Title III, Year 4, Action Plan
2011-2013

Title III Action Plan

Introduction

In accordance with the Elementary and Secondary Education Act (ESEA) Act of 2001, local educational agencies (LEAs) that have failed to meet Title III Annual Measurable Achievement Objectives (AMAOs) for two or four consecutive years are subject to sanctions pursuant to ESEA Title III requirements, Public Law 107-110, 115 STAT. § 1703, 1704, 1717, 1733 (2002). In previous years, the California Department of Education (CDE) has provided separate templates and guidance documents for LEAs in the second year of not meeting AMAO targets (Year 2) and those in the fourth year of not meeting AMAO targets (Year 4). Beginning in the school year 2011-2012, CDE has aligned the requirements for both Year 2 and Year 4 LEAs and produced a single template to address all of the legal requirements and work with CDE's new online plan management tool in the California Accountability and Improvement System (CAIS). All LEAs in Title III accountability status will develop a Title III Plan that begins with a comprehensive Needs Assessment, establishes goals and specifies a set of research based strategies, activities and tasks to address needs identified through the Needs Assessment. For LEAs in the second year of not meeting AMAOs, this plan should effectively support the LEA to meet the AMAO targets in the future. LEAs in the fourth year of not meeting AMAOs will ensure that this plan describes a full revision of their curriculum, program, and method of instruction for English Learners in order to better ensure the LEA achieves AMAO targets.

Vision

The central premise of the Title III Plan is that the LEA is responsible for improving the educational outcomes of its ELs. It guides the LEA to provide the leadership, along with the fiscal, human, and technical resources, to fully implement a solid instructional program for all ELs. The LEA's capacity for self-examination and its willingness to implement the systemic changes needed to promote the linguistic and academic achievement of ELs are prerequisites to deep and sustainable educational improvement.

Description

The Title III plan provides direction on programmatic and systemic changes needed to reach specific state and district goals. As required under Title III Law, ESEA Act of 2002, Pub.L No. 107-110 STAT. 115 § 1703, 1704, 1717, 1733 (2002), Title III plans must address the AMAO targets that the LEA did not meet. LEAs in Year 2 develop an improvement plan for the first time, addressing the factors that contributed to the LEAs failure to meet the AMAO targets. LEAs in Year 4 review their Year 2 improvement plan's objectives and implementation, and, based on an updated Needs Assessment, rewrite the Year 2 plan to specifically address changes in curriculum, program and method of instruction for ELs in order to better ensure achievement of AMAO targets. The Title III plan for Year 4 LEAs should specify how modifications to district's curriculum, program, and method of instruction for ELs will be implemented and describe how the LEA will hold itself accountable for results.

The improvement plan process begins with a thorough Needs Assessment of the current practices and includes a careful analysis of the linguistic and academic performance of ELs in the LEA. Then, LEA staff identify, select and implement strategies that have a high likelihood to bring about dramatic improvements in district and school programs. The ultimate aim of the plan is for the LEA to make systemic changes in areas of concern in order to assure achievement of AMAO targets. As the state's agents of technical assistance in the field, Title III Regional Leads will support LEAs in the planning process, implementation and monitoring of high-leverage strategies and support the LEAs' efforts to improve instruction and learning for ELs. As the Title III Plan is implemented, the expectation is that LEAs will put systems in place to ensure that EL achievement improves and that LEA resources are allocated more effectively.

District Profile

Sacramento City Unified School District

Vision

At Sacramento City Unified School District, we strive to be a place where children come first – where a child's best interest is at the heart of every decision we make.

We strive to be a district where all teachers are effectively trained, supported by their peers and armed with data on each child's progress. We are committed to developing curriculum that is meaningful and compelling. We want each child to learn to think, solve problems, work well with others, master essential standards and communicate.

When students graduate, our goal is for them to leave us well-prepared to choose a college or career path that is right for them. We will engage important allies in the community - families, colleges, businesses and nonprofit partners - in our cause and be ready to benefit from their collective wisdom.

Within our organization, we will embrace new principles for a new economy – innovation, excellence and creativity.

This is the Sacramento City Unified School District we envision. To get there, we have established three foundational pillars that intertwine to support a holistic approach to education. These pillars both anchor our decisions and propel us forward as we accelerate our rate of change to keep pace with a rapidly changing world. These pillars, Career- and College- Ready Students, Family and Community Engagement, and Organizational Transformation, represent our commitment to our students.

Mission

Students graduate as globally competitive lifelong learners, prepared to succeed in a career and higher education institution of their choice to secure gainful employment and contribute to society.

