



LITERACY REPORT CARD

SACRAMENTO COUNTY • JULY 2021

4TH ANNUAL COMMUNITY LITERACY MAP

The purpose of the Sacramento County Community Literacy Map and this resulting annual “report card” is to illustrate Sacramento County’s progress on key literacy indicators over time and then identify where literacy resources and interventions are needed most in Sacramento County.

Our kids have suffered future learning losses due to the challenges mounted by the COVID-19 pandemic and educators are focused on accelerating learning as a response. Statewide school site testing is scheduled for March 2022 and will mark the beginning of understanding the learning losses in California. Studies predict learning losses of 12 to 24 months for all kids with the largest learning losses happening in Black and Hispanic communities.

The Community Literacy Map and resulting Report Card is the product of an informal collective impact collaboration led by the Sacramento Literacy Foundation and designed to increase awareness and resources on behalf of children’s literacy here in Sacramento County. This year, we asked all of the providers on the Community Literacy Map to send in an update on their work and the approaches they have taken through the pandemic to help children read. Our statements are inside.

THE SACRAMENTO COUNTY COMMUNITY LITERACY MAP CAN BE FOUND AT www.communityliteracymap.org.

PRODUCED BY



BROUGHT TO
SACRAMENTO COUNTY BY



SACRAMENTO COUNTY LITERACY DAY SEPTEMBER 8, 2021

In 2019, Sacramento’s Literacy Movement asked the Sacramento County Supervisors, City of Sacramento, City of Rancho Cordova, City of Citrus Heights, and City of Elk Grove to sign proclamations recognizing literacy by stashing September as literacy month and a literacy day, September 8th. These proclamations make it possible to keep literacy in front of our policy makers and keep working to make literacy a fundamental right of every Sacramento County citizen.

This September we will be going back to those policymaking bodies to report on our community’s literacy. We will share the deep learning loss expected due to COVID-19 along with highlights about positive work happening to advance literacy.

If you want to join us, send an email to info@sacramentoliteracy.org.



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Sacramento County | 2019-2020 School Year

LITERACY REPORT CARD

STATEMENTS FROM OUR PARTNERS



916ink.org
(916) 826-7323

916 INK

When the COVID-19 shelter-in-place orders began, our spring workshops were only halfway complete. We knew we had to adapt our programs quickly to serve vulnerable youth in this new, at-home environment. Within 2 weeks, the 916 Ink team had adapted our Find Your Voice Creative Writing Curriculum for the virtual environment. We continued most of our spring programs via Zoom and hosted virtual summer camp opportunities for over 250 youth during the summer of 2020.

The 2020/2021 School year saw the execution of a record number (49) of Creative Writing Workshop Series. In conjunction with community partners and local schools we served hundreds of students with high-quality literary arts instruction. This year also brought with it the launch of Read On! A 100% virtual one-on-one tutoring program for students in struggling readers serving three South Sacramento Elementary Schools.

This year marks several major milestones for 916 Ink. This is our tenth year of operation, we will soon celebrate the publication of our 200th anthology of student poetry and prose, and we surpassed 5,000 students served since our inception. We stayed true to our mission and continued to help youth discover a life-long love for the written word!



cityyear.org/
sacramento
(916) 403-3700

CITY YEAR

City Year advances literacy through whole-school and targeted supports focused on increasing proficiency in fluency, vocabulary, and reading comprehension. AmeriCorps student success coaches help students build these foundational skills to develop into independent readers with the tools to understand grade-level texts. City Year's literacy intervention frameworks align with the Foundational Skills, Reading, and Language strands of the Common Core State Standards for ELA to which California schools are held accountable.

When schools closed due to COVID-19, we shifted our service model to the virtual classroom to support students. Using Zoom break-out rooms, we used similar techniques for 'small group tutoring' and 'individualized support'. We took advantage of the access to technology students acquired and hosted virtual afterschool homework spaces for students wanting extra help. We also held an It's Writ writing competition and an MLK Virtual Learning Day culminating in a writing and art competition.

