



Students First

Education for the 21st Century (e21)
High School Redesign Initiative



**Report to the Community
2002-2007 and Beyond**



*Success for
Every Student
by Name*

The e21 high school redesign strategy is consistent with the 8 Policy Priorities and the Board/Superintendent protocols affirmed by the SCUSD Board of Education.

SCUSD 8 Policy Priorities

- 1. Policy Priority: Equity, access, and achievement for every student by name.**
We will provide equitable access to standards-based teaching-and-learning to ensure that every student by name meets high standards of educational achievement, regardless of background, circumstance, school she/he attends.
- 2. Policy Priority: Student engagement, development and “voice”.**
We will promote active participation of our students in the design and delivery of teaching-and-learning; provide opportunities for the students to play a leadership role in decisions that directly affect them; and proactively solicit students’ perspectives in our decision-making.
- 3. Policy Priority: Standards-aligned system for teaching and learning.**
We will ensure coherence among the components that make up the “instructional core” of teaching-and-learning, namely: standards (what students know and are able to do); curriculum (what we teach); instruction (how we teach); assessments (how we evaluate progress); and instructional materials (tools/aid that facilitate teaching-and-learning).
- 4. Policy Priority: Safe environments for learning and work.**
We will maintain and insist on safe, secure, disciplined environments and orderly conduct in our schools, offices, and facilities.
- 5. Policy Priority: Investing in our employees.**
We will attract and retain talented personnel in all areas of our operations, and we will nurture a culture of continuous learning that will develop the qualified, effective teachers; strong capable leaders; and empowered staff we need in order to remain a high performing, accountable organization.
- 6. Policy Priority: Parent/family engagement.**
We will embrace parents and families as equal partners in education of their children, and will ensure that they have appropriate “voice” and responsibility in decisions that affect their children and their schools.
- 7. Policy Priority: Strong relationships with our parents.**
We will build partnerships with employee unions, community-based organizations, governmental agencies, business and higher education institutions, and Sacramento citizens to assure their commitment to and advocacy for our school system, and to assert our mutual responsibility for providing quality educational opportunities to all students.
- 8. Policy Priority: Mission-driven, empowering infrastructure.**
We will ensure that utilization and allocation of resources (people, budget, facilities, technology, etc.) are in alignment with the mission and goals of our school system, and that they enable our staff, parents/families, and partners to contribute to the accomplishment of the district’s student achievement and organizational objectives.

SCUSD Board/Superintendent Protocols In all we do, we will promote ...



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Cover Photo: Students enter C.K. McClatchy High School looking forward to the many high school opportunities they will receive over the next four years. (Photo: Steve Yeater)

“It goes without saying that Sacramento’s success is critically dependent upon our city’s youth – academically, socially and economically. As Mayor, I extend congratulations to the trustees, administrators, staff, teachers, and students of the Sacramento City Unified School District for your hard work on the e21 reform effort. You have transformed not just the district’s schools, but the futures of Sacramento’s children.”

Heather Fargo
Mayor
City of Sacramento

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M. Magdalena Carrillo Mejia, Ph.D. Superintendent

Spring 2008

Dear Community Member:

In 1999-2000 Sacramento was invited to join a handful of districts around the nation working to redesign high schools. With critical assistance from the Carnegie Corporation of New York and the Bill & Melinda Gates Foundation, the Sacramento City Unified School District's (SCUSD) leaders, principals, community members, teachers, parents—and especially students—began the challenging work of addressing the kind of education and support high school students need to succeed in the 21st century.

After engaging the public in a variety of forums, including public Board meetings and focus groups, studying the research, and seeking out successful high schools, a model for redesign began to emerge based on seven essential elements. In 2003, together with a key community partner, LEED-Linking Education and Economic Development, SCUSD began to implement Education for the 21st Century (e21), a revolutionary high school redesign initiative. Every student in every high school was affected as large comprehensive high schools were redesigned into Small Learning Communities (SLCs) and, additionally, over the course of five years, six small high schools were created. In addition to changing the structure of the large comprehensive high schools, important changes related to teaching and learning occurred as well: more choices for students, more time for teacher collaboration, a more relevant and rigorous curriculum, including more demanding graduation requirements, and at the core, stronger relationships between adults and students, among peers, and with the community through mentors, business partnerships, and other channels.

This report to the community comes in the fifth year of e21 implementation. We can report encouraging signs of success—a vast increase in the number of program options available to students and families, an increase in the graduation rate from 76.1% in 2003 to 86.8% in 2006, and an increase in students served by career and technical education offerings that are sequenced to specific career pathways from 750 students to 3,000.

Challenges remain. Yet as SCUSD sustains its redesign initiative, there remains both effort and commitment to ensure that each student is prepared to succeed after graduation - in college, in a career of choice, as parents, and as citizens. The work of e21 has led to reassessing the middle and high school curriculum and to the creation of a culture of continuous improvement focused on the success of every student by name and honoring the contributions and value of the greater community—parents, employees, agencies and organizations, foundations and others. Great cities have great schools, and great schools have great communities that hold them accountable and provide necessary supports.

We ask that you read this report, share your thoughts, and learn what you can do to assist in realizing the vision of preparing students for success in the global economy of the 21st century. Though we have developed many resources to sustain our efforts, the costs to maintain and continue to improve our high school redesign are substantial. If the people of California wish to encourage the creation and expansion of high schools that utilize smaller learning communities and small high schools to improve student success, then the state must provide additional resources to these districts beyond standard formulas. Innovative districts such as ours must be rewarded with ongoing, sustainable support from the state of California, foundations, and other funding sources so that we, and other school districts like us, can successfully serve as models for improving high school education in California and across the country.

Thank you for your interest in our schools and for all you do to make Sacramento a better place to live, raise families, work, and strengthen community.

Sincerely,

M. Magdalena Carrillo Mejia, Ph.D.
Superintendent
Sacramento City Unified School District

David Butler
CEO
LEED-Linking Education and Economic Development



America's high schools hold the history and promise of our youth's foundation for adulthood. Research shows that the dream of the American high school has diminished as the population on high school campuses across the country continues to grow. In these "communities," where classes are large and teachers and counselors are responsible for too many students, youth have little contact with adults to mentor them through two of the most important transitions of their lives: the transition into high school and the transition from high school to higher education and/or careers. This lack of connection to caring adults often causes students to feel isolated, alienated, and apathetic. While students may be enrolled in classes, the lack of personalized learning experiences means that they often neither understand the relevance of those classes nor make the connection between learning and their future choices. These conditions often translate into poor academic performance, poor attendance, and/or behavior problems.

The Road to Change Starts with a Vision

In 1996, the Sacramento City Unified School District (SCUSD) received a call to action from the Sacramento community. Distressed by the poor quality of skills possessed by graduates of Sacramento City's high schools, Mayor Joe Serna convened a Commission on Education to study the status of SCUSD schools.

A Blue Ribbon Committee, comprised of teachers, Board members, staff, parents, business and community leaders, studied the facts and concluded that our high schools—in their current form—simply weren't working and were not meeting the needs of all our students. The Committee's exhaustive research uncovered the cardinal problem: our high schools were too crowded, too big, too impersonal, and incapable of preparing students for a world that is radically different from what it was a half century ago. In 1999, as an outgrowth of that Committee, SCUSD kicked off a six-year charge to create a safe, high-performing student-centered secondary education system in Sacramento.

Based on the Committee's findings, the Carnegie Corporation of New York awarded the Sacramento community a planning grant to address the problem of low student achievement in the District's high schools. In 2000, the District commenced a series of public meetings attended by hundreds of parents, teachers, students, and community members to discuss the problems and find viable solutions. From these public meetings emerged a common vision for student success that defined the elements that would launch the District's high school redesign initiative.

The District then received over \$12 million in external funding from the Carnegie Corporation of New York and the Bill & Melinda Gates Foundation to launch Education for the 21st Century (e21), a five-year plan to radically change the high school experience.

According to one member of the Board of Education, "Our common vision is that graduates of Sacramento City Unified School District will be prepared to meet the highest academic standards in California, the nation, and the world, and to

successfully compete in the workforce. All graduates will be prepared to succeed in a four-year university, speak two or more languages, value individual diversity, and be responsible citizens."

Based on this vision, District officials began the exhaustive task of drawing a roadmap to transform failing schools. This process included reviewing high-performing schools across the nation and studying school redesign research and best practices from institutions around the country, culminating in a master plan that would radically change how schools were organized, how teachers taught, and how students learned.

This plan acknowledged the vital role parents and communities must play in the successful education and personal development of high school students. It also identified a critical element that guided transformation at the nation's best performing schools: Small Learning Environments.

