



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 10.4

Meeting Date: September 12, 2013

Subject : Coherent Governance Policy Operational Expectations 10 (OE -10) -
Instructional Programs Monitoring Report

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division : Superintendent's Office

Recommendation :

compliance with exceptions,” or “not in compliance.” If the policy is found to be “in compliance with exceptions,” or “not in compliance,” the Board has the option to direct the Superintendent to correct the non-compliance indicators and report back to the Board at a time outside the regular monitoring schedule.

Financial Considerations : None

Documents Attached:

1. Operational Expectations - 10: Instructional Program

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Operational Expectation Monitoring Report
OE10: Instructional Programs
July 18, 2013

PART I: THE POLICY

OE10: Instructional Programs

The Superintendent shall maintain a program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the Board's Results policies.

PART II: SUPERINTENDENT CERTIFICATION

I certify that the information in this report is true for the period
beginning July 19, 2012, and ending July 18, 2013.

Based on this report, I believe the school system is

- In compliance
- In compliance with exceptions
- Not in compliance

Signed: _____ Date: _____
Jonathon P. Raymond, Superintendent

PART III: DISPOSITION OF THE BOARD

Based on this report and our discussion, the Board of Education finds this OE policy to be

- In compliance
- In compliance with exceptions
- Not in compliance

Signed: _____ Date: _____
Jeff Cuneo, Board President

PART IV: COMMENTS

PART V: INTERPRETATION

Interpretation:

I interpret this to mean that the district has a comprehensive program of instruction, a course of study that is aligned with the California academic content standards. This overarching program is defined as the curriculum, assessment and instructional expectations of the district. These outline the “what” of the learning and

- o SampleAgenda
- o SampleWorkshopHandouts

x Onehundredo

- o Composition of School Site Councils (Elementary & Secondary)
- o School Site Council Participation List

x Three thousand six hundred two (3,602) parents are on 66 Councils

EVIDENCE

- o All instructional programs, in accordance with Board policy, are aligned to the California Content Standards in each subject area. In addition, the district is beginning its transition to implement the CA Common Core State Standards for Mathematics and English Language Arts which go into effect in the 2014-2015 school year.

cost of production. The district is also currently moving towards 2014-2015 implementation of the CA Common Core State Standards in ELA and Mathematics. The continued analyses of instructional materials revealed the need for the development of more rigorous tasks aligned to the ELA and mathematics instructional shifts, the ELA college and career ready descriptors, and the Standards for Mathematical Practice. As a result, during the 2012-2013 school year, professional learning focused on supporting teachers with altering their use of existing materials including the design of close reading tasks for informational texts and lesson planning to support the implementation of the Standards for Mathematical Practice and instructional shifts. The district is currently in the process of designing curriculum maps and units of study to address the curricular areas of need.

- o English Language Arts Unit of Study Template
- o Mathematics Unit of Study Template

Note: Attachments not linked are found in Appendix B.

Compliance Status	In Compliance
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OE10.3: The Superintendent will base instruction and align the curriculum on district academic standards that meet or exceed state, national, or international standards.

EVIDENCE OF COMPLIANCE
July 19, 2012 to July 18, 2013

Note: Attachments not linked are found in Appendix C.

- x The district's curriculum is aligned to the California Content Standards in Mathematics, ELA, Science, Social Science, World Languages, Visual and Performing Arts, Physical Education, and English Language Development. All district adopted instructional materials are aligned to the California Content Standards as evidenced by standard correlations. The district has continued its transition to the CA Common Core State Standards in Mathematics and English Language Arts which will be implemented statewide in 2014-2015.
 - o California Content Standards <http://www.cde.ca.gov/be/st/ss/>
 - o CA Common Core State Standards <http://www.cde.ca.gov/re/cc/>

- x The district has developed California Content Standards based pacing guides for English Language Arts and Mathematics curriculum materials for grades K-8. Course syllabi provide guidance at the high school level. In 2012-2013, the district continued its process of moving towards implementation of the CA Common Core State Standards in English Language Arts and began implementation of the Mathematics Common Core State Standards in grades 3-8. The district is taking initial steps to create Common Core State Standards aligned curriculum units of study and curriculum maps (pacing guides) as resources to support instruction.
 - o Sample Standards based Pacing and Instructional Guides
 - o Sample Course Syllabus
 - o Sample Draft ELA Common Core Curriculum Map Framework
 - o ELA Common Core Draft Sample Unit of Study
 - o Math Common Core Draft Sample Unit of Study