Strategic Plan 2010-2014: *Putting Children First*

In the spring of 2010, SCUSD adopted a new Strategic Plan to serve as a roadmap to achieving the commitments to our community outlined in both our mission statement and in our vision narrative. The intention is to unify the district in a collaborative call to action: We cannot maintain the status quo - a small gain here, a small loss there - and meet our potential of becoming a world-class educational organization. In a time of exponential change, incremental action isn't enough.

Pillar I: Career and College Ready Students

A. Provide students with a relevant, rigorous and well-rounded education that includes 21st Century career exploration, visual and performing arts and meets four-year college and university requirements.
B. Create professional development opportunities that are practical and have high impact on student learning.
C. Develop rigorous, holistic assessments to measure ongoing student progress.

Pillar II: Family and Community Engagement

A. Develop meaningful opportunities that will empower parents to participate in their children's education.
B. Ensure that every school will become an integral hub of community life to provide open space and access to resources.
C. Increase strategic partnerships that expose students to career pathways through internships and service learning.

Pillar III: Organizational Transformation

A. Create a "no-excuses" culture that is focused on results and continuous improvement.
B. Recruit, train, retain and support a motivated, capable and diverse workforce.
C. Focus every department, team and individual in the organization to support teaching and learning.

Target Population

Sacramento City Unified School District (SCUSD) is one of the most culturally and ethnically diverse urban school systems in the nation. There are approximately 11,078 English learners (EL) in the district, comprising 25 percent of our total student population. The table below reflects the prevalent languages spoken by ELs in SCUSD.

2011-2012 English Leaners
Primary Language

Primary Language	Percent of Students in Grades K-12
Chinese	5%
Hmong	20%
Russian	3%
Spanish	55%
Vietnamese	4%
All other non-English Languages	13%
Grand Total	100%

The EL subgroup in SCUSD is in its fourth year of program improvement due to failure to meet the third Annual Measurable Achievement Objective which is based on performance in math and ELA on the California Standards Test (CST). Over the past three years, ELs have made some progress on the English language arts and math assessments, but still lag behind the required targets. For example, from 2008-2011, their ELA performance has increased by 7.4 percentage points while the target has increased by 22 points. Math performance has increased by 5.4 percentage points although the target has also increased by 22 points. While there is evidence of progress being made, the gap still exists, making academic achievement one of the greatest challenges confronting our school district.

Needs Assessment

Among the reporting requirements designed to facilitate accountability for improving student academic performance for English learners (EL) is a needs assessment outlining the strengths and weaknesses in specific areas. These areas include a review and analysis of the following information: student academic achievement, instructional programs/services, professional development, and stakeholder perception data.

1. Briefly summarize EL linguistic and academic performance challenges, and identify and describe those key factors of the instructional program that prevented the local educational agency (LEA) from meeting Title III Annual Measurable Achievement Objectives (AMAO)

a. Describe findings from analyses of the CELDT, CST, CAHSEE, CAPA, CMA and other assessments used by the LEA to measure EL English proficiency and academic achievement, and findings derived from other data analyses and state tools (e.g., ELSSA, APS), as these relate to the three AMAOs (Goals 2A, 2B, and 2C).

An analysis of CELDT, CST, CMA and CAPA data was completed to identify and describe key factors of the instructional program that prevented the EL subgroup in SCUSD from meeting the AMAO 3 target.

CELDT

AMAO 1 (Goal 2A)

An examination of the 2010-2011 CELDT AMAO 1 data indicates that ELs in SCUSD consistently met the AMAO 1 growth target for the last four years including the current year's target of 54.6% with a passing rate of 55%. However, this reflects a 4% decrease in the percent of students meeting the target in the 2009-2010 school year.

AMAO 2 (Goal 2B)

An analysis of the 2010-2011 CELDT AMAO 2 data shows that the ELs in the district have met the required targets. The target for ELs in the program for five or more years was 43.2% and SCUSD's passing rate for this population was 46%. The target for ELs in the program for less than 5 years was 18.7% and SCUSD's passing rate was 20%. As indicated, students who have been in the US less than 5 years are achieving at a slower rate than those who have been in the US more than five years.

CST

AMAO 3 (Goal 2C)

ELs did not meet the AMAO 3 targets in English language arts and math on the CST. In ELA, the target for the 2010-2011 school year was 67.3%. Forty percent of SCUSD's ELs scored proficient or above on the ELA CST. Students at the intermediate level demonstrated a significant decline in percent proficient or above in ELA as they matriculate through the grades, whereas Redesignated Fluent English Proficient (R-FEP) students performed better than other ELs on the ELA CST and do not show a regression in their performance. Seventy-five percent of the R-FEP students scored at the proficient or advanced level on the ELA CST.