Small Learning Environments, Big Results

A report developed during the community planning process cited numerous studies showing how small learning environments were dramatically more successful than large, impersonal, comprehensive high schools in helping students achieve at high levels. Smaller environments of a few hundred students, rather than a few thousand, provided a more personal learning experience and allowed the teacher and student to develop a closer, more understanding relationship.

Motivating students to achieve at higher academic levels was the driving force behind the Small Learning Communities and small high schools concept. Research shows that students are more likely to be active participants in the learning process when coursework is structured around their particular interests. In these environments, students come to class more regularly, have fewer discipline problems, increase grade-point averages, and are less likely to drop out. Students become active learners, allowing teachers to spend more time facilitating higher levels of learning and critical thinking. What's more, the needs of all different types of students, including English language learners, students with special needs, and the gifted and talented are better met by small school environments¹.

SCUSD High School Student Profile	2002-03	2006-07
High School Enrollment *excludes Sacramento High School	12,070*	13,051
English Language Learners	23%	24.7%
Special Education	9.1%	8.5%
National School Lunch Program	41.4%	49.8%

¹Klonsky, Michael (1998). *Small Schools: The Numbers Tell a Story, a Review of the Research and Current Experiences*. Chicago: The Small Schools Workshop, University of Illinois, Chicago.

“As a partner with SCUSD in the e21 high school initiative, LEED experienced first-hand the power of collaboration among educators, parents, students, employers, and civic leaders when united with a common vision – preparing all students for success in school, career and life. e21 is truly a national model for expanding school choice and effectively delivering the three R’s – rigor, relevance, and relationships.”

David Butler
CEO
LEED-Linking
Education and
Economic
Development

In July 2001, the Board of Education for the Sacramento City Unified School District declared that the school District, in partnership with LEED-Linking Education and Economic Development, had engaged over 2,000 youth, 700 parents and community members, and 900 teachers and staff in a 16 month process to learn how to reinvent Sacramento’s high school education system.

The engagement results included a commitment to the inclusion of **Seven Essential Elements** in the reinvention of District high schools:

1. Small, caring, personalized learning communities
2. Student-centered system with student supports and safety nets
3. Student pathways to the world of work and post-secondary education
4. Rigorous, relevant, standards-driven teaching and learning
5. Culture of continuous learning
6. Collective responsibility
7. Home-school-community alliances

These Essential Elements served as the framework for District-wide community action described in the grant proposal to the Carnegie Corporation of New York². From this framework came a five-year rollout plan, Education for the 21st Century (e21), addressing all aspects of high school redesign—community partnerships, classroom instructional practices, and the redesign of the central office.

This ambitious start launched a redesign movement that continues today—guided by the original Seven Essential Elements but reflective of key lessons learned along the way.

²SCUSD Resolution No. 2208. “Education 2100: Sacramento City High Schools for a New Society” & “Blueprint and Action Plan: Education for the 21st Century: Sacramento City Schools for a New Society, September 1, 2001 – August 31, 2006 Implementation Process.



Superintendent Maggie Mejia joins high school students from around the District for the Latino Student Conference at California State University, Sacramento in 2006. The students were honored for their academic success or leadership.

CREATION OF SMALL LEARNING COMMUNITIES & SMALL HIGH SCHOOLS

Two Paths to Big Success

The community stakeholders leading the e21 effort developed a plan of action, one that would put the District's nearly 14,000 high school students in small learning environments by fall 2003. A significant amount of the work around e21 up to this point had focused on creating a "portfolio of schools" that would offer students as many personalized options as possible for their high school education.

There are two types of high schools that have been developed over the last few years: "comprehensive" (large, traditional) high schools were re-organized into theme-based Small Learning Communities (SLCs) and small high schools with no more than 500 students were created. **When the District began the redesign, students only had 6 high school choices—now they have 42.** In addition to more personalized environments where teachers know students as individuals, new theme-based curricula infused with real-world relevance give students many more ways to connect their learning with potential career pathways.

Small Learning Communities

All six of the District's comprehensive high schools were reconfigured to house several SLCs of no more than 300-500 students each. Students travel together for two to four years with the same teachers, and, as a long term goal, students take at least 85% of their coursework within a given community. Campuses offer a minimum of five thematic educational pathways and distinct course offerings to meet students' interests: Arts, Media and Entertainment; Business and Information Technology; Health; Human and Public Services; and Engineering and Industrial Technology.

Small High Schools

During 2003-2007, the District opened six small high schools that would eventually serve up to 3,000 students. A seventh small high school is planned to open in the fall of 2008. These student-centered, high performance public high schools enroll no more than 500 students each. All are theme-based, such as Health Professions High School and New Technology High School, and provide students with very personalized learning experiences.

Under the Small Learning Communities and small high school structure, teachers are required to undergo the same credentialing process as traditional high school teachers, and the curricula must meet University of California a-g college admissions standards.

e21 High School Structural Changes

- Theme-Based Small Learning Communities
- Flexible Scheduling Structure
- Common Planning Time
- School Improvement Facilitators
- Advisory in Small High Schools



J. F. Kennedy High School Culinary Arts students participate in an internship at the Sheraton Hotel.

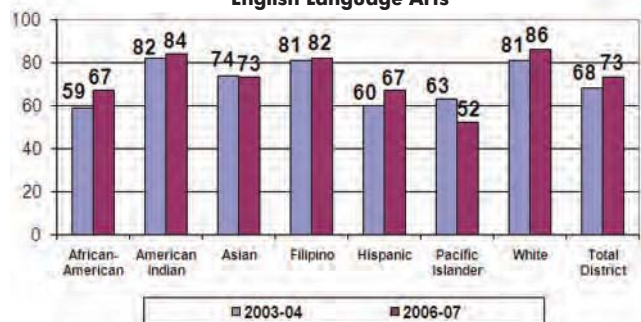
e21 High School Instructional Changes

- Enhanced Professional Development
 - Professional Learning Communities
 - Benchmark data used to drive instruction
 - Common assessments, rubrics, and protocols to examine student work
- Standards-Based Instruction
- Project-Based Learning
- Work-Based Internships
- Intervention Support

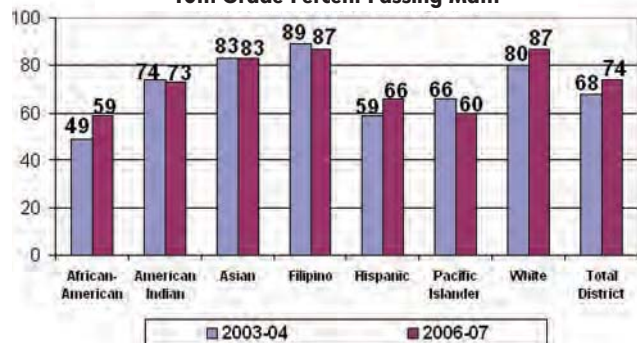
e21 HIGH SCHOOL REDESIGN CHRONOLOGY & DATA

The following graphs and charts compare all SCUSD high school students' academic achievement from the beginning of e21 to the most recent data available. Gains have been made on the California High School Exit Exam (CAHSEE), California Standards Tests, completion of University of California (UC)/California State University, Sacramento (CSUS) preparatory coursework, number of students enrolled in Advanced Placement and International Baccalaureate classes, and in increasing the graduation rate and decreasing the dropout rate.

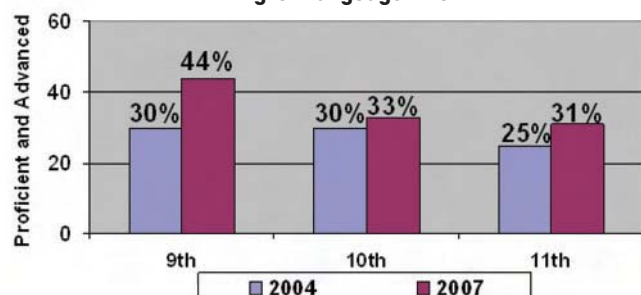
**California High School Exit Exam (CASHEE)
10th Grade Percent Passing
English Language Arts**



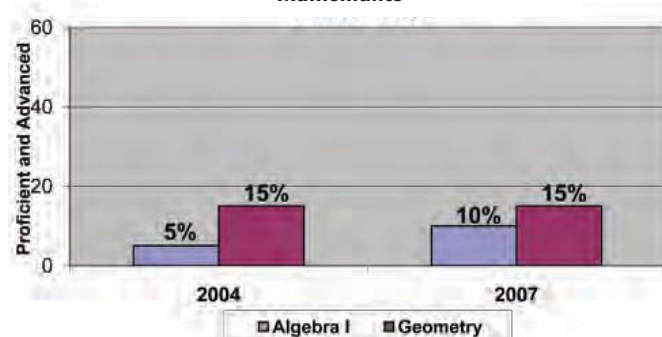
**California High School Exit Exam (CASHEE)
10th Grade Percent Passing Math**



**California Standards Test
English Language Arts**



**California Standards Test
Mathematics**



1996

- Distressed by the state of the city's schools, Sacramento Mayor Joe Serna convened a Commission on Education to study the status of SCUSD schools.

