty advisor on their Individualized Learning Plan. Students focus on unique project-based course work and mentorships.

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### **Waldorf Methods/Social Justice High School**

Office Address:  
5735 47<sup>th</sup> Avenue  
(916) 643-9261

School Opening September 2008 at  
2250 John Still Drive

In a small, creative learning environment students at Waldorf Methods/Social Justice will follow an innovative, proven Waldorf curriculum with an emphasis on understanding, cooperation and respect. In the shadow of the California state capitol, students will have the unique opportunity to practice identifying issues, implementing change, and influencing policy to make the world a better place.

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### **West Campus High School**

5022 58th Street, (916) 277-6400

West Campus High School is a college preparatory high school focusing on communication and technology. As a small learning community of 800 students, West Campus provides students with an opportunity to study in an academically challenging environment that is both safe and diverse. Our school culture ensures that students are offered an excellent education in a supportive and caring community.

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## Comprehensive High Schools with Small Learning Communities

**C.K. McClatchy High School**  
3066 Freeport, (916) 264-4400

Constructed in 1937 as Sacramento's second high school, C.K. McClatchy has earned an enviable reputation in the community. Countless graduates over the years have entered the fields of law, medicine, politics, education, the arts and the world of industry. The academic program at C.K. McClatchy is founded in the traditions of our past with emphasis placed on developing the skills of writing, thinking and computing so that all students have access to a challenging and rigorous high school experience.

### SLCs:

**Arts and Media**

**Business**

**Design Solutions**

**Health and Human Services**

**Air Force Junior Reserve Officers Training Corps**

**Humanities and International  
Studies Program (HISP)**

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**Hiram W. Johnson High School**  
6879 14th Avenue, (916) 277-6300

Hiram W. Johnson High School's goal is to educate students to become independent thinkers and lifelong learners, wanting them to pursue academic excellence and individual achievement in an environment that fosters respect for others and service to the community. The school community believes that learning should be active and relevant, with the school providing abundant opportunities for students to excel. Because students possess a wide range of abilities and talents, they are nurtured while being encouraged to take full advantage of a varied and demanding scholastic program that is designed to challenge and support each student.

### SLCs:

**Arts, Multimedia and  
Entertainment**

**Business Information and  
Technology**

**Community Studies**

**Humanities, Education and  
Leadership**

**Health and Medical Services**

**Human and Legal Services**

**Engineering and Industrial  
Technologies**

**Government and Public  
Administration**

**International Cultural  
Community**

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**John F. Kennedy High School**  
6715 Gloria Drive, (916) 433-5200

John F. Kennedy High School is an outstanding school which features both traditional and innovative course offerings presented by caring and dedicated instructors. Our students are encouraged to seek success in a positive, safe environment, which fosters growth, personal responsibility and a challenging curriculum. At Kennedy, individual and cultural diversity is endorsed and supported so that all students will be able to become productive citizens.

SLCs:

**Visual and Performing Arts**

**Technology and Engineering**

**International Business**

**Marine Corps Junior Reserve  
Officers Training Corps**

**Biomedical Technology, Health  
and Support Services**

**Program in America and  
California Explorations (PACE)**

**Criminal Justice**

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**Luther Burbank High School**  
3500 Florin Road, (916) 433-5100

Luther Burbank High School aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Students are encouraged to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

SLCs:

**Agriculture and Environmental  
Sciences**

**Information Technology**

**Business/Entrepreneurship**

**Arts and Communication**

**Architectural and Industrial  
Technology**

**International Studies**

**Public Services and Fire Science**

**Health and Fitness**

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**Rosemont High School**

9594 Kiefer Boulevard, (916) 228-5844

Rosemont High School inspires all students and provides opportunities for them to achieve high standards of performance for success in life and work. Core beliefs include that all students will learn at high levels when instruction meets their needs, high standards inspire students, and students thrive in a setting that respects their individual contributions, a diversity of perspectives to achieving common goals.