Approximately 55% of ELs in the district scored proficient or above in math, but the state target was 67.3%. Students at the intermediate level demonstrated a significant decline in percent proficient or above in math as they matriculate through the grades, whereas R-FEP students performed better than other ELs on the math CST and did not show a regression in their performance. Sixty-nine percent of the R-FEP students scored at the proficient or advanced level in math.

b. Describe strengths and weaknesses in the design and implementation of the district's current LEA Plan, the District's EL Master Plan or the prior Year 2 Improvement Plan Addendum. The program dimensions listed below are areas to consider in reviewing current plans.

Instructional program design and instructional services and methods

Strengths

- Administrators and teachers are using the data inquiry methodology (Data Wise) as a process to identify learner-centered problems and problems of practice in order to continuously improve student learning and teacher practice.
- Spanish, Chinese and Hmong bilingual immersion and transitional programs are at seven elementary schools and we continue to expand these programs to afford students the opportunity to become bilingual and bi-literate.
- The Superintendent's Priority Schools Program, which is designed to serve students at low performing schools, has demonstrated significant growth in student learning as measured by AYP and API data.
- SCUSD's School Quality Review process, which is an external, unbiased validation of a school's work and effectiveness, continues to provide schools with formative data that identifies strengths and challenges regarding the efficacy of teaching and learning.
- SCUSD has identified 11 English Language Development focus schools with a high population of students. The district supports these schools with targeted resources to strengthen classroom instruction and student learning. These include a print-rich environment, on-line strategy resources, and lesson planning design.
- ELD training specialists provide customized support to schools in areas such as lesson design, content knowledge, research-based instructional strategies, multiple assessment practices, and data analysis.

Weaknesses

- Fidelity of program implementation needs strengthening.
- Integration of ELD strategies within the content areas is inconsistent.
- Scope and Sequence documents are needed to guide instructional planning and ensure implementation and attainment of the ELD standards.
- Improvement of accountability for implementation of ELD instruction is needed.
- Technology is not consistently used as an instructional tool in ELD instruction.

Implementation of state and district adopted curriculum

Strengths

- District ELD training specialists provide coaching support for implementation of the district adopted curriculum.
- District staff facilitates the alignment of the state/district adopted ELD curriculum with the state/district ELA and math curriculum.
- District has begun exploring web-based formative assessment programs to inform the implementation of the state adopted curriculum.

Weaknesses

- Formal structures for tracking academic progress are needed to inform program implementation.
- Standards alignment documents (Integration of ELD and ELA standards) are used inconsistently.
- Need to increase the fidelity of implementation of the state adopted curriculum.
- More frequent and formalized administration of assessments is needed to inform curriculum implementation in a timely manner to maximize student learning potential.

Professional Development

Strengths

- SCUSD provides targeted, on-going professional development such as second language acquisition, differentiated instruction and culturally responsive teaching to expand staffs' instructional tool kits and increase their understanding of the needs of ELs.
- Professional development support focuses on utilizing Specially Designed Academic Instruction in English (SDAIE) strategies to enhance implementation of the state adopted curriculum.
- ELD training specialists provide customized support to schools in areas such as lesson design, content knowledge, research-based instructional strategies, multiple assessment practices and data analysis.

Weaknesses

- Need to increase the opportunities for leadership development and build the capacity of site and district leaders to support ELs.
- Limited approaches are utilized for providing professional development which may lessen teacher participation.
- Transference of learning in professional development to classroom practice needs improvement.

2. Describe the factors contributing to failure to meet AMAO(s).

Identify and describe factors which prevented the LEA from achieving the AMAO(s) and explain how the identified factors above were verified from evidence gathered.

The district Title III Year 4 Plan team, comprised of teachers and administrators from all K-12 segments, met to analyze and discuss student performance related to Annual Measurable Achievement Objectives (AMAOs) to determine why students failed to meet the AMAO 3 targets in ELA and math for the 2010-2011 school year. Although our ELs are successfully meeting the AMAO 1 and 2 targets, they continually struggle academically in ELA and math. Based on the English Learner Self-Assessment (ELSSA) data and the results from the ELSSA survey, the team identified several factors which prevented students from meeting the AMAO 3 targets. The program categories which were identified as areas of need were: English language development, professional development, and assessment.

The evidence from the ELSSA survey results indicates that research-based instructional strategies are not being systematically or consistently used within the context of the core in ELA, ELD, and math to support ELs in making progress through the CELDT proficiency levels. Additionally, although standards-based curricula are provided for ELD instruction, there is a need to increase the fidelity of implementation and the monitoring of student learning. The usage of a scope and sequence document impacts the degree of implementation. Due to inconsistency of focused collaboration among staff to engage in lesson design, the examination of student work, reflection on teacher practice and the modification of instruction, there are variations in the implementation of the standards and the use of instructional materials and effective pedagogical strategies.