1997

- SCUSD received Federal Small Learning Community grants.

1999-2000

- A Blue Ribbon Committee formed, comprised of the Superintendent, Board members, teachers, staff, parents, business and community leaders, who studied the state of the schools.
- Six existing comprehensive high schools began redesign plans.
- LEED-Linking Education and Economic Development was identified as a key partner in the high school redesign effort.

2001

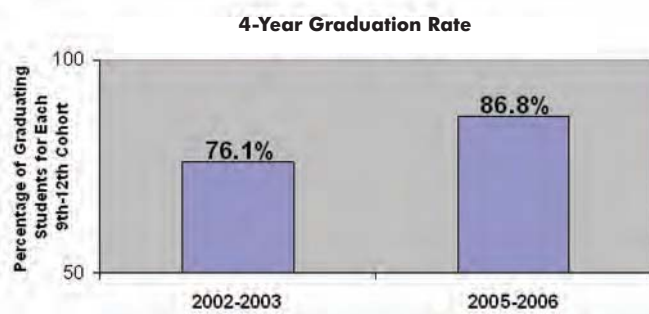
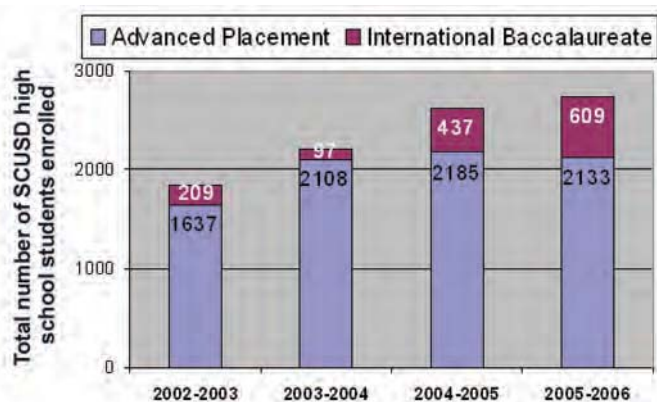
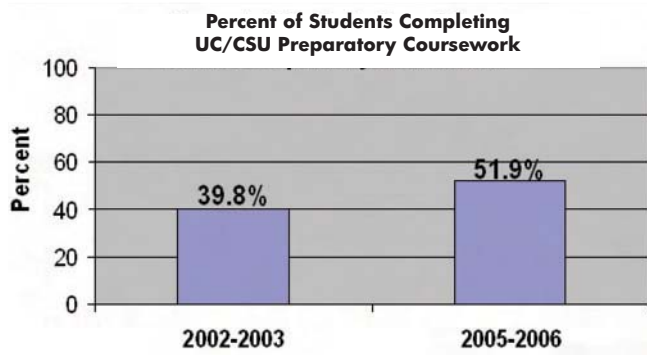
- e21 high school redesign initiative kicked off with \$12 million in grants from the Carnegie Corporation of New York and the Bill & Melinda Gates Foundation to create 8 innovative small high schools and create theme-based Small Learning Communities (SLCs) within all comprehensive high schools.

2002

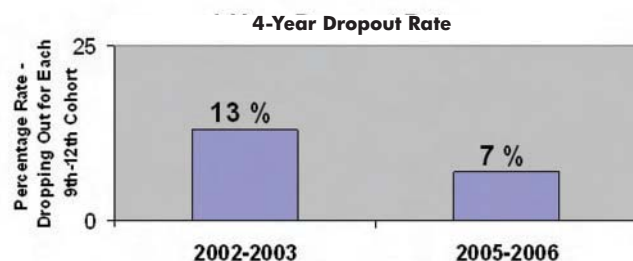
- School Improvement Facilitators were hired for each high school.
- SLCs were piloted with 9th and 10th grades at all comprehensive high schools.
- Four small high school principals were hired and small high school themes developed.

2003

- Full implementation of SLCs at comprehensive high schools.
- Advisory periods implemented for high school students.
- Common Planning Time implemented for all high school teachers.
- America's Choice High School, The Met Sacramento High School, GENESIS High School, and Sacramento New Technology High School opened.
- Sacramento Charter High School became an independent charter school.
- Senior Project piloted at C.K. McClatchy High School, Hiram W. Johnson High School, and West Campus.



As reported in California Department of Education, Data Quest



As reported in California Department of Education, Data Quest

2004

- Maggie Carrillo Mejia, Ph.D., was hired as Superintendent.
- Rosemont High School opened.
- Geography/Global Studies and World Language were added as graduation requirements.
- Board of Education adopted 8 Policy Priorities and District Strategic Plan, affirming its commitment to e21.
- District pursues and receives International Standards for Organization (ISO) certification (one of ten school districts in the nation).

2005

- Arthur A. Benjamin Health Professions High School opened.
- John F. Kennedy High School and C.K. McClatchy High School received federal SLC Grants and both schools receive California Distinguished School Awards.
- Benchmark testing implemented in grades 2-12 to support a rigorous curriculum for all students.
- Parent Empowerment Network and SCUSD Parent Task Force merged.
- Hiram W. Johnson High School moved out of Program Improvement status and received Partnership/College Access and Success Grant (PCAS).
- Luther Burbank High School participated in College Access Project on transcript evaluation with UC Berkeley.
- Annual Report on Strategic Plan process presented to the community.

2006

- District Sustainability Plan developed with focus on equity.
- Senior Project implemented District-wide.
- John F. Kennedy High School ranked 889 of 1200 in *Newsweek's America's Top Public High Schools*.
- Parent-Teacher home visit program supported students passing CAHSEE.
- Blue Ribbon Commission and Task Force on Equity, Access, and Achievement completed Action Plan.
- District developed 2nd two-year Strategic Plan.

2007

- School of Engineering and Sciences opened.
- District received \$4.8 million through the Quality Education Investment Act (QEIA) supporting two comprehensive high schools' redesign efforts, with the promise of up to \$48 million over seven years if compliance benchmarks are met.
- High school students had 42 choices of high school programs, including 6 small high schools and 36 Small Learning Communities within the comprehensive high schools.

2008

- America's Choice High School opened at its permanent campus in February.
- Luther Burbank High School moved out of Program Improvement Status.
- The Social Justice High School will open in September 2008.

RELEVANCE



Luther Burbank High School students from the Construction Technology ROP class in the Architecture and Construction Small Learning Community compete in the Design/Build Competition sponsored by The Sacramento Builder's Exchange.

Career and Technical Education Excels

While only about one-fourth of students nationally and statewide have access to career and technical programs, at SCUSD it's virtually 100 percent. Since 2002, students enrolled in career classes grew from 750 to more than 3,000 students in 2007. An array of options with thoughtful course sequencing, increasing alignment to college entrance requirements, and a unique entrepreneur model to recruit business partners and resources has earned national recognition from the Ford Motor Company Fund, a \$30,000 grant, and assistance from a team of educational experts. Superintendent M. Magdalena Carrillo Mejia said, "In short, these classes offer students the ideal of two worlds—top notch and rigorous academic content and a very real, current application of that content through a sequenced career path."

Since the beginning of e21, the SCUSD Career and Technical Preparation Department developed a cadre of community and business partners who have actively participated in the education of students from Small Learning Communities, career academies, and small high schools. The partners have worked with the Education Entrepreneurs and the teacher teams in schools to maximize academic and career technical instruction. Working with community and business partners enriches the academic curriculum by adding relevance and practical application of skills in a true business environment. This is done through speaker days, job shadows, project mentoring, training opportunities, and paid/unpaid internships in business and industry.

It would be impossible for school districts to duplicate the equipment, environment, and culture that exist in the business world. For that reason, partnerships play a key role in providing work-based learning opportunities for students. Students can take the knowledge and skills they have learned in the classroom and learn how to apply them in real-life situations in the work world. This opportunity would not exist without cooperative partners who are interested in developing the workforce for the future.

Business and community partners also play a key role in showcasing career pathways for students when they are making decisions about their future. Many middle and high school students have a very narrow exposure to the world of work, and introducing partners into the classroom allows students to explore the possibilities for their future. It is very important for students to see people like them who have become successful and who are willing to share with them the path to success.

"The e21 initiative was a remarkable effort that mobilized parents, students, teachers and administrators, and community leaders to come together to create high quality learning opportunities for Sacramento's high school students. As a community partner, Area Congregations Together (ACT) facilitated trust-building among all stakeholders, which was key component of the e21 change process."

