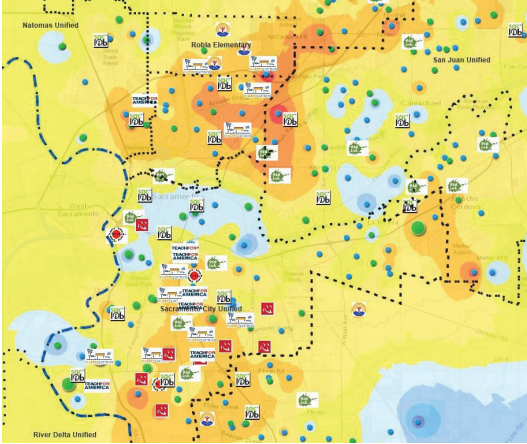




# Literacy Report Card Sacramento County

Issue date: July 2018 [www.communityliteracymap.org](http://www.communityliteracymap.org)



## COMMUNITY LITERACY MAP LAUNCHED

The purpose of the Sacramento County Community Literacy Map and this resulting annual "report card" is to first identify where literacy resources are needed most in Sacramento County, second to illustrate Sacramento County's progress on key literacy indicators over time, and third to detail the results of the literacy programming that has occurred in county during the most recent 2016-2017 school year.

The Community Literacy Map and Report Card is the result of the Walk4Literacy Coalition, an informal collective impact collaboration to help all children in Sacramento County reach grade-level reading.

**The Sacramento County Community Literacy Map is live.**

Go to [www.communityliteracymap.org](http://www.communityliteracymap.org)

### Project Team

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**Over the last year, literacy providers and philanthropists have given their time and input toward making the Community Literacy Map happen. Special thanks goes to:**

Julius Austin, SHRA - Promise Zone; Deborah Braver, SIMS; Michael Broughton, Blanket Marketing Group; Lynne Cannady, LPC Consulting Associates, Inc.; Delia Estrada, Golden 1 Credit Union; Anastasia Geinrikh, SCCSC; Eric Guerra, City of Sacramento Councilmember; Christie Hamm, Christomer Trew & Kathy Middleton, SPL; Lori Hawk, Murphy Austin Adams Schoenfeld; Cady Horobin-Wohlens, & Donna Mobley, UWCCR; Nik Howard, Teach For America; Manpreet Kaur, SCUSD; Daniel & Johnathan Kaufman, Third Plateau; Stacey McAfee, UOP, Sacramento; Katie McCleary, Author; Rachel Minnick, Reading Partners; Ralph Smith, Campaign for Grade-Level Reading; Symia Stigler, City Year Sacramento; Nikki Wardlaw, College Track; and Dejan Zbur, SPLF.

### REGISTER EARLY

Walk4Literacy

October 20, 2018

[www.saclibraryfoundation.org](http://www.saclibraryfoundation.org)



BROUGHT TO SACRAMENTO COUNTY BY





# Literacy Report Card | 2016/17 School Year

## Sacramento County

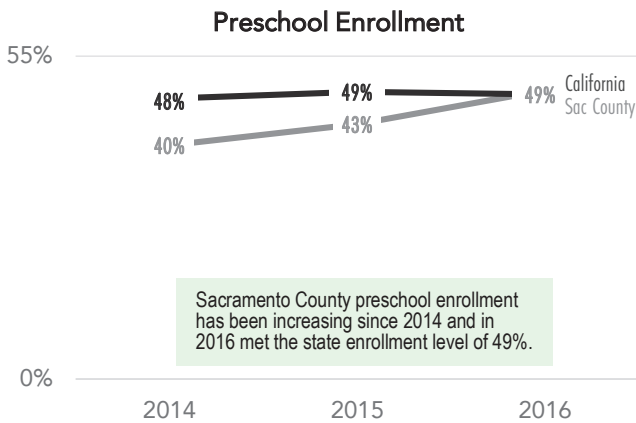
The purpose of this report card is to illustrate Sacramento County's progress on key literacy indicators over time and detail the youth literacy programming that occurred in the County during the 2016/17 school year.

### Literacy Indicators | Three-Year Trends

These graphs compare three-year trends for California, Sacramento County, and Sacramento County literacy program providers 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 4 for additional definitions and sources.

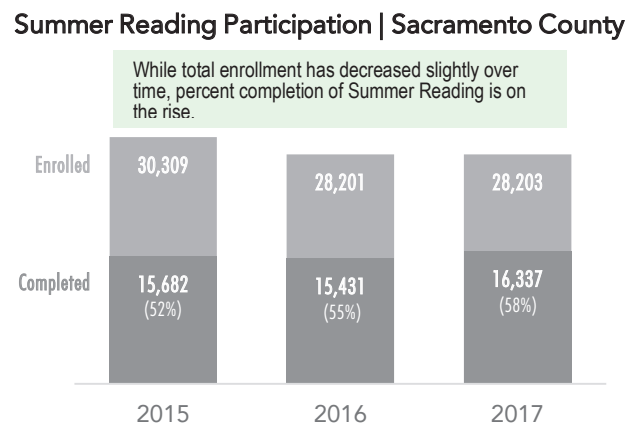
#### Early Childhood Education.

