SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 10.3

Meeting Date: August 4, 2011

Subject: Partnership between Sacramento City Unified School District and City Year

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

Division: Family and Community Engagement Office and Academic Office

Recommendation:

Receive information regarding partnership between Sacramento City Unified School District and City Year.

Background/Rationale:

This partnership is a collaboration between Sacramento Unified School and City Year, which would launch a new, sustainable and scalable City Year program in Sacramento for the 2012-2013 school year with at least 50 well-trained diverse corps members serving full-time at seven of SCUSD's lowest performing schools (Priority Schools). School deployment will be determined based on enrollment and team size, ensuring fidelity to City Year's evidence-based Whole School Whole Child (WSWC) model. The City Year-SCUSD partnership will accelerate student achievement in high need schools with a particular focus on literacy, support District reform efforts and attract new federal and private resources to the community.

Financial Considerations:

The cost to the District is $500,000 for 3 years. Funding will come from After School Education and Safety (ASES) funds from 7 Priority Schools

Documents Attached:
1. Executive Summary
2. Letter of Intent

Estimated Time of Presentation: 20 minutes
Submitted by: Koua Franz, Chief Family and Community Engagement Officer
Approved by: Jonathan Raymond, Superintendent

Board of Education Executive Summary

Family and Community Engagement Office

Academy Office

Partnership Between SCUSD and City Year

August 4, 2011

I. Overview/History of Department or Program

This partnership is a collaboration between Sacramento Unified School and City Year, which would launch a new, sustainable and scalable City Year program in Sacramento for the 2012-2013 school year with at least 50 well-trained diverse corps members serving full-time at seven of SCUSD's lowest performing schools (Priority Schools). School deployment will be determined based on enrollment and team size, ensuring fidelity to City Year's evidence-based Whole School Whole Child (WSWC) model. The City Year-SCUSD partnership will accelerate student achievement in high need schools with a particular focus on literacy, support District reform efforts and attract new federal and private resources to the community.

City Year was founded on the belief that young people can change the world. City Year's vision is that one day the most commonly asked question of a young person will be, **"Where are you going to do your service year?"**

City Year unites young people of all backgrounds for a year of full-time service, giving them the skills and opportunities to change the world. These diverse young leaders help turn around high-need schools and get students back on track to graduation.

At City Year's 21 locations across the United States, young adults ages 17-24 serve full-time for 10 months and apply the power of national service to help close the education achievement gap by working directly with at-risk children throughout the entire school year to improve student attendance, behavior and course performance. As near-peers who begin their service before the first bell rings and stay until the last child leaves the after-school program, corps members are uniquely able to help students and schools succeed.

History:

- November 2010: SCUSD began to look at alignment between Afterschool services and during the day teaching and learning.
- December 2010: SCUSD began to look at a whole school model with a focus on Literacy.
- January 2011: Began Discussion on bringing City Year to SCUSD: Founding Committee Created
- April 2011: Site Visit to Oak Ridge Elementary School by City Year Staff
- May 2011: Presentation made to Priority School Principals
- July 2011: Founding Committee secured $500,000 in private funding

II. Driving Governance:

- Results 1: Academic Achievement
- Results 3: Well-Rounded Individuals
- Results 4: Local, State, and National Global Citizenship
- Operational Expectation 3: Treatment of Stakeholders
- Operational Expectation 4: Personnel Administration
- Operational Expectation 10: Instructional Program
- Operational Expectation 11: Student Discipline
- Operational Expectation 12: Learning Environment

III. Budget:

- $500,000 for 3 years – After School Education and Safety (ASES) Funds

IV. Goals, Objectives and Measures:

- **School Mindset & Culture:**
    - A positive attitude and dedication of administrators, faculty, and staff toward the success of their students
    - Corps members (CMs) understand and advance school culture