Jim Keddy
President
Area Congregations
Together (ACT)

Increased educational options

- 42 rigorous and relevant choices are available to high school students, including 36 theme-based Small Learning Communities at the comprehensive high schools and 6 innovative small high schools. Only 6 choices were available in 2002.

Increased graduation rate and decreased dropout rate

- The high school graduation rate increased from 76.1% in 2002-03 to 86.8% in 2005-06, despite increased graduation requirements and increased enrollment.
- The dropout rate decreased from 13% in 2002-03 to 7% in 2006-07, as reported by California Department of Education, Data Quest.

Increased academic achievement

- The CAHSEE first-time English Language Arts pass rate increased from 68% in 2003-04 to 73% in 2006-07. The CAHSEE first-time math pass rate increased from 68% in 2003-04 to 74% in 2006-07.
- The percent of students scoring proficient and advanced on the California Standards Test in English Language Arts increased in all grades between 2004 and 2007. The percent of students scoring proficient and advanced on the California Standards Test in Algebra and Geometry also increased between 2004 and 2007. (see data charts p. 6-7)

Increased academic rigor

- Graduation requirements for students have increased and more college preparatory courses are aligned with University of California (UC) a-g requirements. As a result, students are more prepared for college. In 2005-06, 51.9% of students completed UC qualified coursework, compared to 39.8% in 2002-03.
- The number of Advanced Placement (AP) classes increased from 1,637 in 2002-03 to 2,133 in 2005-06, including an increased number of under-represented student groups taking AP classes.

Increased focus on college readiness

- High schools have formed "college-going cultures," including free PSAT testing available to all 10th graders, counselors devoted to college counseling at each school, and increased concurrent enrollment with community colleges, California State University, Sacramento, and other post-secondary institutions.
- Small Learning Communities and many of the small high schools have career themes that align to a university course or major.

Increased teacher effectiveness

- The number of courses taught by No Child Left Behind (NCLB) highly-qualified teachers is now 93%.
- Teachers and administrators have more professional learning opportunities to develop effective instruction, leadership skills, and professional learning communities.

Increased personalization

- Personalized, caring relationships have developed among administrators, teachers, students, and parents within these smaller learning environments. Of the students surveyed, 91% agreed that at least one adult in their Small Learning Community knows their first name and 85% agreed that they have access to a counselor on campus and a good relationship with one or more teachers.

Increased career preparation

- Business and community partnerships have increased from 175 in 2003-04 to more than 400 in 2006-07, serving more than 11,000 students.
- Internship opportunities have increased from 592 in 2003-04 to 1,745 in 2006-07.
- Career and Technical preparation classes have grown from 75 sections serving 750 students in 2002 to 125 sections serving 3,000 students in 2007.

Increased youth voice

- Through the Youth Congress, Student Advisory Council (SAC), and increased after school activities, youth have many leadership opportunities and a voice in District-wide decision making.
- A Student Advisory Council (SAC) elected student representative sits on the Board of Education, and currently students from the SAC now co-chair four separate District-wide committees. Students also attend community meetings to ensure an authentic youth voice in many facets of District policy and informational meetings.

Youth Engagement Practices

- Action Research training for students
 - Task Forces: Nutrition, Academics and Quality of Learning, Safety
- Standardization of Student Board of Education member selection
- Student membership on District-wide committees:
 - Budget Committee
 - Health and Wellness Advisory
 - Safe and Drug Free Advisory
 - Passport to Success



The Student Advisory Council (SAC) is the group of students officially charged with representing the needs of students to the decision makers in the Sacramento City Unified School District and is supported by the Superintendent and District administrators. Student leaders and participants are committed to providing a voice for all students in the schools. The SAC is made up of four representatives from each high school and is designed to build leadership skills and offer opportunities for students to develop skills that contribute to school site organization and work on district wide committees.

Members of the SAC Executive Board (left to right): Kaneshwa Cheatum, Secretary, Hiram Johnson High School, 11th grade; Katy Saevang, Treasurer, West Campus High School, 11th grade; Maurice Conner, Vice-President, John F. Kennedy High School, 12th grade; Riane McDonald, President, Genesis High School, 12th grade. Not pictured: Ashley Gibson, Communications Chair, West Campus High School, 10th grade; Grace Ng, Marketing Chair, John F. Kennedy High School, 12th grade; Samanitha Matranga, Student Representative to the Board of Education, Rosemont High School, 12th grade.

Invest time to engage all stakeholders

- Development of goals and objectives with input from stakeholders is essential to success.
- Providing vehicles for input, understanding, and agreement for implementing new structures is critical.
- Central office administrators and site leaders need to identify key strategies for monitoring the implementation of the Seven Essential Elements.
- Youth thrive when they know adults value their opinions; they need to be strong voices in decision making processes, and all adults need to demonstrate genuine care about the personal and academic challenges students are facing.

Provide many opportunities to deepen teaching and learning

- Ongoing professional development of all stakeholders is imperative. The professional development content should revolve around three critical questions: (1) What do we want our students to know, understand and be able to do? (2) How will we know when each student has acquired the essential knowledge, skills and competencies? (3) What supports do we provide students to achieve mastery of the identified knowledge, skills and competencies?
- Providing time for teachers to discuss assessment data is critical. Teachers need planning time to design and implement standards-aligned classroom assessments.

- School Improvement Facilitators, Lead Teachers, and Common Planning Time are key to the successful implementation of Smaller Learning Communities.

Understand the importance of ongoing relationship building

- School sites need to continue ongoing engagement with the communities that surround them in order to foster good relations, ensure ongoing support, and recruit and retain students.
- Parent, teacher, and community-based organizations are willing to work together once meaningful and trusting relationships are established.
- Parent and community engagement have improved but will continue to be an ongoing focus. The more coordinated parent support and parent engagement activities, the stronger and more consistent parent participation becomes.
- Business and community partners want to be involved in meaningful and relevant activities. By participating, our partners enjoy rewarding experiences and learn how education impacts their workforce needs. The partner response is generally to seek more involvement opportunities.
- Having people from business and industry in the role of Educational Entrepreneurs has paid great dividends in developing and growing partnerships.

Prioritize internal and external communication

- Increased education of the general public and parents about small high school programs is needed to sustain small high school enrollment.
- An aggressive and comprehensive high school options marketing campaign is needed. Providing schools with the tools and flexibility to market their programs and use technology to communicate with students, teachers and parents is an ongoing objective. Parents need accurate, timely, and appealing messages in order to make informed decisions.

Recognize the complexity and importance of facilities

- Planning for facilities is a much more complex and detailed endeavor than originally understood. Small high school facilities are planned at the beginning of the process and are now planned with as much collaboration and thoughtfulness as instructional programs.
- Quality, stable facilities are important to success. Uncertainty about location takes time away from administrators and places strain on staff, students and parents. Uncertainty erodes student enrollment.
- Funding small high schools and redesigning large comprehensives requires more dollars than the current state funding formula provides.

"Small Learning Communities have given Rosemont High School students the opportunity to explore their future goals and determine if they are suited for the career path they selected. SLCs have also given students without goals a specific focus and option. More of our students have career paths and are going to college. I've been in the Health and Science Small Learning Community since my freshmen year. Next fall, I plan to enter the UC system and pursue pre-med. I will be the first in my family to attend college."

Samantha Matranga
Rosemont High School
Associated Student Body (ASB)
Vice President & Ambassador
Student Advisory Council Executive
Council Member and Student Board
Member

RIGOR



Health Professions High School students visit the Shriner Hospital of Northern California as one of the 35 field trips they take annually to experience the health profession first-hand. The school also offers 125 job shadows and 50 guest speakers each year, as well as community service projects that address the most pressing healthcare needs in the Sacramento region.