**SLCs:**

**Technology, Engineering and  
Computers**

**Health and Science**

**Public Service**

**Business Management and  
Marketing**

**Creative and Performing Arts**

**Construction, Automotive and  
Skilled Trades**

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## Alternative High Schools

### **American Legion Continuation High School**

3801 Broadway, (916) 277-6600

American Legion Continuation High School is a large continuation high school which proudly works with students from many backgrounds. Students have the opportunity to achieve their academic goals in a setting which fosters student ownership, responsibility, and self-respect. The staff is highly committed to working with students in smaller group settings than traditional schools offer. Smaller class sizes provide a greater level of personalization than formerly available to most students.

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### **Capital City School**

7222 24th Street, (916) 433-5187

Capital City School is the only school in SCUSD that is voluntary and uses independent study as an alternative strategy. The primary aim of Capital City School is to individualize a quality education for students whose needs are met best through study outside the traditional setting. Independent study allows teachers to work one on one to meet the student's educational needs, interests, aptitudes and abilities through a variety of techniques. The student is expected to meet or exceed the same SCUSD curriculum standards set for traditional schools.

## **Call to Action**

### **Be a Voice**

Education for the 21st Century (e21) is an innovative movement that has transformed Sacramento's public high schools into Small High Schools and Small Learning Communities. Join the effort to sustain and continue to build on the positive change in our high schools so that all students can achieve.

### **Students**

- Ask questions; express an interest in internships and speakers related to your small learning community's theme.
- Talk to your teachers and advisors, and don't be afraid to ask for help.
- Be an active learner, feel empowered to create new ideas, reach out to business people and guest speakers, seek your own internships.
- Be an active member of your community, share information, organize events, volunteer, help spread the word about what is new and different in your education.
- Communicate with your parents, caregivers, and family members, let them know about upcoming events, and encourage them to get involved.
- Have the right attitude and actions, be organized, on time, respectful, and responsible.
- Join the District-wide Youth Congress to be a voice for students at your school.

### **Family**

- Show interest, ask your student about what they are learning, what is interesting to them, if they have homework, if they need help, etc.
- Know your student's teachers, participate in school activities, show up, be visible.
- Support your student's choices about career and academic coursework.
- Let your student's teachers know you are supportive of their hard work.
- Encourage community involvement and volunteerism, identify groups and organizations your student can join, be a role model.
- Reward and praise your student, be positive and encouraging.
- Testify at school board meetings, let school board members know you support small learning environments and bond measures that provide funding for construction and maintenance.
- Let your city council member know how your student is benefiting from e21.
- Write letters to the editors of your local newspapers in support of e21.

### **Community Members**

- Contact e21 staff about being a tutor or classroom volunteer.
- Write letters to the editor and testify at school board meetings in support of e21 and new high schools.
- Let school board members know you support school reform, small learning environments, and bond measures that provide funding for construction and maintenance.
- Let your city council member and neighborhood association know that you support small learning environments and new high schools in your community.
- Mentor, reach out to high school students in your neighborhood or place of worship who need an adult in their lives.

### **Business and Civic Leaders**

- To help make learning relevant to students' future, contact e21 staff about your business or organization participating in:

- Internships
  - Field Trips
  - Guest speakers
  - Job shadowing
  - Mentorships
- Support curricula and programs that make learning relevant to students' future careers

## List of Partners

### Business Partners

Bank of America  
ByDesign Solutions  
Electronic Data Systems  
Neighborhood Works Homeowner Center  
Results Realty  
Schools Financial Credit Union  
Starbucks Coffee  
USE Credit Union