- **Data-informed Tiered Intervention Strategy**
    - An effective and efficient process in place to formally identify and track progress of focus list students based on Early Warning Indicator data (Attendance, Behavior, and Course Performance in Literacy/ELA and Math)
    - CMs, teachers and student support staff discuss data to identify students in need of moderate (tier 2) and intensive (tier 3) supports

- **Student Cohorts / Grouping**
    - Students organized into cohorts that travel together throughout the day and teacher teams monitor progress across disciplines
    - Each CM follows one cohort through and has a focus list of students in that cohort

- **Master Schedule**
    - A master schedule that allows for support students and common planning time for teacher teams and corps members

- **Attendance Program**
    - A strong school-wide attendance program that has defined policies, incentives for attending, and data-informed interventions for chronic absenteeism
    - CMs support school-wide attendance initiatives and support consistent attendance of focus list students

- **Behavior Approach / Disciplinary System**
    - A well-defined, school-wide behavior approach that utilizes student behavior data to support positive behavior and provide behavior interventions for struggling students
    - CMs have defined role as positive behavior coaches throughout the day

- **Family Engagement Program**
    - A strong family engagement program that recognizes and engages parents as important partners in their child's education and welcomes them into the school
    - CMs add capacity to existing efforts and initiate additional engagement opportunities for families, with specific attention to the families of focus list students

- **Extended Learning Time**
    - School accommodation and support for before school, after school and/or extended learning periods to engage students in enrichment activities, tutoring, or other structured learning programs
    - CMs plug into existing program structure and implement standard City Year offerings (e.g., service learning, enrichment clubs, targeted tutoring, and homework assistance)

- **Instructional Program / Curricula**

- Consistent curriculum, learning goals, and instructional pedagogy across the school
- CMs are trained on curricula and accompanying intervention strategies and coordinate with teachers on how to best support instructional practice

- **Core Content Specialists**

  - Full-time core content specialists work closely with teachers to enhance content delivery, coordinate and evaluate intervention strategies, and advise on differentiating instruction in classrooms
  - CY has access to core content specialists in literacy/ELA, who provide training and support to CMs for targeted interventions and classroom support

- **Training / Professional Development**

  - Training is provided to all staff on the school's instructional philosophy, data use and management, school culture programs, community and family involvement, and school-specific issues
  - CMs and City Year staff will participate in all appropriate trainings

- **Student Support Services**

  - An effective and coordinated team of professionals that provide sufficient social, emotional, physical, and academic support to all students in need of tier 2 or tier 3 support
  - CMs meet regularly with the student support team to co-construct and monitor progress of tier 2 interventions and tier 1 support

V. Major Initiatives: Whole School Whole Child Model targeting Pillar I and Pillar II.

VI. Results:

- Improve student's Academic Achievements
- Increase positive Mentorship Opportunities
- Character Building
- Improve Family and Community Partnerships

VII. Lessons Learned/Next Steps:

- Complete Guide Post

- Deploy a small team at Oak Ridge Elementary to start as a pilot for Implementing our City Year Action Plan Framework:
    i. Consensus Building
        1. Share Rationale and Program Intent will Principals
        2. Establish common goals
        3. Examine Master Schedules
        4. Create work/mentoring schedule for City Year Core Members
            a. Before, during and after school scope of work
    ii. Student Selection
        1. Assess (Five Elements of Reading) Students for potential reading programs
        2. Validate performance using other measures
        3. Select students reading below grade level
        4. Select students reading below grade level and offer additional intervention in After-School Programs
    iii. Infrastructure of Support
        1. Assign Cadre of City Year Core Members to each selected Priority Schools
        2. Provide ongoing professional development for City Year Core Members
        3. Determine the delivery (one-on-one/small group) of support
        4. Implement progress Monitoring system to measure students' growth
        5. Create time for teachers and City Year Core members to meet regularly and analyze student's progress and use results to modify intervention
        6. Establish time for City Year Core Members to mentor groups of selected student during the school day
        7. Provide professional development for City Year Core Members on: Safe and Best practices on relational mentoring, and after-school procedures/quality training