Despite COVID-19, we can proudly report that we supported 142 middle school and 308 elementary school students in small group ELA tutoring sessions. The time spent getting to know students focused on social-emotional academic development was essential to creating positive learning environments.



collegetrack.org/
communities/
sacramento-ca
(916) 287-8624

COLLEGE TRACK

When the shelter-in-place order took effect in March 2020, College Track Sacramento shifted to provide our services through distance learning, including virtual one-on-one check-ins and coaching, group sessions on exam preparation, family check-ins, and support for online classes. In Spring 2020, we supported our college students through various transitions as colleges closed campuses with funds for emergency travel, storage, and housing accommodations. Both high school and college students received technology resources (laptops, hotspots, etc.) critical to continue their educations.



STATEMENTS FROM OUR PARTNERS



improveyourtomorrow.org
(916) 299-3432

IMPROVE YOUR TOMORROW

In March of 2020, IYT launched its Virtual Platform to conduct wellness sessions, class huddles, virtual hang-outs, workshops, and tutoring for students and families in direct response to COVID-19. Additionally, IYT began rallying supporters to address students' food scarcity. Our program staff began delivering hundreds of meals and food baskets in early April—containing essentials such as milk, bread, eggs, fruits, and vegetables—to students and their families. In spite of the unprecedented challenges, IYT served over 2,000 students and successfully graduated 322 to high school and college students in May and June of 2021. We are optimistic and incredibly excited about being back on campus and in person with our young brothers. Our mission of getting young men of color to and through college will not stop.



sccsc.org
(916) 442-4228

SACRAMENTO CHINESE COMMUNITY SERVICE CENTER

The AARP Foundation Experience Corps program at the Center places adults age 50 and older into elementary schools and afterschool locations to tutor students in reading and literacy. In the 2019-2020 school year: Experience Corps Sacramento program served 114 classrooms in 14 schools, as well as 12 afterschool locations; 477 students received sustained one-on-one or small group tutoring from 73 tutors.

Experience Corps Sacramento ceased its in-person tutoring on March 13th, 2020 following the school closures and shelter-in-place directive. For the remainder of the school year the program provided limited virtual tutoring at participating schools.

This experience has informed the pivot to online tutoring for the year 2020-2021. Experience Corps Sacramento virtually launched its fifth year in November 2020 with 36 volunteers. To date, the program has provided sustained one-on-one intervention to 62 students at 8 participating schools. The focus of the program remained on developing reading fluency and comprehension and connecting young readers with caring older adults. The virtual tutoring model has proven effective beyond the pandemic times and will be offered in the future as part of the Experience Corps Program.



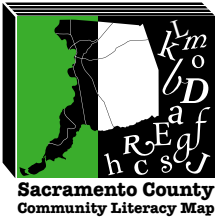
sacramentoliteracy.org
(916) 836-3540

SACRAMENTO LITERACY FOUNDATION

COVID-19 marked a pivotal year for this Foundation. We have a new name and a broader mission: helping all children and adults achieve the literacy skills they need to fully participate in our economy and our democracy.

We have created a strategic plan that recognizes and builds on our capacities as a funder and a convener of literacy in the region. Our past efforts to fund programs that help children read and our collaborative approach have been instrumental in creating the Walk 4 Literacy, the Community Literacy Map, and Sacramento Literacy Day.

Our three programmatic focus areas are getting books into children's homes, supporting summer reading initiatives, and supporting the implementation of Science of Reading curriculum into kindergarten through third-grade classrooms. In March of 2020 we reached out to elementary schools in the Promise Zone to give every kindergarten through second-grade student a bag of brand new books. More than 30,000 children's books found their way into the homes of 4,000 students.