### Community & Civic Partners

California Department of Education  
California Highway Patrol  
California Institute / Assembly Rules Committee  
California Mortgage Bankers Association  
California Music Theater  
California State Capitol  
California Superior Court – Family Court  
California Water Agencies  
California Health & Human Services  
City of Sacramento  
City of Sacramento-Mayor's Office  
Classified Supervisors Association (CSA)  
Community Partners Volunteers  
County Elections Office  
Crocker Art Museum  
Federal Bureau of Investigation  
First 5 Commission  
Institute for Education Reform  
League of Women Voters  
LEED-Linking Education and Economic Development  
Mondavi Center  
National Weather Service  
New Ways to Work  
Parent Teacher Organizations  
Rotary Club of Sacramento  
Sacramento Area Congregations Together (ACT)  
Sacramento Area Human Resource Association (SAHRA)  
Sacramento Ballet  
Sacramento City Council  
Sacramento City Teachers Association (SCTA)  
Sacramento County Attorney's Office  
Sacramento County Coroner's Office  
Sacramento County Parks & Recreation Department  
Sacramento County Probation  
Sacramento County Public Defender's Office  
Sacramento County Sheriff's Department  
Sacramento Metro Arts Commission  
Sacramento Metropolitan Chamber of Commerce  
Sacramento Metro Fire Department  
Sacramento Open Air Market  
Sacramento Philharmonic  
Sacramento Police Department & Homeland Security  
Sacramento River Cats  
Secretary of State's Office  
Service Employees International Union (SEIU)

State Assembly member Jones' Office  
State Assembly member Juan Arambula's Office  
State Assembly member Nation's Office  
State Budget Appropriations Office  
State Senator Cox's Office  
State Senator Dunn's Office  
State Senator McClintock's Office  
State Senator's Steinberg's Office  
Teamsters Union  
United Public Employees (UPI)  
U.S. Attorney's Office  
U.S. Secret Service

**Educational Institutions**

University of California, Davis  
California State University, Sacramento  
Los Rios Community College District

**Engineering and Industrial Technology Partners**

American Association of State Highway & Transportation Officials  
American Public Works Association  
Associated General Contractors  
Battery M.D.  
Bolo Construction  
Brown & Caldwell  
Building Industry Association  
California Coalition of Construction in the Classroom  
California Girls STEM Collaborative  
California State University-Sacramento (CSUS)  
Caltrans  
Cosumnes River College  
Diablo Valley Masonry  
Future Women of Science and Engineering  
Gencorp Foundation  
General Masonry  
Greater Sacramento Construction & Design Consortium  
H&D Electric  
Intel Foundation  
John Jackson Masonry  
Masonry Industry Training Association  
Mechanical Contractors Association  
National Home Builders Association  
PTS Masonry  
Rexmoore Electric  
Sacramento Alliance for Girls Empowerment  
Sandia National Labs  
SMUD  
Society of Women Engineers  
Systems 3 Electric  
Tech Bridge  
Teichert Construction  
The Brickyard  
Townsend & Schmidt Masonry  
U.C. Davis  
U.S. Department of Transportation

### **Foundations**

Bill & Melinda Gates Foundation  
Carnegie Corporation of New York  
Ford Motor Company Fund  
James Irvine Foundation  
Lumina Foundation  
Annenberg Foundation  
Surdna Foundation

### **Medical Partners**

Blood Source  
Bruceville Terrace  
California State University-Sacramento, Bridge to Nursing  
Catholic Healthcare West  
Community Partner Volunteers  
Eskaton  
Kaiser Permanente  
Mather VA Hospital  
Radiological Associates of Sacramento  
Rosemont Pet Clinic  
Sacramento City College, Department of Allied Health Services  
Sacramento Black Health Network  
Sacramento City Fire Department Community Outreach  
Sacramento Heart  
San Joaquin Valley College  
Shriners Hospital of Northern California  
Sutter Center for Healthcare Professions  
Sutter Health  
U.C. Davis Health Center  
U.C. Davis Nurse Recruitment  
U.C. Davis Medical Center  
U.C. Davis Radiology  
U.C. Davis Veterinary Hospital  
Volpert Chiropractic  
Weideman Professionals  
Western Career College

### **Media Partners**

Channel 3 News  
Channel 10 News  
KSFM 102.5  
KVIE TV  
Sacramento Bee  
Sacramento News & Review

## Testimonials—scattered throughout document

### School Board Members:

"e21 has made it possible to organize our high schools so that every student counts; where he or she has a safer learning environment and the opportunity to learn at higher levels. While it is hard to implement, we knew that our students and teachers deserved the best we could offer."