LETTER OF INTENT BETWEEN
SACRAMENTO UNIFIED SCHOOL DISTRICT AND CITY YEAR

Purpose of the Letter of Intent

The purpose of this Letter of Intent (LOI) is to establish a framework of collaboration between Sacramento Unified School District (SCUSD or District) and City Year, which would launch a new, sustainable and scalable City Year program in Sacramento for the 2012-2013 school year with at least 50 well-trained diverse corps members serving full-time in at least five of SCUSD's lowest performing schools. School deployment will be determined based on enrollment and team size, ensuring fidelity to City Year's evidence-based Whole School Whole Child (WSWC) model. The City Year-SCUSD partnership will accelerate student achievement in high need schools, support District reform efforts and attract new federal and private resources to the community.

Parties to the Letter of Intent

SCUSD is a local education agency (LEA) that serves the residents of Sacramento, CA.

City Year, Inc. is a 501(c)(3) organization providing youth development and education support services.

This partnership is key to launching a new City Year site in Sacramento. The initial project would take place from August 2012 through June 2015. Contingent upon establishing the City Year program in Sacramento, City Year would work with SCUSD to sustain and expand the partnership in future years to meet ongoing needs of Sacramento's students and schools.

City Year Overview

City Year provides school districts with a scalable, centrally managed model that delivers a holistic set of whole school and focused supports to ensure students stay in school and on track to graduate. As one of the nation's largest AmeriCorps programs with established sites in twenty locations across the United States, City Year annually recruits, trains, and deploys over seventeen hundred young adults from diverse backgrounds for a year of full time service to support school districts in their efforts to transform our nation's lowest achieving schools.

City Year is committed to supporting SCUSD's vision to eliminate the achievement gap, graduate students college-ready and success-bound, and turn around low-performing schools. City Year's WSWC model leverages the unique assets of its corps members to deliver research-based whole school supports and student interventions targeting the early warning indicators of poor attendance, unsatisfactory behavior, and course failure in English and math.

This portfolio of whole school and targeted services seeks to enhance the instructional core by supporting quality, data-driven instruction, deepening family and community engagement, and contributing to a culture of empowerment, achievement, and service. Corps members deliver these activities throughout the school day, from before the first bell through the conclusion of after-school. This provides a continuous, supportive presence throughout the day to build mutually supportive connections between students' classroom learning and their before and after school experiences.

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Proposed Terms of a Memorandum of Understanding

SCUSD and City Year, provided they agree on a framework of collaboration as set forth in this LOI, will proceed to negotiate a contract as a Memorandum of Understanding (MOU) which would include the following provisions:

1. **Scope of Services.** City Year would annually deploy at least 50 City Year corps members to at least five low-performing SCUSD schools designated by the District for school years 2012-13, 2013-14 and 2014-15, following City Year's School Partner Selection Process. *See Appendix A for more details on City Year's school partner selection process.* School deployment and team size would be determined by the District and City Year based on school enrollment to ensure fidelity to the WSWC model (minimum team size of 8 corps members and ensuring at least one corps member for each cohort of 30-50 students, grades 3-9).This deployment also includes five full-time professional Program Managers (one per school) to oversee the corps member teams and one School Partnerships Director based out of the Sacramento City Year office to manage and develop the overall partnership with District personnel. *See Appendix B for more details on City Year's professional staff support.* City Year is committed to providing SCUSD with a well-trained and diverse corps of young leaders to support the District through a rigorous and highly selective recruitment process, a month-long training practicum prior to entering schools, and on-going professional development throughout their term of service to SCUSD. *See Appendix C for more details on City Year's corps member training and professional development.*

2. **Mutual Planning Efforts**. SCUSD and City Year would agree to continue their partnership planning efforts to ensure that the appropriate conditions for success, performance metrics, and school deployment strategies are in place to maximize the partnership's impact on students and to meet the District's strategic priorities. Through extensive research involving numerous school visits and conversations with high-performing turnaround organizations and education experts, City Year has identified a set of school operating conditions that enable the effective integration of WSWC into each school's culture and operating structure to achieve maximum impact on student achievement.