A National Model for Curriculum Integration

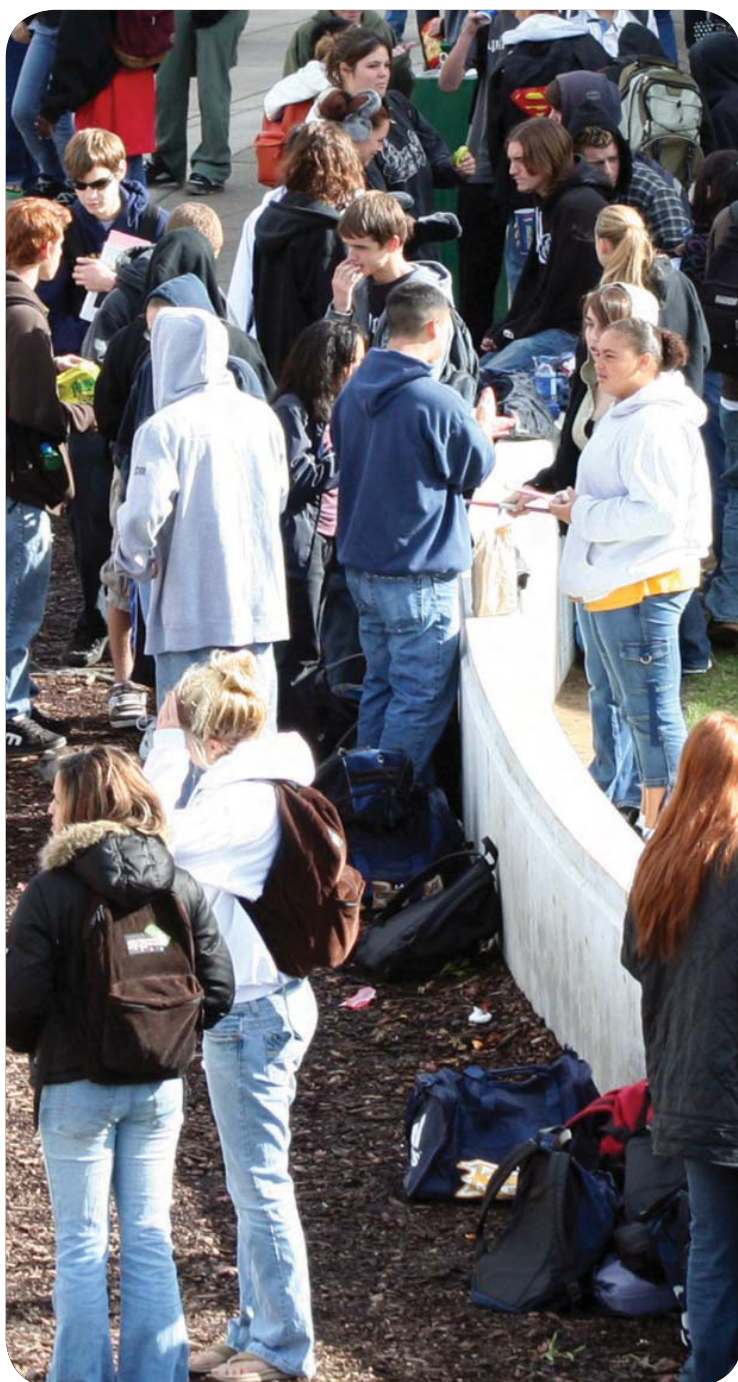
Arthur A. Benjamin Health Professions High School

Nationally acclaimed for integrating a healthcare curriculum into the core curriculum, the Arthur A. Benjamin Health Professions High School published their "how to" manual on combining healthcare instruction with other subjects such as English or history in 2007—and then trained more than 200 colleagues from around California. Partnerships with ConnectEd (James Irvine Foundation), local healthcare institutions and universities have created a program considered a national model by the National Consortium on Health Science Technology and Education. In 2006-2007, Health Professions hosted more than 400 visitors from other schools. Student opportunities in 2007-08 include 35 field trips, more than 120 job shadows, and 125 guest speakers.



Health Professions High School is a state-of-the-art facility that opened in fall 2005. The mission is to provide students with an outstanding education, rich with relevant academic, application and leadership experiences - using healthcare as a theme.

- Ongoing funding to sustain the many improvements, including teacher collaboration time, extra counseling services, re-structuring to build leadership capacity, and Youth Congress programs at the middle school and high school levels.
- Providing on-going effective communication with students, parents, and the community about the many high school choices available.
- Identifying funding to maintain and upgrade facilities.
- Hiring and retaining diverse, fully credentialed teachers.



SCUSD 2006-2008 Strategic Goals for High School Achievement

1. At least 50% of 9th graders in every subgroup will pass the end of course exam and achieve at Proficient or above in English Language Arts as measured by the Spring 2008 California Standards Test (CST).
2. At least 50% of 9th graders in every subgroup will achieve at Proficient or above in Geometry as measured by the Spring 2008 California Standards Test (CST).
3. At least 90% of 10th graders in every subgroup will pass the California High School Exit Exam (CAHSEE) in its first administration, as measured by CAHSEE results data by the end of school year 2007-2008.
4. All Program Improvement (PI) schools meeting all Adequate Yearly Progress (AYP) criteria in 2005-2006 will exit PI status by the end of school year 2007-2008.
5. A comprehensive program that prepares students for post-secondary options focused on school to college and career will be implemented by the end of the school year 2007-2008.
6. At least 80% of students in grades 7-12 will participate in youth development activities at their school sites, district, and/or community by Spring 2008.

"SCUSD's new themed learning communities are taking education to a new level. Students are now much more engaged and focused, and as a result will be even more prepared to be effective contributors to the workplace and our community."

Doug Urbick
President
Teichert Construction

Rosemont High School's quad was designed to promote school community and create a more personalized environment for students.

Be a Voice

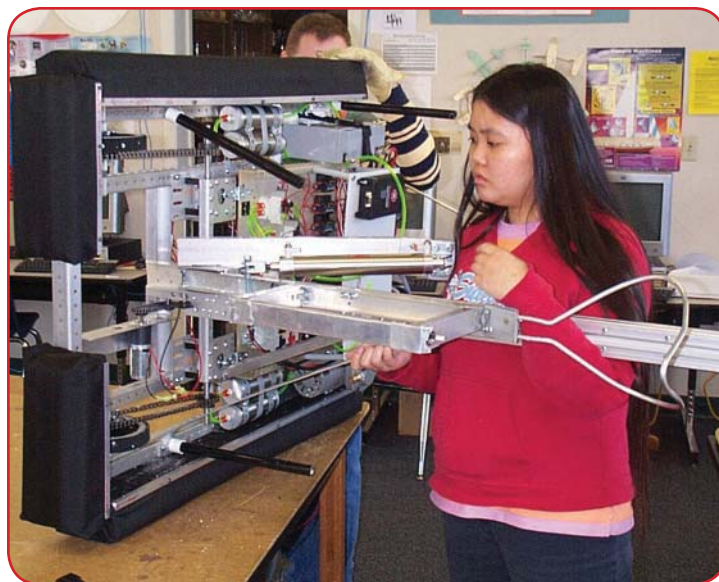
Education for the 21st Century (e21) is an innovative movement that has transformed Sacramento's public high schools into Small Learning Communities and the creation of small high schools. Join the effort to sustain and continue to build on the positive changes in our high schools so that all students can achieve.

Students

- Ask questions; express an interest in internships and speakers related to your Small Learning Community's theme.
- Talk to your teachers and advisors, and don't be afraid to ask for help.
- Be an active learner, feel empowered to create new ideas, reach out to business people and guest speakers, seek your own internships.
- Be an active member of your community, share information, organize events, volunteer, help spread the word about what is new and different in your education.
- Communicate with your parents, caregivers, and family members; let them know about upcoming events, and encourage them to get involved.
- Have the right attitude and take action, be organized, on time, respectful, and responsible.
- Join the District-wide Youth Congress to be a voice for students at your school and District.

Family

- Show interest; ask your student about what they are learning, what is interesting to them, if they have homework, if they need help, etc.
- Know your student's teachers, participate in school activities, show up, be an active partner in your student's learning.
- Support your student's choices about career and academic coursework.
- Let your student's teachers know you are supportive of their hard work.
- Encourage community involvement and volunteerism, identify groups and organizations your student can join, be a role model.
- Reward and praise your student, be positive and encouraging.
- Testify at school board meetings, let school board members know you support small learning environments and bond measures that provide funding for construction and maintenance.
- Let your city councilmember know how your student is benefiting from e21.
- Write letters to the editors of your local newspapers in support of e21.



A student from the Hiram Johnson High School Engineering and Transportation Academy completes a robot for the 1st Robotics Competition, a nationally recognized student competition for the construction of robots to perform designated tasks. The Northern California Regional Competition of 1st Robotics is sponsored in large part by the Ford Foundation.

Community Members

- Contact e21 staff about being a tutor or classroom volunteer.
- Write letters to the editor and testify at school board meetings in support of e21 and new high schools.
- Let school board members know you support school redesign, small learning environments, and bond measures that provide funding for construction and maintenance.
- Let your city councilmember and neighborhood associations know that you support small learning environments.
- Mentor, reach out to high school students in your community who need an adult in their lives.

Business and Civic Leaders

- To help make learning relevant to students' future, contact e21 staff about your business or organization and consider participating in:
 - Internships
 - Field trips
 - Guest speakers
 - Job shadowing
 - Mentorships
- Support curricula and programs that make learning relevant to students' future careers.

"My Small Learning Community, Program in America and California Explorations (PACE), always says you can make it to college. They make college an option, not a dream; essentially, they give you hope."