Manny Hernandez  
President  
SCUSD Board of Education

"As a parent, I sadly experienced the failings of our large, impersonal high schools. Today, as a Trustee of SCUSD, I am proud to say our innovative high school reform efforts provide personalized, relevant communities of learning which promote our goal of success for every student by name."

Karen Young  
Second Vice-President  
SCUSD Board of Education

### LEED:

"As a partner with SCUSD in the e21 high school initiative, LEED experienced first-hand the power of collaboration among educators, parents, students, employers, and civic leaders when united with a common vision – preparing all students for success in school, career and life. e21 is truly a national model for expanding school choice and effectively delivering the three R's – relevance, rigor and relationships."

David Butler  
CEO  
LEED-Linking Education and Economic Development

### Community Partner:

"The e21 initiative was a remarkable effort that mobilized parents, students, teachers and administrators, and community leaders to come together to create high quality learning opportunities of Sacramento's high school students. As a community partner, Area Congregations Together (ACT) facilitated trust-building among all stakeholders, which was key component of the e21 change process."

Jim Keddy  
President  
Area Congregations Together (ACT)

### Mayor Fargo—quote in process

### Business Leader:

"SCUSD's new themed learning communities are taking education to a new level. Students are now much more engaged and focused, and as a result will be even more prepared to be effective contributors to the workplace and our community."

Doug Urbick

President  
Teichert Construction

#### College Leader:

"As a result of e21, high school partnerships with our colleges have been significantly enhanced. More students are taking college classes before they graduate from high school, improving their chances for success when they enter college."

Brice Harris  
Chancellor  
Los Rios Community College District

#### Metro Chamber:

"The Sacramento Metro Chamber views workforce development as a regional priority—and it must start early. That is why SCUSD should be commended for positive impact the e21 initiative is having on the community by preparing all high school students for successful lives after graduation."

Matthew R. Mahood  
President & CEO  
Sacramento Metropolitan Chamber of Commerce

#### School Principals

"e21 has provided opportunity for teachers and students to engage in more productive relationships with each other, changing the community's belief about achieving success."

Ted Appel  
Principal  
Luther Burbank High School

"e21 and the efforts to provide smaller learning environments for students is probably the most important and powerful change the Sacramento City Unified School District has made for its high school students. We know that anonymity is the enemy and these smaller environments mean show us how to 'leave no child behind'."

Paula Hanzel *(use headshot photo)*  
Principal  
Sacramento New Technology High School

#### Teachers

"Teaching at a small high school allows more effective communication among the teachers and staff. We are able to put together cross-disciplinary curricula, and the students benefit when teachers are able to reference what they are doing in their other class subjects. They see connections that they may not have seen before."

Jennifer Clemens *(use headshot photo)*  
Teacher  
Arthur A. Benjamin Health Professions High School

"Prior to e21, teachers worked in isolation within departments. The restructuring opened teachers' doors and encouraged collaboration outside of their own curriculum, making communication stronger and a forming a real school community."

Alida Imbrecht *(use headshot photo)*  
Social Studies Teacher  
John F. Kennedy High School

### School Improvement Facilitator

"SLCs bring new options to students and encourage the explorations of different careers by offering theme based courses, internships and various connections to the community. More importantly, teachers are provided the time to collaborate about teaching strategies and to communicate about struggling students on a weekly basis. SLCs make student learning and success the focus while allowing their creative and social character to grow."