3. **Implementation at the School Site**. City Year and SCUSD will meet and confer with site administrators at each school to build the school's understanding of the WSWC model and these operating conditions, and to develop a comprehensive plan to achieve mutual goals together. City Year will work to share information about these partnership conditions with SCUSD and looks forward to SCUSD leadership's support in achieving the conditions to the fullest extent possible in coordination with each school partner. *See Appendix E for complete list of operating conditions.*

4. **Continuous Assessment and Improvement**. SCUSD and City Year would commit to performing continuous assessment and improvement throughout the partnership term. As part of these efforts, both entities agree to share with each other student-level data and information as appropriate for the purposes of evaluation and improvement and in accordance to applicable federal and state laws. *See Appendix F for more information.*

5. **Term of MOU; Payment Obligations of the District; Early Termination**. In exchange for the initial three year deployment of 50 City Year corps members in up to five low-performing SCUSD schools, SCUSD would compensate City Year the sum of $500,000 for each year of the 3-year partnership term (school years 2012-13; 2013-14; and 2014-15). The MOU would specify the minimum number of hours worked by City Year personnel. Compensation is contingent upon the appropriation of sufficient funds by the Board of Education. If funds are not appropriated, City Year agrees to relieve SCUSD of any further obligations under the MOU.

6. **MOU Subject to City Year's Conditions Precedent to Performance**. This partnership is also contingent upon meeting City Year's New Site Development Guideposts, securing authorization from City Year's Board

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of Trustees to begin startup operations and upon the appropriation of sufficient AmeriCorps funding to City Year. *See Appendix D for City Year's New Site Development Guideposts.* Continuation of the partnership and the abovementioned compensation will be subject to pre-determined annual partnership performance reviews by SCUSD against agreed-upon goals.

7. **Planning Development.** Per SCUSD's and City Year's partnership planning efforts, further details in an MOU, including performance metrics and deployment plans, will be developed and approved by SCUSD and City Year during 2011-2012 school year.

8. **Mutual Indemnity**. City Year, Inc. agrees to indemnify and hold harmless SCUSD, its officers, directors, agents, and employees, from and against any and all third party claims, demands, obligations, causes of action and lawsuits and all damages, liabilities, fines, judgments, costs and expenses, including attorney's fees, which may be incurred or sustained by reason of the failure of the City Year to fully comply with the terms and obligations of this agreement, or for errors or omissions or intentional wrongs.

   SCUSD agrees to indemnify and hold harmless City Year, its officers, directors, agents, and employees, from and against any and all third party claims, demands, obligations, causes of action and lawsuits and all damages, liabilities, fines, judgments, costs and expenses, including attorney's fees, which may be incurred or sustained by reason of the failure of SCUSD to fully comply with the terms and obligations of this agreement, or for errors or omissions or intentional wrongs.

9. **Other MOU Provisions.** Other MOU provisions would include insurance requirements; screening and fingerprinting requirements under California law; City Year's personnel as its employees who are covered under state and federal requirements including tax and withholding requirements; binding effect; and ratification by the Board of Education of the MOU as a contract (versus the LOI which is non-binding on the parties).

City Year is enthusiastic about working together to make a difference in the lives of students in Sacramento.

Sacramento City Unified School District

_____

By:
Its:

Dated: _____, 2011

City Year, Inc.