Vinnie Schiro
Sophomore
John F. Kennedy High School

Small High Schools

All of the small high schools are "open enrollment" schools, which means they are open to any 9-12 grade student (some of them are also open to 7th and 8th graders), regardless of where they live within or outside of the District.

America's Choice High School **10101 Systems Parkway, (916) 228-5751**

America's Choice High School (ACHS) is a college preparatory charter high school where students learn through a small, caring learning environment. Every student has an Academic Advisor who oversees and collaborates with him or her to help the student excel in all courses, especially college preparatory classes. (All students are expected to maintain at least a "C" grade in college preparatory classes.) America's Choice promotes the success of every student and provides students with an enriched learning environment.

Arthur A. Benjamin Health Professions High School **451 McClatchy Way, (916) 264-3262**

Designed as a small, safe and supportive high school, Arthur A. Benjamin Health Professions High School (HPHS) focuses on assisting students as they develop the educational and social foundation needed to ensure success in college, career, and citizenry. Students study in a structured environment; blending solid academics, applied learning in local health systems and outstanding Health Occupations Students of America (HOSA) leadership activities.

GENESIS High School **5601 47th Avenue, (916) 433-5300**

In partnership with the California National Guard, GENESIS High School is a co-educational charter high school with a leadership theme and a college prep academic focus. Home of the 21st Brigade, students have a rare opportunity to develop their skills in leadership, citizenship, and character within a small, safe and personalized educational environment.

Sacramento New Technology High School **1400 Dickson, (916) 433-2839**

Sacramento New Technology High School (SNTHS) is a member of the New Technology Network, a Bill & Melinda Gates Foundation-funded initiative. The charter school targets individual student interests and the development of individual responsibility by teaching in a creative, business-like culture that values high levels of learning. Students learn primarily through project based learning to help them recognize the connection between classroom instruction and real-life application. The school features a 1:1 ratio of computers to students in a state-of-the-art facility. Students maintain a digital portfolio of their work that includes evidence of meeting ten identified learning outcomes. They also participate in regular exhibitions of their learning.

School of Engineering and Sciences **6620 Gloria Drive (temporary site), (916) 433-5423** **School opening at new site September 2009:** **Corner of Swale River Road and Gloria Drive**

The School of Engineering and Sciences (SES) is designed as a small high school with an ultimate capacity of 500 students in grades 7-12. The mission is to graduate students qualified for future careers and studies in engineering and other sciences. Each student works with a faculty advisor on their Individualized Learning Plan. Students focus on unique project-based course work and mentorships.

The Met Sacramento High School **810 V Street, (916) 264-4700**

The Met Sacramento High School promotes and creates personalized education that is unique for each student. Each student studies two days a week with community mentors on projects that connect to the student's learning goals. This small charter high school serves no more than 150 students with a teacher-pupil ratio of 1:15 or smaller. An advisory teacher is responsible for the same group of students over four years, giving the teacher time to get to know students and to ensure that the students are progressing as planned.

Social Justice High School **5735 47th Avenue, (916) 643-9261** **School opening September 2008 at 2250 John Still Drive**

In a small, creative learning environment, students at Social Justice High School engage in an innovative college prep curriculum with Waldorf methods, emphasizing understanding, cooperation, and respect. In the shadow of the California State Capitol, students will have the unique opportunity to practice identifying issues, implementing change, and influencing policy to make the world a better place.

Comprehensive High Schools with Small Learning Communities

Each comprehensive high school provides information to parents and students so they can learn more about each career-themed Small Learning Community within the high school in their attendance area and identify a first and second choice when they enroll.

C.K. McClatchy High School **3066 Freeport, (916) 264-4400**

Constructed in 1937 as Sacramento's second high school, C.K. McClatchy High School has earned an enviable reputation in the community. Countless graduates have entered the fields of law, medicine, politics, education, the arts and the world of industry. The academic program at C.K. McClatchy is founded in the traditions of our past with emphasis placed on developing the skills of writing, thinking and computing so that all students have access to a challenging and rigorous high school experience.

SLCs: Arts and Media; Business; Design Solutions; Health and Human Services.

Open Enrollment Programs: Air Force Junior Reserve Officers Training Corps; Humanities and International Studies Program (HISP).

Hiram W. Johnson High School **6879 14th Avenue, (916) 277-6300**

Hiram W. Johnson High School's goal is to educate students to become independent thinkers and lifelong learners, wanting them to pursue academic excellence and individual achievement in an environment that fosters respect for others and service to the community. The school community believes that learning should be active and relevant, with the school providing abundant opportunities for students to excel. Because students possess a wide range of abilities and talents, they are nurtured while being encouraged to take full advantage of a varied and demanding scholastic program that is designed to challenge and support each student.

SLCs: Arts, Multimedia and Entertainment; Business Information and Technology; Community Studies; Humanities, Education and Leadership; Health and Medical Services; Human and Legal Services; Engineering and Industrial Technologies; Government and Public Administration, International Cultural Community.

John F. Kennedy High School **6715 Gloria Drive, (916) 433-5200**

John F. Kennedy High School is an outstanding distinguished comprehensive high school which features both traditional and innovative course offerings presented by caring and dedicated instructors. The school's staff and students respect individual and cultural diversity as it promotes students' understanding of the humanity of all people. We expect all students to achieve their highest potential academically through a challenging curriculum and encourage them to become responsible and productive members of society.

SLCs: Program in American and California Experience (PACE); Health, Education, Law and Marines (HELM) (Houses Criminal Justice and ROTC); Technology and Design (T & D); Business and Multimedia (BAM) (Houses the Culinary Program and Puente); Visual and Performing Arts (VAPA) (Houses VAPAC).

Luther Burbank High School **3500 Florin Road, (916) 433-5100**

Luther Burbank High School aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Students are encouraged to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

SLCs: Agriculture and Environmental Sciences; Information Technology; Business/Entrepreneurship; Arts and Communication; Architectural and Industrial Technology; International Studies; Public Services and Fire Science; Health and Fitness.

Rosemont High School
9594 Kiefer Boulevard, (916) 228-5844

Rosemont High School inspires all students and provides opportunities for them to achieve high standards of performance for success in life and work. Core beliefs include that all students will learn at high levels when instruction meets their needs; high standards inspire students, and students thrive in a setting that respects their individual contributions and a diversity of perspectives to achieving common goals.

SLCs: Technology, Engineering and Computers; Health and Science; Public Service; Business Management and Marketing; Creative and Performing Arts; Construction, Automotive and Skilled Trades.

West Campus High School
5022 58th Street, (916) 277-6400

West Campus High School is a college preparatory high school focusing on communication and technology. As a small learning environment of 800 students, West Campus provides students with an opportunity to study in an academically challenging setting that is both safe and diverse. The school culture ensures that students are offered an excellent education in a supportive and caring community.

Alternative High Schools

American Legion Continuation High School
3801 Broadway, (916) 277-6600

American Legion Continuation High School is a large continuation high school which proudly works with students from many backgrounds. Students have the opportunity to achieve their academic goals in a setting that fosters student ownership, responsibility, and self-respect. The staff is highly committed to working with students in smaller group settings than traditional schools offer. Smaller class sizes provide a greater level of personalization than formerly available to most students.

Capital City School
7222 24th Street, (916) 433-5187

Capital City School is the only school in SCUSD that is voluntary and uses independent study as an alternative strategy. The primary aim of Capital City School is to individualize a quality education for students whose needs are met best through study outside the traditional setting. Independent study allows teachers to work one-on-one to meet the student's educational needs, interests, aptitudes and abilities through a variety of techniques. The student is expected to meet or exceed the same SCUSD curriculum standards set for traditional schools.

"As a result of e21, high school partnerships with our colleges have been significantly enhanced. More students are taking college classes before they graduate from high school, improving their chances for success when they enter college."

Brice Harris
Chancellor
Los Rios Community College District

RELATIONSHIPS



Hiram W. Johnson High School Counselor Shelia Sidque (right) explains the college application process to Maggie Moua (left) and Audasha Spivey (center). HJHS has dramatically increased the number of seniors applying to college as a result of "Operation College."

Building a Successful College-Going Culture

Hiram W. Johnson High School

Operation College proved itself a success at Hiram W. Johnson High School. Aimed at boosting the number of college-going students, the campus saw more than 80 percent of its graduating seniors apply for college admission in 2007—60 percent more than the previous year. The pilot program, funded by City Councilman Kevin McCarty and the District, paid for a new counselor who worked solely on assisting students applying for college and three family nights to explain the college application process to teens and parents. Attendance grew from meeting to meeting, and by the third night, 600 people participated.