Jennifer Myers  
School Improvement Facilitator  
John F. Kennedy High School

### Students

"I love going to a small high school because of the strong connections with teachers, a student body that feels like family, and personalized education. If we need help on anything, a teacher is able to help us work it out—one-on-one help from the teacher could be the deciding factor between full understanding of a subject or complete confusion."

Kristin Jerome *(use headshot photo)*  
Student  
Arthur A. Benjamin Health Professions High School

"My Small Learning Community, Program in America and California Explorations (PACE), always says you can make it to college. They make college an option, not a dream; essentially, they give you hope."

Vinnie Schiro *(use headshot photo)*  
Sophomore  
John F. Kennedy High School

"Small Learning Communities have given Rosemont High School students the opportunity to explore their future goals and determine if they are suited for the career path they selected. SLCs have also given students without goals a specific focus and option. More of our students have career paths and are going to college. I've been in the Health and Science Small Learning Community since my freshmen year. Next fall, I plan to enter the UC system and pursue pre-med. I will be the first in my family to attend college."

Samantha Matranga *(use headshot photo)*  
Rosemont High School  
Associated Student Body (ASB) Vice President & Ambassador  
Student Advisory Council Executive Council Member and Student Board Member

## Parents

"Small Learning communities are beneficial to the students. The SLC allows the student to choose an area of interest and foster that interest through classroom instruction and outside activities. The SLC teachers are able to provide more individualized attention to their students."

Mrs. Yee  
Parent  
John F. Kennedy High School

**SCTA: quote in process**

## Sidebars with photos (scattered throughout document):

### **A National Model for Curriculum Integration**

*Arthur A. Benjamin Health Professions High School*

Nationally acclaimed for integrating a health care curriculum into the core curriculum, the Arthur A. Benjamin Health Professions High School published their “how to” manual on combining health care instruction with other subjects such as English or history in 2007—and then trained more than 200 colleagues from around California. Partnerships with ConnectEd (James Irvine Foundation), local health care institutions and universities have created a program considered a national model by the National Consortium on Health Science Technology and Education. In 2006-2007, Health Professions hosted more than 400 visitors from other schools. Student opportunities in 2007-08 include 35 field trips, more than 120 job shadows, and 125 guest speakers—and more visitors!

### **Building a Successful College Going Culture**

*Hiram W. Johnson High School*

Operation College proved itself a success at Hiram W. Johnson High School. Aimed at boosting the number of college-going students, the campus saw more than 80 percent of its graduating seniors apply for college admission—60 percent more than the previous year. The pilot program, funded by City Councilman Kevin McCarty and District, paid for a new counselor who worked solely on assisting students applying for college and three family nights to explain the college application process to teens and parents. Attendance grew from meeting to meeting, and by the third night, 600 people participated.

### **Career and Technical Education Excels**

While only about one-fourth of students nationally and state wide have access to career and technical programs, at SCUSD it's virtually 100 percent. Since 2002, students enrolled in career classes grew from 750 to more than 3,000 students in 2007. An array of options with thoughtful course sequencing, increasing alignment to college entrance requirements, and unique entrepreneur model to recruit business partners and resources earned national recognition from the Ford Motor Company Fund, a \$30,000 grant, and assistance from a team of educational experts. Superintendent M. Magdalena Carrillo Mejia said, “In short, these classes offer students the best of two worlds—top notch and rigorous academic content and a very real, current application of that content through a sequenced career path.”

Data Graphs/Charts—these are found in the PowerPoint and will be included in the publication near the chronology

Map on Inside Back Cover (each school will be indicated)

Back Cover:

Photo of Rosemont HS graduation throwing up caps

For more information about Education for the 21<sup>st</sup> Century (e21) or SCUSD high schools, contact:

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LEED-Linking Education and Economic Development  
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# CAMPUS EVACUATION MAP 2007-08

## Futures High School/ Pacific High School/Adult Ed