Percent of children ages 3-4 enrolled in preschool.

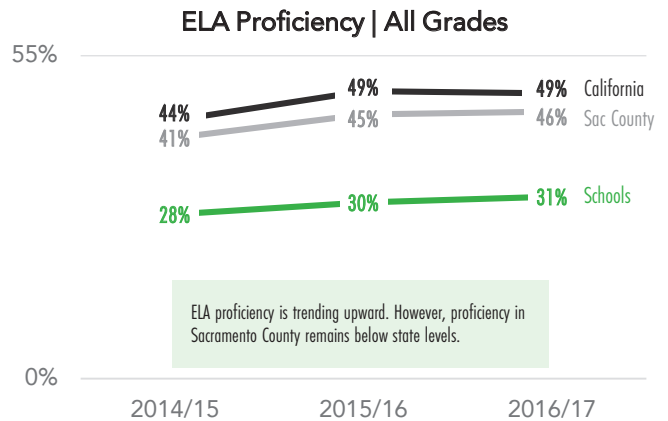
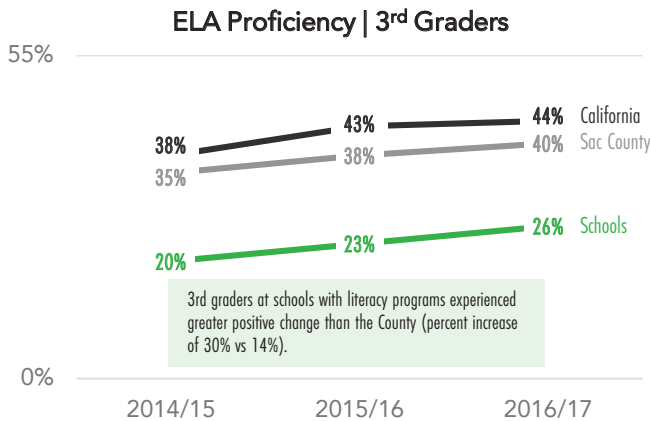


#### Public Library Summer Reading Program.

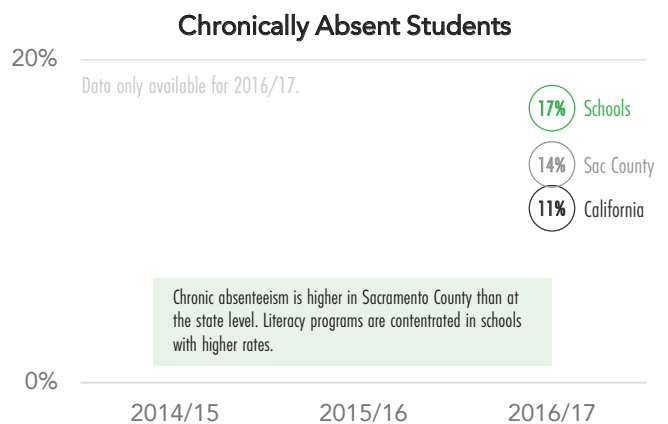
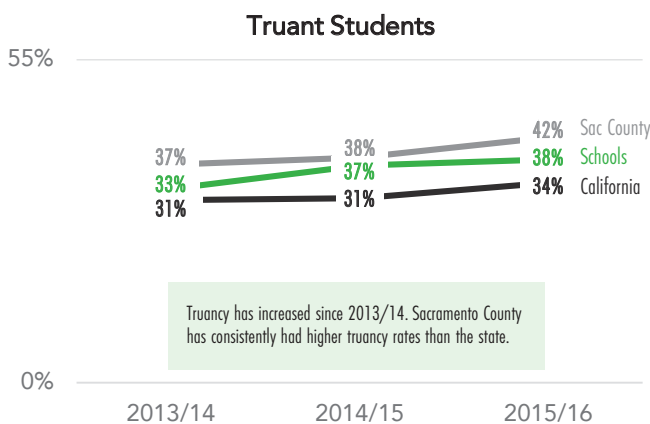
Number of youth who enrolled and completed program.



#### English Language Arts (ELA) Proficiency. Percent of students who met or exceeded the CAASPP ELA standards.



#### School Attendance. Percent of students reported truant and chronically absent per cumulative student enrollment.



## Summer Reading, Kindergarten Readiness and School Attendance

By April L. Javist and Dejan Zbur



The Literacy Report Card is a tool to measure the progress Sacramento County is making toward achieving grade-level reading and writing. This report will help philanthropists and education leaders determine what is needed to advance children's literacy. Literacy rates for grade-school children in California are measured annually through the California Assessment of Student Performance and Progress, CAASPP. Because the Campaign for Grade-Level Reading has identified summer reading, kindergarten readiness and school attendance as the primary factors impacting a child's grade-level reading rate, we have included data measuring these

areas in this report card. The CAASPP results combined with the summer reading, kindergarten readiness and school attendance data reveals some good news and some challenging news for Sacramento County.