Changes Made to Create a College-Going Culture

Increased coursework requirements

- English – 4 years
- History/Social Science – 4 years
- Math – 2 years
- World Language – 1 year
- More University of California "a-g" electives

Enhanced graduation requirements

- Algebra I and Geometry
- Technology Literacy
- Senior Project
- World Language
- English 12

Increased rigor in coursework

- Core courses college preparatory, University of California "a-g" aligned
- Increasing number of Career & Technical Education classes are now University of California "a-g" aligned

Concurrent enrollment with colleges

- Partnerships with community colleges and universities
- Dual enrollment and credit

Increased college awareness

- PSAT free for all 10th graders
- Career and college planning

- College visits by Small Learning Communities
- Career and college speakers
- Early Assessment Program (Sacramento State)

Increased Advanced Placement classes

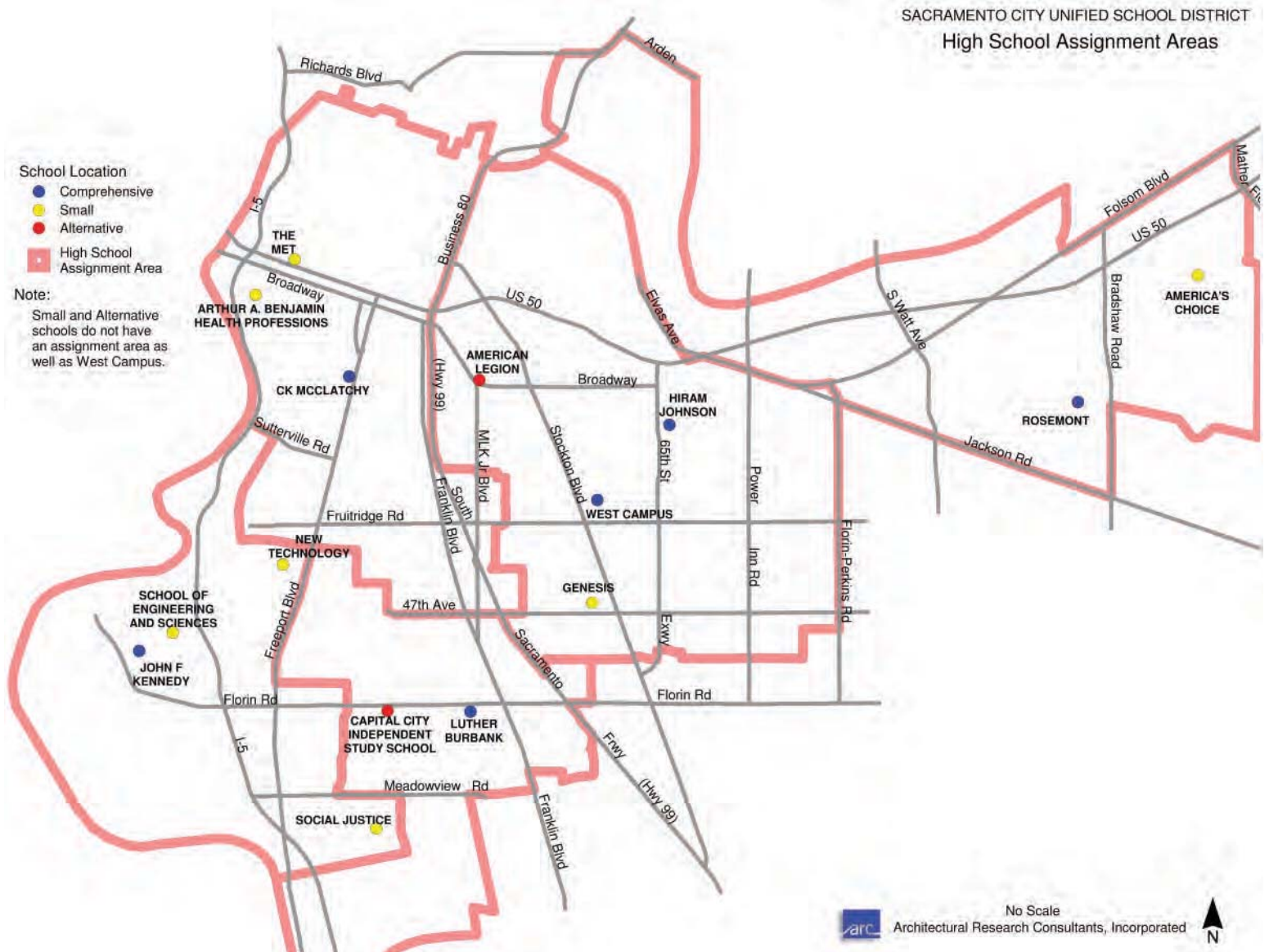
- Increased number of sections
- Increased number of under-represented students
- Higher number of females than males in higher level math and science courses

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
High School Small Learning Communities and Small High Schools by Career Pathways

Potential Careers

SCUSD High School Sites

Arts, Media & Entertainment	Business & Information Technology	Health	Human & Public Services	Engineering & Industrial Technology	Small High Schools/ Alternative Schools
Communications Computer Animation Computer Graphics Digital Media Fine Arts Ornamental Horticulture Performing Arts Visual Communications Website Design & Development	Accounting Banking & Insurance Business & Property Management Catering/Culinary & Food Services Entrepreneurship & Marketing Fashion Merchandising Financial Services & Banking Grocery Hotel & Motel Human Resources & Information Sales & Mail Order Sports & Entertainment Wholesale Trade & Distribution	Anesthesiology Bio Science Dental Gerontology Medicine Mental Health Patient Care Pharmacology Radiology Sports Medicine	Child Development & Care Criminal Justice Education Emergency Services Fish & Game Government Legal Services Protective Services Public Administration Public Safety Social Services	Agriculture Biotechnology Chemicals Construction Electronics Energy Engineering Environmental Sciences Manufacturing & Materials Software Transportation & Logistics	College Prep Computer Animation Engineering & Sciences Environmental Sciences Healthcare Focused Leadership (Military)Theme Personalized Education Project Based Learning Social Justice Technology Integration Visual Communications
C.K. McClatchy High School <ul style="list-style-type: none"> Arts & Media Hiram Johnson High School <ul style="list-style-type: none"> Arts, Multi-Media, & Entertainment John F. Kennedy High School <ul style="list-style-type: none"> Multi-Media & Communications Visual & Performing Arts (VAPA) Luther Burbank High School <ul style="list-style-type: none"> Arts & Communications New Technology High School	C.K. McClatchy High School <ul style="list-style-type: none"> Business Hiram Johnson High School <ul style="list-style-type: none"> Business Information & Technology John F. Kennedy High School <ul style="list-style-type: none"> Business & Multi-Media (BAM) Luther Burbank High School <ul style="list-style-type: none"> Business/ Entrepreneurship Rosemont High School <ul style="list-style-type: none"> Business Management & Marketing 	Arthur A. Benjamin Health Professions High School C.K. McClatchy High School <ul style="list-style-type: none"> Health & Human Services Hiram Johnson High School <ul style="list-style-type: none"> Health & Medical Services John F. Kennedy High School <ul style="list-style-type: none"> Health, Education, Law & Marines (HELM) Luther Burbank High School <ul style="list-style-type: none"> Health & Fitness Rosemont High School <ul style="list-style-type: none"> Health & Science 	C.K. McClatchy High School <ul style="list-style-type: none"> Humanities & International Studies Program (HISP) Health & Human Services Hiram Johnson High School <ul style="list-style-type: none"> Community Studies Government & Public Administration Human & Legal Service Humanities, Education, & Leadership International Cultural Community John F. Kennedy High School <ul style="list-style-type: none"> Program in America & California Experience (PACE) Criminal Justice Academy (in Health, Education, Law , & Marines) Luther Burbank High School <ul style="list-style-type: none"> International Studies Public Services & Fire Science Rosemont High School <ul style="list-style-type: none"> Public Service Waldorf Methods/Social Justice High School	C.K. McClatchy High School <ul style="list-style-type: none"> Design Solutions Hiram Johnson High School <ul style="list-style-type: none"> Engineering & Industrial Technologies John F. Kennedy High School <ul style="list-style-type: none"> Technology & Design Luther Burbank High School <ul style="list-style-type: none"> Agriculture & Environmental Sciences Architectural & Industrial Technology Information Technology Rosemont High School <ul style="list-style-type: none"> Construction, Automotive, & Skilled Trades Technology, Engineering, & Computers School of Engineering & Sciences	Small High Schools America's Choice High School Arthur A. Benjamin Health Professions High School GENESIS High School New Technology High School School of Engineering & Sciences The Met Sacramento High School Waldorf Methods/Social Justice High School West Campus High School Alternative High Schools American Legion Continuation High School Capital City School



"e21 has provided opportunity for teachers and students to engage in more productive relationships with each other, changing the community's belief about achieving success."