_____

By: Jim Balfanz
Its: President

_____

By: Evelyn Barnes
Its: Chief Financial and Administrative Officer
and Executive Vice President

Dated: _____, 2011

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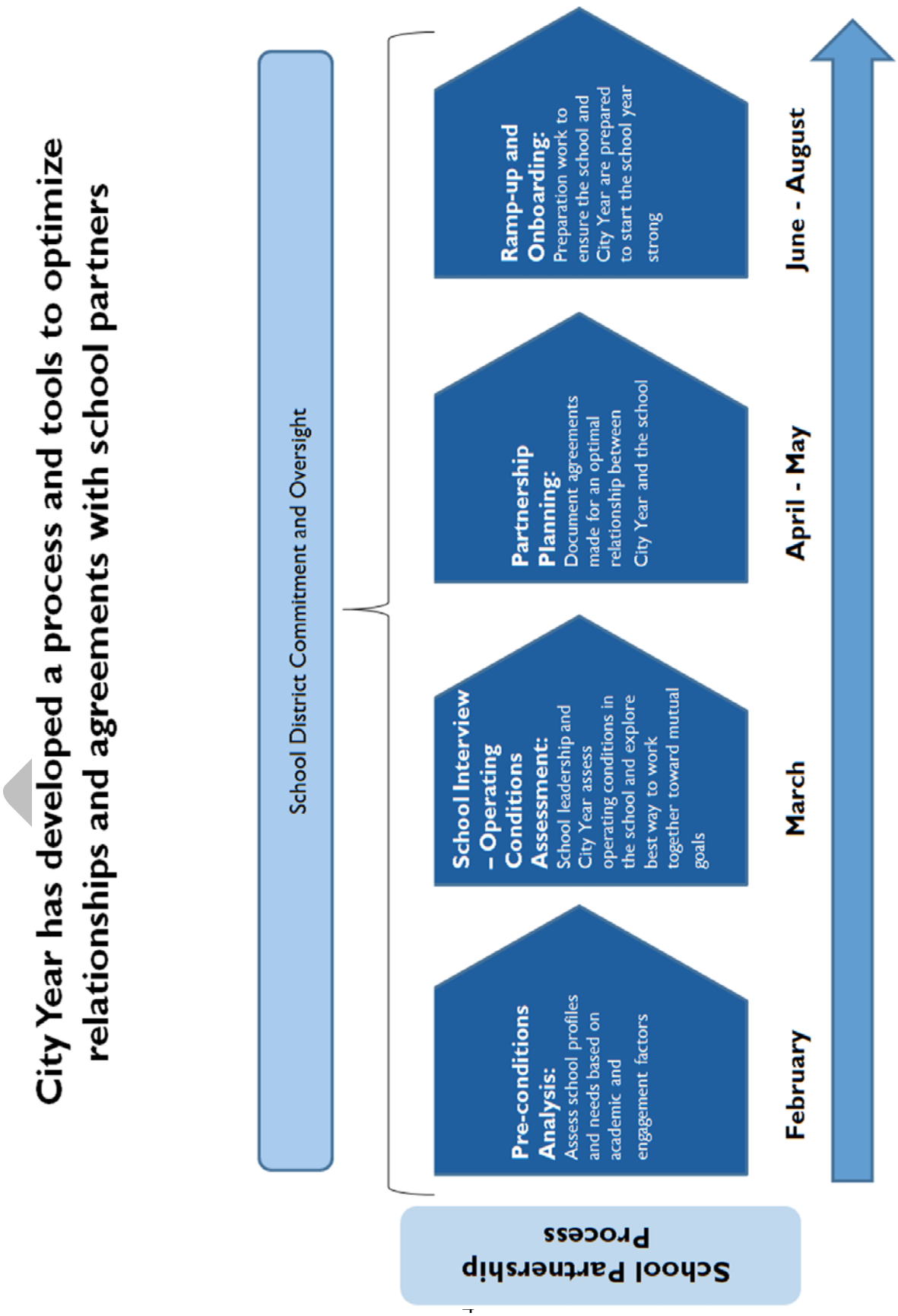
Appendix A: City Year's School Partner Selection Process



Appendix B: City Year Professional Staff Support

City Year Sacramento will be led by a robust leadership team that oversees all aspects of the site's service delivery. Based out of the local City Year office, this team is organized to streamline City Year's communications with district and school partners and to manage daily service delivery and the timely fulfillment of the partnership's performance targets at both the district and school level. Key team members include:

City Year Executive Director: Operating from the Sacramento City Year office, the Executive Director will lead the site and will be responsible for City Year's overall contribution to the district partnership. ***School Partnerships Director:*** The School Partnerships Director will manage and develop the overall partnership and oversee City Year's evaluation and documentation efforts. The School Partnerships Director will also coordinate with City Year field staff and individual schools to ensure that school-level performance targets and other objectives are being met.	***Primary Liaisons to*** SCUSD
Program Managers: Program Managers will serve as the primary liaison with each school partner, overseeing the daily execution of services on site. They will also be responsible for the preparation, ongoing management and professional development of the corps member teams.	***Primary Liaison to Each School Partner***
Team Leaders: A 2nd year corps member who has the additional experience and demonstrated leadership to lead the team of corps members throughout their daily student support services. Team Leaders will operate in the school daily with the teams, Monday-Thursday. ***The National City Year Network:*** City Year's Headquarters office performs continuous research, evaluation and development of its services across all sites, based on leading research in the field of education. Additionally, City Year Sacramento teams will be supported by a nation-wide network of City Year staff and corps members working in over 150 schools who share best practices on an ongoing basis.	***Other Partnership Support Staff***

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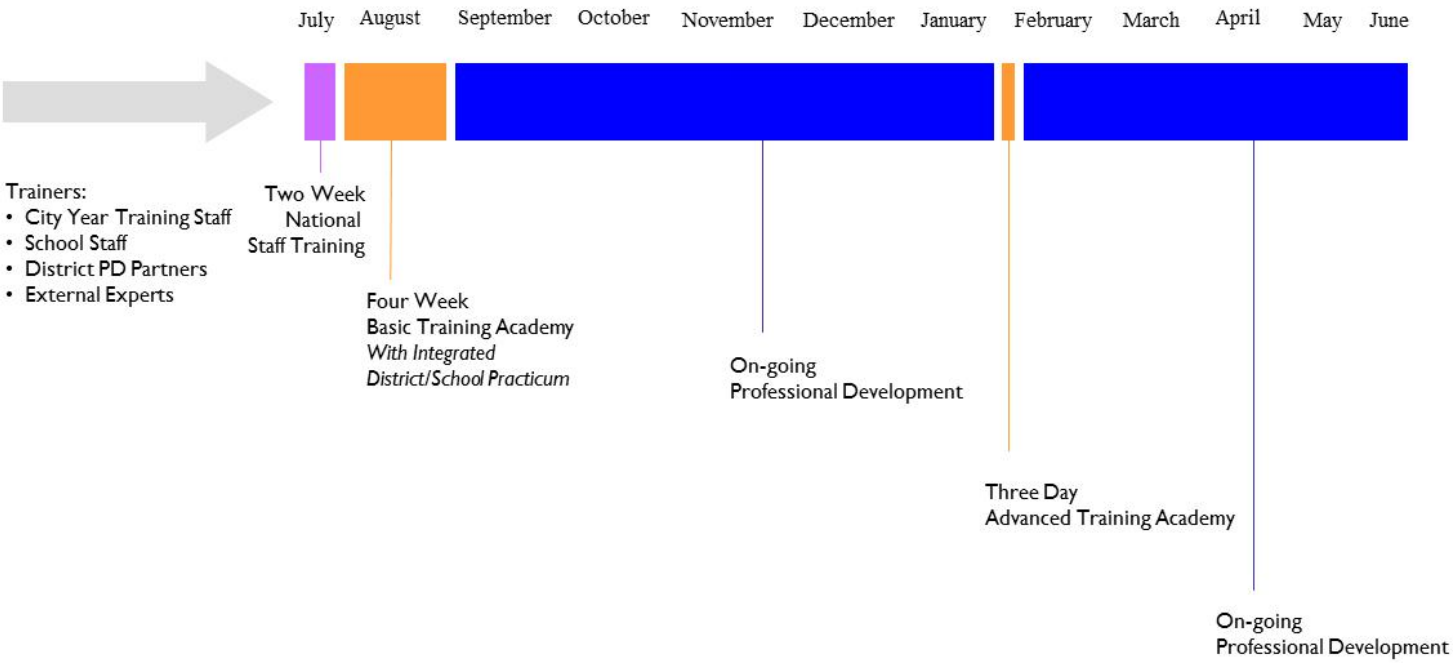
Appendix C: Corps Member Training and On-Going Professional Development