LITERACY REPORT CARD

STATEMENTS FROM OUR PARTNERS

SACRAMENTO LITERACY FOUNDATION, CONTINUED

COVID-19 has created extensive learning losses that we must address collectively. Our new mission, vision, and goals will make us a better funder and a more effective convener in helping all children achieve grade-level reading.



teachforamerica.org
/where-we-work
/california-capital-
valley
(916) 661-3602

TEACH FOR AMERICA

For the 2019-2020 school year, Teach For America teachers were on track to have students meet and exceed end of year literacy goals but COVID-19 made it impossible to quantify end of year growth. Our teachers provided literacy opportunities for students to continue developing literacy skillsets during the COVID-19 school closures in the following ways:

- Elementary, middle school and early literacy teachers distributed leveled texts for students to read virtual books at and above their reading levels, and engage in writing activities to reflect on their learning
- Middle school language teacher's Secondary science and math teachers developed lessons for students to continue developing the language of their discipline
- Secondary English & Humanities teachers distributed virtual reading curriculum and had their students engage in daily journaling in response to writing prompts
- Secondary language teachers created virtual reading comprehension packets for students to engage in conversational language development with others in their home (i.e. parent/guardian, sibling, grandparent)

Although difficult to measure, Teach For America teachers felt that the disruption caused by COVID-19 created opportunities to develop literacy in new ways as students navigated their new learning environments.



yourlocalunitedway.org
(916) 368-3000

UNITED WAY

United Way California Capital Region is partnering with BookNook to provide virtual literacy tutoring to students in need of support. When students sign-in to BookNook, they will be paired up with a tutor. Together, the tutor and student work through the literacy curriculum, and build vocabulary, fluency and comprehension skills through a variety of games, books and lessons provided in the online portal.

Having a consistent positive adult role model, like a tutor, can improve children's confidence and performance in all school subjects. Eligibility is achieved by students in need of Tier 2 support as identified by local school and housing community partners and students who need a little extra help to reach grade-level reading.

STARS, powered by BookNook, falls under the Square One/Keep Kids on Track building block for success. Through this pillar we help kids reach important educational milestones by providing online literacy tools for teachers and students. If kids aren't reading at grade-level by fourth-grade, they will have a hard time keeping up across multiple subjects for years to come.

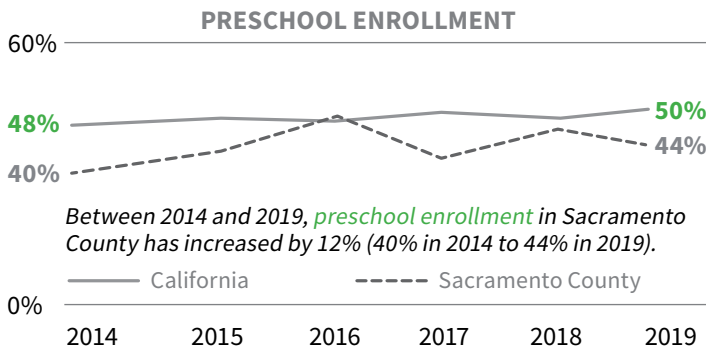


LITERACY INDICATORS | TRENDS

These graphs compare trends for California, Sacramento County, and schools in Sacramento County with youth literacy programming (Provider Schools) on several key literacy indicators. Youth literacy program providers target high need schools in the County. Trend years are based on the most current data available. See page 6 for additional definitions and sources.

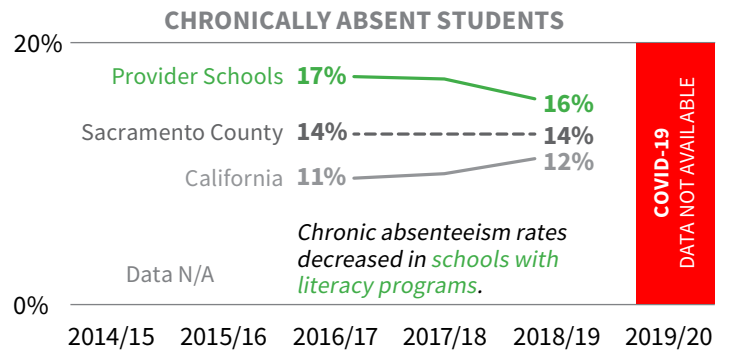
EARLY CHILDHOOD EDUCATION

Percent of children ages 3-4 enrolled in preschool.