The 2015, 2016 and 2017 CAASPP English Language Arts (ELA) results show 38%, 43% and 44%, respectively, of California third-graders have achieved grade-level reading. Comparatively, Sacramento County results show 35%, 38% and 40% of third-graders have achieved grade-level reading, respectively. In the last three years, third grade literacy rates in our community have seen an increase of five percentage points, yet Sacramento County children are four percentage points behind the State average.

The Sacramento Public Library's Summer Reading Program has seen great successes and can boast an enrollment of 28,203 children with 16,337 children who completed the program by reading five age-appropriate books during summer of 2017. According to research<sup>1</sup>, reading five age appropriate books is what it takes to hold onto earned reading skills. Our Library reaches nearly 10% of Sacramento County children and nearly 6% are reading five books. The Sacramento Public Library is to be commended for their tremendous effort and encouraged to continue growing its Summer Reading Program.

Kindergarten readiness is, not surprisingly, a primary factor in achieving grade-level literacy. In 2016, 49% of three and four year-old children in Sacramento County were enrolled in preschool, a sharp increase in percentage points from 2015. The last three years have shown great strides in preschool enrollment; in 2016, Sacramento County caught up to and matched the State's preschool enrollment level. While Sacramento has many preschool initiatives in place, we still need more. In order to prevent our children from starting their formal education at a deficit, we must continue to invest in early childhood programming. According to First 5 Sacramento, children who participate in preschool are more likely to exhibit positive behaviors in the classroom, score better on standardized math and reading tests and are less likely to fall behind.

School attendance is the third primary factor effecting a child's ability to achieve grade-level reading. School attendance is especially important in early years because children learn to read during the Kindergarten to third grade school years. By the eighth grade, attendance becomes the number one predictor of high school dropout rates. In 2017, chronic absence<sup>2</sup> in Sacramento County was recorded at 14%, compared to the State average of nearly 11%. Truancy has increased in both the State and Sacramento County over the last three years. Sacramento's school districts are aware of this problem and are finding ways to keep children in school. Both Twin Rivers Unified and Sacramento City Unified School Districts are testing new strategies to remove barriers that keep students from attending school. And, much more work needs to be done.

The call-to-action for Sacramento is straightforward: catch up with the rest of California in school attendance and in third-grade reading levels – perhaps one and the same – and continue to grow summer reading and preschool opportunities. Sacramento's literacy community has made modest progress in moving all children closer to grade-level reading. Our children's literacy organizations have collectively moved "the needle" by five percentage points over the last three years. The Community Literacy Map helps us understand where children need literacy help, and helps Literacy Providers prove programming results. With more awareness and resources, we can invest in more children. Increased literacy is an investment in a better future for our entire community.

**The Campaign for Grade-Level Reading has identified summer reading, kindergarten readiness and school attendance as the primary factors impacting a child's grade-level reading rate.**

<sup>1</sup>Kim, J.S. (2004). *Summer reading and the ethnic achievement gap*. *Journal of Education for Students Placed at Risk*, 9(2), 169-188.

<sup>2</sup>Chronic absenteeism is defined by California Department of Education as missing 10% or more of total school days.



## Sacramento County Literacy Programming | 2016/17

- 8 Literacy program providers
- 52 Literacy program locations | at 14% of public schools in the County
- 34,157 Youth served by literacy programs | reaching 9% of youth ages 0-17 in the County (see graph below)
- 339,793 Books read in 2017 Summer Reading program
- 2,744,351 Hours of literacy programming provided

### Youth Served by Literacy Programs by Type of Program (n=34,157)

1:1 Tutoring	415
Other Programming	951
Teaching/Classroom Assistance	1,008
Small Group Tutoring/Workshops	1,521
Summer Reading Program	30,262
Total youth ages 0-17 in County	360,897

## Participating Literacy Program Providers

- 916Ink
- City Year Sacramento
- College Track Sacramento
- Reading Partners Sacramento
- 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 & Campaign for Grade Level Reading

## 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://factfinder.census.gov/>

**Public Library Summer Reading Program.** 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/>

**ELA Proficiency - 3<sup>rd</sup> 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/>

**Truant Students.** Truancy rate. Per Education Code Section 48260, a truant is defined as "a pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof." **Source:** California Department of Education, DataQuest <https://dq.cde.ca.gov/dataquest/>

**Chronically Absent Students.** 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/>

**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, Table B01001: Sex by Age <https://factfinder.census.gov/>