- x The district has Board policy outlining requirements for reviewing and revising curriculum. Additionally, the district annually reviews and updates Advanced Placement courses which are submitted for approval to the College Board. The district continues the process of reviewing instructional materials for alignment to the CA Mathematics and English Language Arts Common Core State Standards. This review has resulted in steps being taken to develop aligned curriculum maps (pacing guides) and syllabi to support implementation of the new standards.
 - o BP 6141 Curriculum Development and Evaluation <http://gamutonline.net/DisplayPolicy/277907/6>
(UserName:saccity;Password:public)
 - o English Language Arts and Mathematics Common Core Gap Analysis
 - o Sample Draft ELA Common Core Curriculum Map

- x The district has established key metrics for determining if students are making academic progress and utilizes the data to make decisions regarding modifications to instructional programs and professional development. These include student performance on state assessments such as CST/CMA, local benchmark assessments, and ~~OT~~ 1

x Severhundredninetynine (799) SCUSD high school students participated in 10

- x Samples of student work
- x Percentage of Teachers at School Sites implementing Data Inquiry Process

EVIDENCE OF COMPLIANCE
July 19, 2012 to July 18, 2013

Note: Attachments are found in Appendix F.

SCUSD has implemented a comprehensive plan to ensure that students are afforded learning opportunities that are responsive to their individual learning preferences. Targeted professional learning experiences

- f English Language Learners
- f Gifted and Talented Learners

- x Teachers in SCUSD continue to utilize the Data Inquiry process during Common Planning Time. Teachers examine multiple data points such as student classroom work samples and homework assignments, benchmark assessments, and other classroom data to identify the learner centered problem and the problem of practice in an effort to improve student learning. Teachers engage in schoolwide conversations that enhance their school's ability to foster collaboration, identify and address obstacles to student learning, and strengthen instructional practice. Fifteen (15) Principal Networks were created to provide an opportunity for principals to collaborate and share best practices given a specific area of focus. Through Networks, principals engaged in "Instructional Rounds" which uses a set of protocols and processes for observing, examining, analyzing and discussing instruction designed to improve student learning.

programs are following district and state standards of instruction, are meeting or exceeding following

- x 79.8% of students graduated from SCUSD high schools within four years during the 2011-2012 school year. This is a 5.2% increase over the 2010-2011
- x 11.5% of students dropped out of SCUSD high schools within four years during the 2011-2012 school year. This is a 6.5% decrease from the 2010-2011 school year.
- x The district met the 2011-2012 Adequate Yearly Progress participation rate target at 99% and 26 schools met the targets that complied with the proficiency requirements.
 - o Participation Rate (Target 95%)
 - f ELA 99% Met Target
 - f 26 schools Met

Compliance Status	In Compliance
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OE10.9: The Superintendent will protect the instructional time provided for students during the academic day by prohibiting interruptions due to unnecessary intrusions, unnecessary teacher time out of the classroom, or the scheduling of activities that can be scheduled during other times.

OE10.10: The Superintendent will assure that the district calendar and the time made available during instructional day assign priority to and be Tc <0003>Tj /TT4 1n4 1 .0021 Tc (or)Tj /TT3 <0003>Tj /TT4 1 T

- o SecondarySchoolCalendar

Interpretation:

I interpret these to mean that the district will adopt appropriate, relevant instructional materials for all content areas in grades K-12, plus preschool, when possible, that: effectively align with the standards for student achievement; present a pedagogically sound foundation that allows students to learn the specific content; reflect the diversity of our student population; and address the unique needs of special education students, gifted and talented students and English Language Learners.

The selection of these resources is the charge of the Instructional Materials Evaluation Committee as outlined in Board Policy 6161, Selection and Evaluation of Instructional Materials. Committee membership will include teachers, administrators, parents, community members, and students where appropriate. To increase coherence of learning opportunities for students, horizontal and vertical articulation, as well as maximize investment costs of materials and training, the process of a single district wide adoption will be implemented. With such a practice, the district selection committee will recommend consistent adopted instructional materials program for all schools within the district.