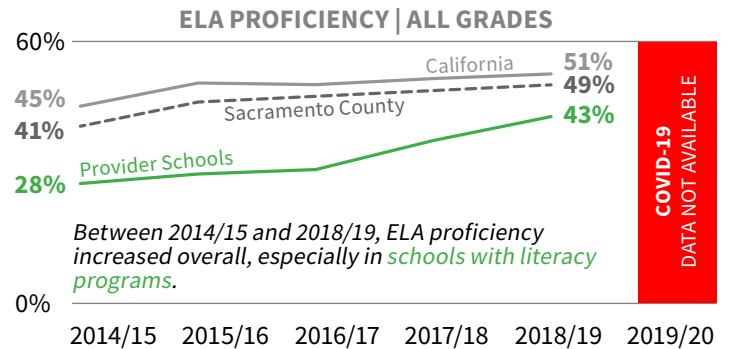
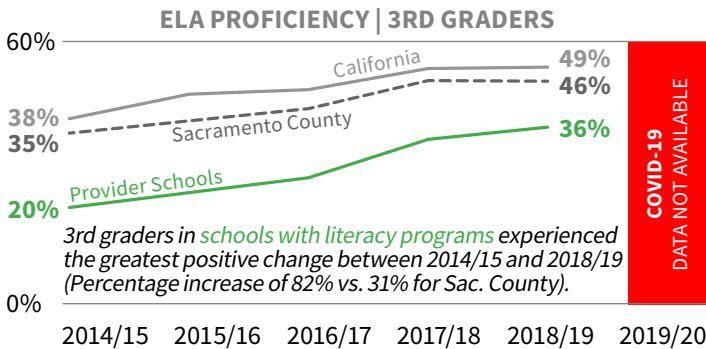
CHRONIC ABSENCE

Percent of students reported chronically absent per enrollment.



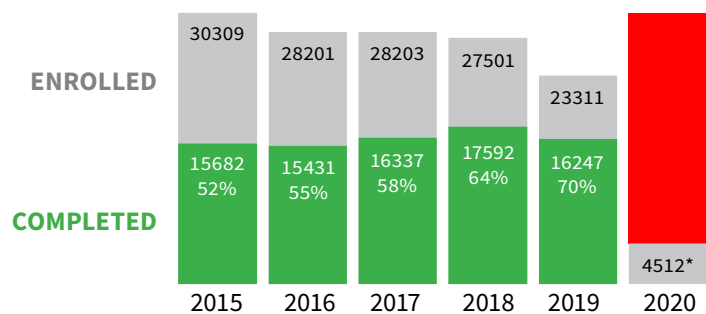
ENGLISH LANGUAGE ARTS (ELA)

Proficiency Percent of students who met/exceeded CAASPP ELA standards.



PUBLIC LIBRARY SUMMER READING PROGRAM PARTICIPATION

Number of youth who enrolled and completed program in Sacramento County.



* Enrollment greatly decreased due to COVID-19.