City Year uses an experiential learning model to prepare corps members to lead our educational interventions in schools, incorporating direct training, in-service observation and coaching, guided reflection and frequent performance assessment and review.



Training topics include:

- Literacy and math content, support and intervention strategies
- Attendance and behavioral support and intervention strategies
- Ongoing data management and analysis support
- Understanding the Response to Intervention model and Early Warning Indicator System
- Building a culture of achievement in the classroom and throughout the school community
- Youth development and learning theory
- Leveraging relationships with youth to boost achievement
- Understanding the underlying social factors that influence the local community
- Family engagement
- Partnering with teacher, instructional coaches and administrators
- Developing positive, supportive relationships with youth to boost achievement
- Corps members civic leadership development

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Appendix D: City Year's New Site Development Guideposts

Guideposts for U.S. New Site Development

City Year has grown to 20 locations across the United States and South Africa through the dedication, leadership and generosity of citizens, philanthropic institutions, corporations and government agencies who work with City Year on a new site development process that generally takes two years to complete. City Year, Inc. operates as a single, unified nonprofit corporation. Accordingly, each new City Year site must be developed in a manner which ensures that the site will be operationally sound and sustainable. City Year's Board of Trustees is vested with the authority to launch a new City Year site.

Phase I

A local exploratory grant is provided in order to fund delegation visits and other exploratory activities. The Executive Committee of the City Year Board of Trustees will vote to authorize the acceptance of an exploratory grant for a potential new site.

Phase 2

The City Year Board of Trustees will vote to authorize the deployment of a start-up team once the following guideposts are met:

Champion
A champion who possesses the passion, skills and resources to lead a successful start-up process.

Challenge grant
A $2 million challenge grant to leverage four years of funding for a site of at least 50 corps members.

Multi-year funding
Pledges totaling at least 80% of the non-federal (AmeriCorps) funding required over the program's start up year and first three years of operations, including multi-year commitments for corporate/individual/foundation team sponsorships.

Board chair
An individual that will lead the development of a Founding Committee and transition into a Site Board.

Written support
Twenty-five letters of support from community and corporate leaders and public officials.

Local government
Financial support pledged from the city/county or the local school district in the amount of at least $100,000 per school-based team. Letter of support received from the Mayor and Superintendent. Transportation passes donated from the local transit authority.

AmeriCorps support
The State Commission administering AmeriCorps funds in new site community strongly endorses City Year's launch.

Phase 3

The City Year Board of Trustees will vote to formally authorize the launch of a City Year site, upon the following guideposts being met during the start-up period:

Operational readiness
Key programmatic and personnel objectives are met to ensure operational readiness, including corps recruitment, staffing, service planning and identifying office space. Founding Committee works with City Year, Inc. to identify an Executive Director.

Board
Establish an 11 member multi-sector stakeholder Site Board.

A contribution to the network
A new national partner joins City Year from the new site community.

For more information please contact Christine Morin, Director of New Site Development at cmorin@cityyear.org.