What gets measured gets done. As a result, due to the district's inconsistent monitoring of ELs' language acquisition progress, there is a variance in the implementation of assessments and the academic performance of students. Overall there is a need to improve the accountability for implementation of ELD instruction, quality and transference of professional learning, utilization of formative assessments, and the achievement of ELs.

Goal 2A

District/LEA Name Sacramento City Unified School District Date February 3, 2012

DISTRICT SMART GOAL 2A

Title: Annual Progress Learning English
By June 2013, the percentage of English learners (EL) advancing one or more levels as measured by CELDT will increase from 55.0% to 57.5%.

Description: The district will increase the percentage of ELs making annual progress in learning English.

STRATEGY

Title: Build Capacity of Administrators, Teachers, and Instructional Aides to Provide Quality ELD Instruction for ELs.

Description: Equip administrators, teachers, and instructional aides with additional instructional planning and delivery practices and strategies that are proven to accelerate second language acquisition.

ACTION STEP	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs
Title: Language Acquisition Capacity Building **Description:** Expand knowledge and skills in research/evidence-based strategies and practices to increase second language acquisition.	8/8/2011	6/28/2013	Director, Multilingual Literacy; Assistant Superintendent Curriculum & Instruction; Chief Academic Officer	Administrators; Teachers; Instructional Aides	$250,000.00

TASK	Start Date	End Date	Person Responsible	Status
Title: Foundational Knowledge Building **Description:** Increase foundational knowledge of second language acquisition principles through building communities of practice.	8/8/2011	6/28/2013	Director, Multilingual Literacy; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended

Title: Integration of Language Objectives in the Content Area **Description:** Integrate language objectives into instructional planning, delivery, and assessment in the content areas.	10/12/2011	6/28/2013	Director, Multilingual Literacy; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended
Title: Utilization of Data to Inform Instruction **Description:** Analyze and use a variety of data (CELDT levels, student work samples, classroom-based assessments, etc.) to assess student learning and inform instructional practice.	10/12/2011	6/28/2013	Director, Multilingual Literacy; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended
Title: Coaching Support **Description:** Provide coaching support through activities such as face-to-face meetings and an online library of resources including videos of model lessons.	10/3/2011	6/28/2013	Director, Multilingual Literacy; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended
Title: Measures of Effectiveness **Description:** Assess the effectiveness of the practices and strategies learned on students' language acquisition. Data points will include classroom observations, samples of student work, and classroom-based assessments.	11/5/2011	6/28/2013	Director, Multilingual Literacy; Assistant Superintendent, Curriculum & Instruction; Chief Academic Officer; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended

Goal 2B

District/LEA Name Sacramento City Unified School District Date February 3, 2012

DISTRICT SMART GOAL 2B

Title: English Proficiency

By June 2013, the percentage of English learners (EL) who have been in U.S. schools for fewer than 5 years will increase their English language proficiency by meeting the state target of 21.4 as measured by CELDT.

By June 2013, the percentage of English learners who have been in U.S. schools for more than 5 years will increase their English language proficiency by meeting the state target of 47% as measured by CELDT.

Description: The district will increase the percentage of ELs making annual progress in attaining English proficiency.

STRATEGY

Title: Implement a Comprehensive Framework for Language and Literacy Instruction

Description: Eleven schools were chosen to implement a specific framework for ELD instruction (Gradual Release Model) which includes the process of: 1) initial teacher model of a strategy, 2) students practice with teacher support, 3) students practice with peers, 4) students practice independently. Teachers receive professional development on the model as well as other effective strategies for literacy and language acquisition. These schools will inform the scalability of this implementation.

ACTION STEP	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs
Title: Framework for Language and Literacy Instruction **Description:** Adopt and implement a gradual release instructional methodology to promote language and literacy acquisition for ELs.	8/8/2011	6/28/2013	Director, Multilingual Literacy; Assistant Superintendent Curriculum & Instruction; Chief Academic Officer	Administrators; Teachers; Instructional Aides	$250,000.00

TASK	Start Date	End Date	Person Responsible	Status
Title: Lesson/Unit Design **Description:** Assist teachers in designing lesson/units of study using a gradual release methodology.	9/24/2011	6/28/2013	Director, Multilingual Literacy; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended
Title: Grouping for Instruction **Description:** Implement a range of effective grouping strategies for language and literacy instruction (small, whole, partner, etc.) with a focus on discussion as well as oral and academic language development.	10/8/2011	6/28/2013	Director, Multilingual Literacy; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended
Title: Implementation Support **Description:** Assist teachers with lesson design through structures such as collaborative planning, peer-observation, classroom walkthroughs, and the creation of an electronic library consisting of videos of effective practice, sample lesson plans, peer observation protocols, and other resources.	10/3/2011	6/28/2013	Director, Multilingual Literacy; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended
Title: Measures of Effectiveness **Description:** Assess the effectiveness of the gradual release methodology on student learning. Data points will include samples of student work, benchmark assessments, and classroom-based assessments.	11/5/2011	6/28/2013	Director, Multilingual Literacy; Assistant Superintendent, Curriculum & Instruction; Chief Academic Officer; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended

Goal 2C-(Language Arts)

District/LEA Name Sacramento City Unified School District Date February 3, 2012

DISTRICT SMART GOAL 2C-(Language Arts)

Title: AYP for EL Subgroup

By June 2013, the percentage of English learners (EL) attaining proficiency in Reading/Language Arts, as measured by the CST, CMA, CAPA and/or CAHSEE, will increase by at least 10% in order to move toward state-defined expectations for proficiency.

By June 2013, the district will maintain or exceed the required participation rate of 95% for English learners assessed in Reading/Language Arts.

Description: The percentage of ELs attaining proficiency in Reading/Language Arts will increase annually.

STRATEGY

Title: Strengthen the Implementation of Language-rich ELA Curriculum, Instruction, and Assessments

Description: Improve the implementation of language-rich ELA curriculum, instruction and assessment through curriculum alignment, lesson/unit design, observation of instructional delivery, and continuous assessments of student learning to promote academic language and literacy development.

ACTION STEP 1	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs
Title: Language-Rich ELA/ELD Curriculum **Description:** Develop language-rich ELA lessons/units which support increased second language acquisition. Lessons/units are developed using the existing adopted curriculum as well as supplemental resources.	9/6/2011	6/28/2013	Director, Multilingual Literacy; Assistant Superintendent, Curriculum & Instruction; Chief Academic Officer	Administrators; Teachers; Instructional Aides	$500,000.00

TASK	Start Date	End Date	Person Responsible	Status
Title: ELA and ELD Standards Alignment **Description:** Review alignment documents which outline the relationship between the ELA and ELD standards including progression and performance levels.	9/6/2011	6/28/2013	Director, Multilingual Literacy; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended
Title: ELA and ELD Standards-Based Lesson/Unit Design **Description:** Develop and utilize lesson planning tools that integrate language and content standards within the daily objectives for ELA/ELD instruction.	10/4/2011	6/28/2013	Director, Multilingual Literacy; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended
Title: Print-Rich Environment **Description:** Provide a variety of high interests texts, aligned to themes in adopted ELD curriculum to allow opportunities for independent reading practice and small group instruction based on reading and language proficiency levels**.**	9/6/2011	6/28/2013	Director, Multilingual Literacy	☐not begun ☑in progress ☐completed ☐suspended
Title: Technology Integration **Description:** Use an array of technology and digital media to build academic language and literacy.	9/6/2011	6/28/2013	Director, Multilingual Literacy; Coordinator, Instructional Technology	☐not begun ☑in progress ☐completed ☐suspended
Title: Language Immersion-ELA Curriculum **Description:** Provide ELA curriculum materials to supplement the state adopted ELA/ELD curriculum in the dual language immersion programs.	7/6/2011	6/28/2013	Director, Multilingual Literacy; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended
Title: Intervention Curriculum **Description:** Provide additional support through targeted interventions that meet the language/literacy needs of struggling learners.	1/30/2012	6/28/2013	Director, Multilingual Literacy; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended

Title: Measures of Effectiveness **Description:** Review and revise lesson/unit plans to ensure standards alignment and use the data inquiry process to monitor student learning based on the analysis of student data (work samples, standardized assessments, curriculum-based assessments, etc.).	10/4/2011	6/28/2013	Director, Multilingual Literacy; Assistant Superintendent, Curriculum & Instruction; Chief Academic Officer; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended

ACTION STEP 2	**Start Date**	**End Date**	**Person Responsible**	**Target Audience**	**Estimated Costs**
Title: Language-Rich ELA Instruction and Assessment **Description:** Identify and implement evidence-based instructional/assessment strategies that support the progression of academic language and literacy acquisition in ELA.	9/24/2011	6/28/2013	Director, Multilingual Literacy Assistant Superintendent, Curriculum & Instruction; Chief Academic Officer	Administrators; Teachers; Instructional Aides	$350,000.00

TASK	**Start Date**	**End Date**	**Person Responsible**	**Status**
Title: Instructional Methodology-Gradual Release Methodology **Description:** Implement a specific framework for Language Rich ELA/ELD instruction (Gradual Release Model) which includes the process of: 1) initial teacher model of a strategy, 2) students practice with teacher support, 3) students practice with peers, 4) students practice independently.	10/1/2011	6/28/2013	Director, Multilingual Literacy; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended

Title: Research/Evidence-based Instructional Strategies **Description:** Identify and implement evidence-based instructional and assessment strategies that facilitate academic language and literacy instruction in ELA including the use of SDAIE strategies, Accountable Talk, Culturally and Linguistically Responsive protocols, graphic organizers, presentations, cooperative learning, students' reflections, and differentiation.	9/4/2011	6/28/2013	Director, Multilingual Literacy; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended
Title: Coaching Support **Description:** Provide coaching and feedback to support instructional delivery. Coaching will include collaborative planning, observation and feedback, peer observation, demonstration lessons, and reflective practice.	10/3/2011	6/28/2013	Director, Multilingual Literacy; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended
Title: Language-Rich ELA Assessments **Description:** Identify and implement a variety of language and literacy assessments such as constructed response and performance-based measures to determine academic language and literacy acquisition in ELA and ELD.	9/10/2011	6/28/2013	Director, Multilingual Literacy; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended
Title: Measures of Effectiveness **Description:** Use observational protocols such as Teachscape to assess the implementation of lesson delivery, instructional strategies, and student engagement. Engage in collaborative communities to assess the effect of instruction on student learning through data inquiry.	10/4/2011	6/28/2013	Director, Multilingual Literacy; Assistant Superintendent, Curriculum & Instruction; Chief Academic Officer; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended

Goal 2C-(Mathematics)

District/LEA Name Sacramento City Unified School District Date February 3, 2012

DISTRICT SMART GOAL 2C-(Mathematics)

Title: AYP for EL Subgroup

By June 2013, the percentage of English learners (EL) attaining proficiency in math, as measured by the CST, CMA, CAPA and/or CAHSEE, will increase by at least 10% in order to move toward state-defined expectations for proficiency.

By June 2013, the district will maintain or exceed the required participation rate of 95% for English learners assessed in math.

Description: The percentage of ELs attaining proficiency in mathematics will increase annually.

STRATEGY

Title: Strengthen the Implementation of Language-Rich Math Curriculum, Instruction, and Assessments.

Description: Strengthen the implementation of language-rich math curriculum, instruction and assessment through curriculum alignment, lesson/unit design, observation of instructional delivery, and continuous assessments of student learning to promote academic language and to build conceptual understanding of mathematics.

ACTION STEP 1	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs
Title: Language-Rich, Math/ELD Curriculum **Description:** Develop conceptually-based mathematics lessons/units which support increased second language acquisition. Lessons/units are developed using the existing adopted curriculum as well as supplemental resources.	10/12/2011	6/28/2013	Director, Multilingual Literacy; Assistant Superintendent Curriculum & Instruction; Chief Academic Officer	Administrators; Teachers; Instructional Aides	$250,000.00

TASK	Start Date	End Date	Person Responsible	Status
Title: Alignment of Math and ELD Standards **Description:** Develop alignment documents, which outline the relationship between the math and ELD standards including progression and performance**.**	3/5/2012	6/28/2013	Director, Multilingual Literacy; ELD Training Specialists	☑not begun ☐in progress ☐completed ☐suspended
Title: Math and ELD Standards-Based Lesson/Unit Design **Description:** Identify components in the current curriculum that support the development of conceptually-based lessons/units. Develop a framework for lesson design which includes the California Math Content Standard(s), Standards for Mathematical Practice, and language objectives which align with the ELD standards for each language proficiency level.	10/12/2011	6/28/2013	Director, Multilingual Literacy; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended
Title: Print-Rich Math Environment **Description:** Provide a variety of high-interest texts aligned to the strands in mathematics to allow opportunities for concept development and relevance.	8/6/2012	6/28/2013	Director, Multilingual Literacy	☑not begun ☐in progress ☐completed ☐suspended
Title: Intervention Curriculum **Description:** Identify and implement language-rich research and evidence-based math intervention curriculum to use with struggling students.	8/16/2012	6/28/2013	Director, Multilingual Literacy; ELD Training Specialists	☑not begun ☐in progress ☐completed ☐suspended
Title: Measures of Effectiveness **Description:** Review and revise lesson/unit plans to ensure standards alignment and use the data inquiry process to monitor student learning, based on the analysis of student data (work samples, standardized assessments, curriculum-based assessments, etc.).	10/4/2011	6/28/2013	Director, Multilingual Literacy; Assistant Superintendent, Curriculum & Instruction; Chief Academic Officer; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended

ACTION STEP 2	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs
Title: Language-Rich Math/ELD Instruction and Assessments **Description**: Identify and Implement evidence-based instructional/assessment strategies that support the progression of academic language and conceptual understanding of mathematics.	10/4/2011	6/28/2013	Director, Multilingual Literacy; Assistant Superintendent Curriculum & Instruction; Chief Academic Officer	Administrators; Teachers; Instructional Aides	$250,000.00