Ted Appel
Principal
Luther Burbank High School

"e21 and the efforts to provide smaller learning environments for students is probably the most important and powerful change the Sacramento City Unified School District has made for its high school students. We know that anonymity is the enemy, and these smaller environments show us how to 'leave no child behind'."

Paula Hanzel
Principal
Sacramento New Technology High School

Business Partners

AIG Valic
Bank of America
Beals Alliance
Benefit and Risk Management Services (BRMS)
Burruss & Associates
By Design Financial Solutions
Electronic Data Systems
Intercare Insurance Solutions
L & L Barbeque
Neighborhood Works Homeowner Center
Nugget Supermarket
Raleys and Bel Air
Results Realty
Schools Financial Credit Union
Senator Ford, Inc.
Shapiro Consulting
Starbucks Coffee
Strategic Education Services
USE Credit Union
Wells Fargo Bank
Zayn Consulting

Community & Civic Partners

Black Advocates for State Service
California Department of Education
California Highway Patrol
California Institute/Assembly Rules Committee
California Mortgage Bankers Association
California Music Theater
California State Capitol
California Superior Court – Family Court
California Water Agencies
California Health & Human Services
Capital Unity Center
Center for Youth Citizenship
City of Sacramento
City of Sacramento, Mayor's Office
Classified Supervisors Association (CSA)
Community Partners Volunteers
ConnectEd California, James Irvine Foundation
County Elections Office
Crocker Art Museum
Department of Motor Vehicles
Federal Bureau of Investigation
First 5 Commission



John F. Kennedy High School and Sam Brannan Middle School faculty, students, families and District personnel gathered for a night at the ball park hosted at Raley Field. This photo features the John F. Kennedy's girls' softball team who participated in the Field of Dreams allowing every girl to run onto the field with a Sacramento Rivercats player and stand together for the National Anthem. With more than 600 participants, the community night at the ball park is sure to become an annual event.

"I love going to a small high school because of the strong connections with teachers, a student body that feels like family, and personalized education. If we need help on anything, a teacher is able to help us work it out. One-on-one help from the teacher could be the deciding factor between full understanding of a subject or complete confusion."

Kristin Jerome
Student
Arthur A. Benjamin Health
Professions High School

Franklin Boulevard Business Association
Franklin Neighborhood Association
Hmong Women's Heritage Association
Institute for Education Reform
League of Women Voters
LEED-Linking Education and Economic Development
Mondavi Center, UC Davis
National Weather Service
New Ways to Work
Parent Teacher Organizations
Rotary Club of Sacramento
Sacramento Area Congregations Together (ACT)
Sacramento Area Human Resource Association (SAHRA)
Sacramento Asian Pacific Chamber of Commerce
Sacramento Ballet
Sacramento Black Chamber of Commerce
Sacramento City Council
Sacramento City Teachers Association (SCTA)
Sacramento County Attorney's Office
Sacramento County Coroner's Office
Sacramento County Parks & Recreation Department
Sacramento County Probation Department
Sacramento County Public Defender's Office
Sacramento County Sheriff's Department
Sacramento County Supervisor Jimmie Yee
Sacramento Employment and Training Agency (SETA)
Sacramento Hispanic Chamber of Commerce
Sacramento Metropolitan Arts Commission
Sacramento Metropolitan Chamber of Commerce
Sacramento Metro Fire Department
Sacramento Open Air Market
Sacramento Philharmonic Orchestra
Sacramento Police Department & Homeland Security
Sacramento River Cats
Secretary of State's Office
Service Employees International Union (SEIU)
State Assembly Member Arambula's Office
State Assembly Member Jones' Office
State Assembly Member Nation's Office (former)
State Budget Appropriations Office
State Senator Cox's Office
State Senator Dunn's Office (former)
State Senator McClintock's Office
State Senator Perata's Office
State Senator Steinberg's Office

Teamsters Union
United Public Employees (UPI)
U.S. Attorney's Office
U.S. Representative Doris Matsui's Office
U.S. Secret Service
Youth Development Network

Educational Institutions

California State University, Sacramento (CSUS)
Cosumnes River College
Los Rios Community College District
Rudolph Steiner College
Sacramento County Office of Education (SCOE)
San Joaquin Valley College
University of California, Davis
Western Career College

Engineering and Industrial Technology Partners

American Association of State Highway & Transportation Officials
American Public Works Association
Associated General Contractors
Battery M.D.
Bolo Construction
Brown & Caldwell
California Coalition for Construction in the Classroom
California Girls STEM Collaborative
Caltrans
Diablo Valley Masonry
Future Women of Science and Engineering
Gencorp Foundation
General Masonry
Greater Sacramento Construction & Design Consortium
H&D Electric
Intel Foundation
John Jackson Masonry
Masonry Industry Training Association
Mechanical Contractors Association
National Home Builders Association
PCM3 (Professional Construction Management)
PTS Masonry
Rexmoore Electric
Sacramento Alliance for Girls Empowerment
Sacramento Building Industry Association
Sandia National Labs
Sacramento Municipal Utility District (SMUD)

"The Sacramento Metro Chamber views workforce development as a regional priority—and it must start early. That is why SCUSD should be commended for positive impact the e21 initiative is having on the community by preparing all high school students for successful lives after graduation."

Matthew R. Mahood
President & CEO
Sacramento Metropolitan
Chamber of Commerce

Society of Women Engineers
Systems 3 Electric
Tech Bridge
Teichert Construction
The Brickyard
Townsend & Schmidt Masonry
U.S. Department of Transportation

Foundations

Annenberg Foundation
Bill & Melinda Gates Foundation
Carnegie Corporation of New York
Ford Motor Company Fund
James Irvine Foundation
Lumina Foundation
Surdna Foundation

Media Partners

KCRA Channel 3 News
KSFM 102.5
KVIE Public Television
News10, Gannett Company
The Sacramento Bee
Sacramento News & Review

Medical Partners

BloodSource
Bruceville Terrace
California State University, Sacramento, Bridge to Nursing
Catholic Healthcare West
Center for Biophotonics
Community Partner Volunteers
Eskaton
Health Net
Kaiser Permanente
Mather VA Hospital
Panacea
Radiological Associates of Sacramento
Rosemont Pet Clinic
Sacramento Black Health Network
Sacramento City College, Department of Allied Health Services
Sacramento City Fire Department Community Outreach
Sacramento Heart
Shriners Hospital of Northern California
Sutter Center for Healthcare Professions
Sutter Health
UC Davis Health Center
UC Davis Medical Center
UC Davis Nurse Recruitment
UC Davis Radiology
UC Davis Veterinary Hospital
Volpert Chiropractic
Weideman Professionals

"Teaching at a small high school allows more effective communication among the teachers and staff. We are able to put together cross-disciplinary curricula, and the students benefit when teachers are able to reference what they are doing in their other class subjects. They see connections that they may not have seen before."

Jennifer Clemens
Teacher
Arthur A. Benjamin Health
Professions High School

"Prior to e21, teachers worked in isolation within departments. The restructuring opened teachers' doors and encouraged collaboration outside of their own curriculum, making communication stronger and forming a real school community."

Alida Imbrecht
Social Studies Teacher
John F. Kennedy High School

"SLCs bring new options to students and encourage the explorations of different careers by offering theme-based courses, internships and various connections to the community. More importantly, teachers are provided the time to collaborate about teaching strategies and to communicate about struggling students on a weekly basis. SLCs make student learning and success the focus while allowing their creative and social character to grow."

Jennifer Myers
School Improvement Facilitator
John F. Kennedy High School

"It's wonderful to see more parents' involvement in every event at Luther Burbank. Parents now have better access and communication with the school's staff."

Kha Xiong
Parent
Luther Burbank High School

"Small Learning Communities are cropping up in many schools across California and in our largest cities. The community at large has a responsibility to tailor the learning environment according to the needs of our children. As a parent, a concerned citizen and someone who is employed in education, I have witnessed how the concept of a school-within-a-school can be successful; they must be created with a single goal in mind; that is, to better meet the needs of the student. Using this approach, we will succeed at making the educational system more effective with respect to individual student achievement."

Theresa M. Vinson
Parent
Hiram W. Johnson High School



For more information about
Education for the 21st Century (e21)
or SCUSD high schools, contact:

Sacramento City Unified
School District (SCUSD)
5735 47th Avenue
Sacramento, CA 95824
(916) 643-9449
www.scusd.edu

LEED-Linking Education and
Economic Development
P. O. Box 269003
Sacramento, CA 95826
(916) 231-5333
www.leed.org

C. K. McClatchy High School seniors Lee Mosley and
Katherine Ortega eagerly anticipate "walking out" of high
school with diplomas in hand, having received excellent
preparation for success in college, career, and life
(Photo: Steve Yeater)