PARTICIPATING LITERACY PROGRAM PROVIDERS

- 916Ink
- City Year Sacramento
- College Track Sacramento
- Improve Your Tomorrow
- Sacramento Chinese Community Service Center (SCCSC) Experience Corps
- Sacramento Public Library Summer Reading Program
- Teach for America California Capital Valley
- United Way California Capital Region (UWCCR) Experience Corps



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LITERACY INDICATORS | TRENDS

SACRAMENTO COUNTY LITERACY PROGRAMMING 4-Year Comparison

PARTICIPATING LITERACY PROGRAM PROVIDERS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	% CHANGE (Years 1 & 4)
	2016/17	2017/18	2018/19	2019/20 <small>COVID-19</small>	
Books read in Summer Reading Program	339,793	470,316	437,253	100,076	-71%
Participating literacy program locations	52	65	78	63	+21%
Percent of public schools in County with participating literacy programs	14%	17%	20%	17%	+21%
Youth served by participating literacy programs (duplicate count)	34,157	39,083	29,192	14,408	-58%
Percent of youth in County served by participating literacy programs	9%	11%	8%	4%	-58%
Participating literacy program providers	8	9	9	8	-
Hours of literacy programming provided*	40,778	39,475	60,991	905,451	+2,120%

Note: Due to COVID-19, Year 4 data may include partial data collected by literacy program providers.

*Does not include Teach for America literacy programming hours due to difference in programming between 2016/17 and 2017/18. The increase in hours in Year 4 is due in large part to teaching/classroom assistance provided by City Year.

YOUTH SERVED BY PARTICIPATING LITERACY PROGRAMS

2019-2020 by Type of Program (n=14,408)

TOTAL YOUTH SERVED	14,408 (4.0% of youth in County)	Total youth ages 0-17 in County: 363,176
Summer Reading Program	4,526 (1.0%)	
Other Programming	3,315 (0.9%)	
Small Group Tutoring/Workshops	2,897 (0.8%)	
Teaching/Classroom Assistance	2,300 (0.6%)	
1:1 Tutoring	1,370 (0.4%)	



Sacramento Literacy Foundation is proud to be the official convener for the Campaign for Grade-Level Reading in Sacramento. If you would like to participate in Sacramento's Literacy Movement, please contact us at info@sacramentoliteracy.org

DEFINITIONS OF LITERACY INDICATORS & SOURCES

Early Childhood Education: The percent of children ages three to four who are enrolled in school (i.e., nursery school, preschool). Source: US Census Bureau, American Community Survey, 1-Year Estimates, Table S1401: School Enrollment <https://data.census.gov/cedsci/>

Chronic Absence: Chronic absenteeism rate. Students are determined to be chronically absent if they were enrolled for a total of 30 days or more at the selected reporting level during the academic year and they were absent for 10% or more of the days they were expected to attend. CDE began tracking this data in 2016/17. Source: California Department of Education, DataQuest <https://dq.cde.ca.gov/dataquest/>

Note: Chronic Absenteeism replaced Truancy as a measure of school attendance in 2016. Truancy is no longer reported in DataQuest.

English Language Arts (ELA) Proficiency | 3rd Grade/All Grades: California Assessment of Student Performance and Progress (CAASPP) outcomes are reported in terms of four levels of achievement: Level 1 (standard not met), Level 2 (standard nearly met), Level 3 (standard met), and Level 4 (standard exceeded). These correspond to a set of achievement level descriptors that are aligned with the Common Core State Standards (CCSS) and the Smarter Balanced assessment. Based on their CAASPP scaled scores, students fall into one of the four categories of performance. Students performing at Level 3 (standard met) and Level 4 (standard exceeded) are considered on track to demonstrating the knowledge and skills necessary for college and career readiness. Source: California Department of Education, CAASPP <https://caaspp.cde.ca.gov/>

Public Library Summer Reading Program Participation | Sacramento County: The percent of youth enrolled in the Public Library Summer Reading Program who finished the program (read at least five books). Source: California Library Association, Summer at Your Library <https://calchallenge.org/>

Total Youth Ages 0-17 in County: The total number of children and youth in Sacramento County aged 0-17 years old. Source: US Census Bureau, American Community Survey, 5-Year Estimates 2015-2019, Table S0101: Age and Sex <https://data.census.gov/cedsci/>