photos by Jennifer Cogswell, Andy Dean, Jim Harrison

Appendix E: Conditions for Partnership Success

- **School Mindset & Culture:**
    - A positive attitude and dedication of administrators, faculty, and staff toward the success of their students
    - Corps members (CMs) understand and advance school culture
- **Data-informed Tiered Intervention Strategy**
    - An effective and efficient process in place to formally identify and track progress of focus list students based on Early Warning Indicator data (Attendance, Behavior, and Course Performance in Literacy/ELA and Math)
    - CMs, teachers and student support staff discuss data to identify students in need of moderate (tier 2) and intensive (tier 3) supports
- **Student Cohorts / Grouping**
    - Students organized into cohorts that travel together throughout the day and teacher teams monitor progress across disciplines
    - Each CM follows one cohort through ELA and math courses and has a focus list of students in that cohort
- **Master Schedule**
    - A master schedule that allows for double dosing for students who are behind in math and ELA, and common planning time for teacher teams and corps members
    - CMs support students in core courses, support double dosing, provide interventions, and coordinate with their teacher team
- **Attendance Program**
    - A strong school-wide attendance program that has defined policies, incentives for attending, and data-informed interventions for chronic absenteeism
    - CMs support school-wide attendance initiatives and support consistent attendance of focus list students
- **Behavior Approach / Disciplinary System**
    - A well-defined, school-wide behavior approach that utilizes student behavior data to support positive behavior and provide behavior interventions for struggling students
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    - A strong family engagement program that recognizes and engages parents as important partners in their child's education and welcomes them into the school
    - CMs add capacity to existing efforts and initiate additional engagement opportunities for families, with specific attention to the families of focus list students

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- **Extended Learning Time**
    - School accommodation and support for before school, after school and/or extended learning periods to engage students in enrichment activities, tutoring, or other structured learning programs
    - CMs plug into existing program structure and implement standard CY offerings (e.g., service learning, enrichment clubs, targeted tutoring, and homework assistance)

- **Instructional Program / Curricula**
    - Consistent curriculum, learning goals, and instructional pedagogy across the school
    - CMs are trained on curricula and accompanying intervention strategies and coordinate with teachers on how to best support instructional practice

- **Core Content Specialists**
    - Full-time core content specialists work closely with teachers to enhance content delivery, coordinate and evaluate intervention strategies, and advise on differentiating instruction in classrooms
    - CY has access to core content specialists in literacy/ELA and math, who provide training and support to CMs for targeted interventions and classroom support

- **Training / Professional Development**
    - Training is provided to all staff on the school's instructional philosophy, data use and management, school culture programs, community and family involvement, and school-specific issues
    - CMs and City Year staff are invited to participate in all appropriate trainings

- **Student Support Services**
    - An effective and coordinated team of professionals that provide sufficient social, emotional, physical, and academic support to all students in need of tier 2 or tier 3 support
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Appendix F: Data Use and Needs

To facilitate the delivery of City Year's instructional services by focusing tutoring and other activities on the right students at the right time,

City Year will:	**SCUSD will:**
• Periodically assess student progress in coordination with representatives from each school partner's student support team (or reasonable proxy) and make decisions regarding student participation in the partnership's targeted interventions • Complete periodic reports on behalf of the partnership to City Year's stakeholders, including SCUSD and AmeriCorps • Share evaluation reports from evaluations commissioned by City Year • Track key outputs data related to City Year's core services	• Provide a primary data collection liaison to ensure that schools and/or SCUSD provides student level data regarding City Year's impact on a timely basis • Help facilitate the completion of surveys and report data in a timely basis for internal or external reporting of our impact, including Mid-Year and End-of-Year Principal, Liaison and Teacher Surveys; Start-of-Year and End-of-Year Youth Survey; and any other pre-arranged efforts that will assist City Year to assess and report on our performance and impact • Facilitate and/or support the collection of formative and summative student-level data as outlined below

City Year seeks access to student-level pupil record information, including:

- Periodic student-level literacy and math scores
- School ELA and math periodic assessments and quarterly/trimester course grades
- State standardized test scores in ELA and math
- Monthly student-level attendance data
- Monthly behavior data (e.g., behavior grades, suspensions, and/or office referrals)

City Year should also be able to review student cumulative files (for contact info, etc.) upon request. The school should be able to access Attendance, Behavior, and Course Performance data on a recurring basis and should share it with City Year to facilitate effective interventions. The process to access and share the data should not be cumbersome.

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