TASK	Start Date	End Date	Person Responsible	Status
Title: Instructional Methodology-Gradual Release Methodology **Description:** Implement a specific framework for Language Rich Math/ELD Instruction (Gradual Release Model). Gradual Release Model for ELD includes the process of: 1) initial teacher model of a strategy, 2) students practice with teacher support, 3) students practice with peers, 4) students practice independently.	10/1/2012	6/28/2013	Director, Multilingual Literacy; ELD Training Specialists	☑not begun ☐in progress ☐completed ☐suspended
Title: Research-based Instructional Strategies **Description**: Identify and implement strategies to support the students' construction of new math knowledge and acquisition of language in a communication-rich environment. Strategies include practices such as: problem-based learning, teacher-guided discourse, Culturally and Linguistically Responsive protocols, SDAIE, graphic organizers, presentations/exhibitions , cooperative learning, use of manipulatives, students' written reflections, and differentiation.	10/10/2011	6/28/2013	Director, Multilingual Literacy; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended

Title: Coaching Support **Description:** Provide coaching and feedback to support instructional delivery. Coaching will include collaborative planning, observation and feedback, peer observation, demonstration lessons, and reflective practice.	10/3/2011	6/28/2013	Director, Multilingual Literacy; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended
Title: Language-Rich Math Assessments **Description:** Identify and implement a variety of language-rich math assessments such as constructed response and performance-based measures to determine academic language and math concept development.	8/6/2012	6/28/2013	Director, Multilingual Literacy; ELD Training Specialists	☑not begun ☐in progress ☐completed ☐suspended
Title: Measures of Effectiveness **Description:** Use observational protocols such as Teachscape to assess the implementation of lesson delivery, instructional strategies, and student engagement. Engage in collaborative communities to assess the effect of instruction on student learning through data inquiry.	10/4/2011	6/28/2013	Director, Multilingual Literacy; Assistant Superintendent, Curriculum & Instruction; Chief Academic Officer; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended

Goal 2D

District/LEA Name Sacramento City Unified School District Date February 3, 2012

DISTRICT SMART GOAL 2D

Title: High Quality Professional Development
By June 2013, increase the effectiveness of professional development that focuses on improving English Learners' language proficiency and academic achievement.

Description: Provide high quality professional development (PD) to administrators, teachers, and other school personnel to improve instructional/assessment practices that impact student learning.

STRATEGY

Title: Develop and Implement Effective Research-Based Professional Development

Description: Research-based professional development opportunities aligned to the Standards for Professional Learning will be provided. These learning experiences will focus on using proven strategies and practices to raise the academic performance of ELs.

ACTION STEP	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs
Title: Professional Development **Description:** Provide on-going, job embedded professional development that promotes language and literacy acquisition as well as academic achievement.	7/1/2011	6/28/2013	Director, Multilingual Literacy; Assistant Superintendent Curriculum & Instruction; Chief Academic Officer	Administrators; Teachers; Instructional Aides	$800,000.00

TASK	Start Date	End Date	Person Responsible	Status
Title: Needs Assessment **Description:** Conduct needs assessments that will shape the scope and methodology of the professional development for building both administrators' and teachers' skills and knowledge of effective instructional strategies for language and literacy acquisition.	7/15/2011	6/28/2013	Director, Multilingual Literacy; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended
Title: Research of Best Practices **Description:** Study successful research-based strategies and practices that are aligned to the data collected from the needs assessment and the standards of professional learning.	7/15/2011	6/28/2013	Director, Multilingual Literacy; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended
Title: Professional Development Planning **Description:** Create a comprehensive professional development plan that incorporates research-based effective practices, outlines objectives, expectations, outcomes, and a timeline for professional development to occur.	7/1/2011	6/28/2013	Director, Multilingual Literacy; Assistant Superintendent of Curriculum and Instruction; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended
Title: Professional Development Implementation **Description:** Create and implement professional development opportunities for administrators and teachers that include research and evidence-based instructional strategies. Participants will have opportunities to become trainers of trainers. Examples of professional development series include data inquiry, gradual release methodology, ELD-integration within the content areas, lesson/unit design, Specifically Designed Academic Instruction English (SDAIE), student engagement strategies, and differentiation of Instruction.	9/24/2011	6/28/2013	Director, Multilingual Literacy; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended

Title: Coaching and Support **Description:** Assist teachers with structures such as collaborative planning, peer-observation, feedback, model lessons, and access to an electronic library which consists of videos of effective practice, sample lesson plans, student exemplars, and other resources.	10/3/2011	6/28/2013	Director, Multilingual Literacy; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended
Title: Measures of Effectiveness **Description:** Teachers and administrators collaborate to analyze student work, data around language proficiency and academic achievement as well as instructional practices learned to determine the impact of the professional development.	10/3/2011	6/28/2013	Director, Multilingual Literacy; Assistant Superintendent, Curriculum & Instruction; Chief Academic Officer; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended

Goal 2E

District/LEA Name Sacramento City Unified School District	Date February 3, 2012

DISTRICT SMART GOAL 2E

Title: Parent/Family and Community Participation
By June 2013, the district will strengthen the process to engage families and community members in the education of ELs.

