



**SACRAMENTO CITY UNIFIED SCHOOL
DISTRICT
BOARD OF EDUCATION**

Agenda Item# 9.3

Meeting Date: June 23, 2011

Subject: Academic Office: Building a New Learning System



The heartbeat of the Academic Office is high quality learning and teaching that are aligned with the educational and organizational goals as outlined in the Strategic Plan 2010-2014: , which will result in college and career-ready students. The division is committed to building a learning system that focuses on the Common Core Standards, fosters instructional coherence, and promotes continuous improvement in the design and delivery of intentional instruction, integration of multidimensional formative assessments, and targeted intervention supports from Pre-School to Grade 12. This means that, every day in every classroom, our focus is on delivering, through high standards that ensure academic rigor in a thinking curriculum, student learning experiences that not only provide



The budget covers training, substitutes or stipends, and materials. Sources of funding are a combination of Title-I, Title-III, and General Funds.

Common Core	\$100,000	Common Core	\$300,000
Inclusive Practices	\$120,000	Inclusive Practices	\$120,000
Response to Interventions (Rtl)	\$250,000	Response to Interventions (Rtl)	\$400,000
English Language Development	\$121,000	English Language Development	\$200,000
Culturally and Linguistically Responsive Teaching	\$60,000	Culturally and Linguistically Responsive Teaching	\$150,000
Differentiated Instruction	\$25,000	Differentiated Instruction	



level data throughout the year using a variety of assessments including classroom-based assessments, common assessments and performance assessments. Additionally, to assess the quality, effectiveness, and fidelity of implementation of teaching and learning resources at both site and district levels, the Academic Office will consistently review content (alignment with standards, cognitive demand, accuracy, diversity and relevance), observe presentation (alignment of instructional components, organization, readability, pacing, and ease of use), and evaluate learning (differentiation, strategies, interventions, and assessments) to determine if program changes are warranted.

- The goal of the Common Core Standards is to ensure that all students are college and career ready upon exit from high school. The standards are fewer and more rigorous, and focus on the same 10 college and career anchor standards across all grades, which define a set of expectations for student knowledge and skills that high school graduates need to master to succeed in college and careers. California will begin assessing our students using these new standards in 2014. To ensure our teachers and students are prepared for these new standards, initial work has begun with the adoption of the Common Core ELA Standards. Ownership of this high-quality initiative could not be accomplished without the involvement of our teachers. For that reason, over 100 PreSchool - Grade 12 English teachers responded to the call to join the



- Linked Learning, also known as SCUSD Pathways to Success, has become the district's high school reform initiative. It is a transformative model that supports the goals of the Strategic Plan by preparing students for post-secondary education and career. It combines challenging college-preparatory academics and demanding technical courses with hands-on learning, as well as affords numerous opportunities for students and teachers to learn from industry professionals. Pathways are being implemented at eight sites, (all five small high schools and three of the large high schools). This initiative has several professional development sequences – including site level experiential visits (which Health Professions hosted this fall), along with Site Level Training Modules and District Level Residencies. Both the district and site trainings have focused on developing desired student outcomes for rigorous academic and technical course sequences in the past year – and have now shifted to student supports and the next generation of performance-based assessments.
- Early Kinder is an important step to reaching the vision of Pillar One of the Strategic Plan, College and Career Ready Students. It provides the avenue for the district to build a stronger support network for its earliest learners. It provides an opportunity for an additional year to 'ready' a child who is old enough to start kindergarten, but is not yet fully developmentally ready for the academic rigors of kindergarten.