Description: Increase the implementation of effective strategies to improve family- and community engagement in the active involvement of student achievement.

STRATEGY

Title: Engage and Empower Parents/Families and Community Members

Description: Develop meaningful opportunities to empower parents/families and community members to participate in the education of ELs.

ACTION STEP	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs
Title: Parent/Family and Community Engagement **Description:** Inform and educate EL parents/families and community members on the stages of English language development and provide them with strategies to help their children move forward in their progression of language development and academic achievement.	10/4/2011	6/28/2013	Director, Multilingual Literacy; Assistant Superintendent Curriculum & Instruction; Chief Academic Officer	Administrators; Teachers; Parents/ Families; Communities	$120,000.00

TASK	Start Date	End Date	Person Responsible	Status
Title: Language/Literacy Workshops **Description:** Develop and implement ongoing workshops that allow parents/families the opportunities to learn and practice research-based strategies in language acquisition and academic literacy that will improve their child's language proficiency and academic achievement.	1/17/2012	6/28/2013	Director, Multilingual Literacy; ELD Training Specialists	☐not begun ☑in progress ☐completed ☐suspended

Title: Site Capacity Building Collaborate with the Family and Community Engagement Office to train school staff on models of effective parent and community engagement. Provide resources such as a parent engagement handbook that outlines strategies for involving parents in volunteering in the classrooms, attending meetings and/or events, serving on committees, etc.	3/5/2012	6/28/2013	Director, Multilingual Literacy; Parent Facilitator	☑not begun ☐in progress ☐completed ☐suspended
Title: Outreach Opportunities **Description:** Provide outreach opportunities such as parent/community forums, DELAC meetings, and partnerships with community organizations, to expand parent and family capacity to navigate the educational system, and access available resources.	9/4/2011	6/28/2013	Director, Multilingual Literacy; Parent Facilitator	☐not begun ☑in progress ☐completed ☐suspended
Title: Measures of Effectiveness **Description:** Assess the effectiveness of parent and community engagement and empowerment on student learning. Data points will include participation rates, survey of parent learning, survey of students, student work samples, and achievement data.	3/5/2012	6/28/2013	Director, Multilingual Literacy; Assistant Superintendent, Curriculum & Instruction; Chief Academic Officer; ELD Training Specialists	☑not begun ☐in progress ☐completed ☐suspended

Goal 2F

District/LEA Name Sacramento City Unified School District Date February 3, 2012

DISTRICT SMART GOAL 2F

Title: Parent Notification
By June 2013, the district will improve notification methods used to inform parents of ELs about their child's academic performance.

Description: Use multiple methods of communication to inform parents regarding the education of their child in a timely manner and in a language they can understand.

STRATEGY

Title: Improve the Current Parent Notification Process

Description: Provide on-going meaningful communication with parents and families of ELs that will expand their knowledge and deepen their understanding of instructional programs and services as well as provide greater access to resources.

ACTION STEP	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs
Title: Parent Notification Plan **Description:** Review and revise the current processes and protocols for parent notification.	9/4/2011	6/28/2013	Director, Multilingual Literacy; Assistant Superintendent Curriculum & Instruction; Chief Academic Officer	Administrators; Teachers; Parents/ Families	$30,000.00

TASK	Start Date	End Date	Person Responsible	Status
Title: Notification Process **Description:** Collaborate with various offices (Communications, Accountability, and Family and Community Engagement) to review, revise, and expand current methods of communication and assess the accuracy of student demographic information.	11/14/2011	6/28/2013	Director, Multilingual Literacy	☐not begun ☑in progress ☐completed ☐suspended
Title: Parent Notification Workshops **Description:** Create and implement training opportunities for EL parents on the notification process, the content of the notification letters, and the available resources they can access to help support their students such as; training at the district level, school site level, and the community.	10/4/2011	6/28/2013	Director, Multilingual Literacy	☐not begun ☑in progress ☐completed ☐suspended
Title: Measures of Effectiveness **Description:** Assess the effectiveness of the notification process by surveying parents, guardians, and site leaders then revise processes as needed.	3/5/2012	6/28/2013	Director, Multilingual Literacy; Assistant Superintendent, Curriculum & Instruction; Chief Academic Officer; ELD Training Specialists	☑not begun ☐in progress ☐completed ☐suspended