After reviewing the instructional materials using the criteria delineated in the policy, but prior to finalizing its recommendation, the committee will engage with staff to examine budgetary realities and compatibility with other programs and to determine the strength and capacity of our current technology infrastructure (bandwidth, access, technical support, etc.) to ensure a quality implementation.

Indicators for Compliance:

- x Selection committee's recommendation, rationale, and notes
- x Single district wide adoption

EVIDENCE OF COMPLIANCE
July 19, 2012 to July 18, 2013

- x A selection committee did not convene this year due to the state's moratorium on the adoption of instructional materials. The district has established Board policy for the selection and evaluation of new instructional materials. The policy provides guidelines for the establishment of a committee of various stakeholders to review proposed materials and provide a rationale and recommendation for the selection of chosen materials.
 - o BP 6161. Selection and Evaluation of Materials
<http://gamutonline.net/DisplayPolicy/277974/6>
(UserName:G@Dt Ö ù b!ò\$ PI- ñSU

Interpretation:

I interpret this to mean that the district will institute measures to assess the quality, effectiveness and fidelity of implementation of its teaching and learning resources at both site and district levels. Staff will consistently monitor the content (alignment with standards, cognitive demand, accuracy, diversity and relevance), presentation (alignment of instructional components, organization, readability, pacing, and ease of use), and learning (differentiation, strategies, interventions, and assessments) to determine if program changes are warranted.

In accordance with Board Policy 1312.2, Complaints Concerning Instructional Materials, the district will establish procedures which will permit proper consideration of any formal request regarding the use of instructional materials. If necessary, a district review committee will convene to consider such matters and submit a written report of its findings.

- o Teachscape Walkthrough Observational Tool (See document in OE10.2 Appendix B)
 - o Sample English Language Arts Common Core Gap Analysis (See document in OE10.3 Appendix C)
 - o Sample Mathematics Common Core Gap Analysis (See document in OE10.3 Appendix C)
- x The district has in place procedures, which adhere to Board policy, for addressing formal requests made by parents and/or other stakeholders regarding the use of instructional materials. During the 2012-2013 school year, no formal requests were made, and hence, a review committee did not convene.
- o AR1312.2 Complaints Concerning Instructional Materials
<http://gamutonline.net/DisplayPolicy/277373/1>
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EVIDENCE OF COMPLIANCE
July 19, 2012 to July 18, 2013

Although technology is a critical component of the teaching and learning process, the district realizes that it is imperative to establish procedures and guidelines intended to monitor access and use of information generated via this medium, and as such, has implemented the following measures:

- x According to Board policy, each year, parents are asked to sign and submit the "Student Use of Technology/Internet and Electronic Communication" form found on in the Annual Parent and Student Rights Notification and Standards of Behavior. Ninety eight percent (98%) of the students returned the signed form. This data is used to generate district Ann5-

[http://www.scusd.edu/document/annuaparent_r\(Ann5\)-4.6\(t\)1.4\(s\)TTJ/TT1_1_Tf_3.5301_0_TD_0_Tc_<0003>Tj/TT2_1_Tf_.22](http://www.scusd.edu/document/annuaparent_r(Ann5)-4.6(t)1.4(s)TTJ/TT1_1_Tf_3.5301_0_TD_0_Tc_<0003>Tj/TT2_1_Tf_.22)

f Use of School Computers Access the Internet is a Privilege page 24
f Student Use of Technology/Internet Cocation Form r 33

- x schools provide the "Rules for Use of Computers Computer Networks" in rooms student access. These which students staff, protocol for using school accessing the mail e r

- o Rules for Use of Computers Networks
<http://scusd.s468.sureserver.com/general-information/acceptable-use-policy>

- x The district filter, the online activity of students the use of the students log in using the system to their log in. traffic of the address on is

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Interpretation:

I interpret this to mean that as outlined in Board Policy 6161, Selection and Evaluation of Instructional Materials, a collaborative team comprising of stakeholders will be established to facilitate the review and selection process for instructional materials. To engender greater participation in the process all recommended materials will be displayed and available for public inspection and comment. This is a clear avenue for interested individuals to share their thoughts, questions, concerns and ideas.

Beyond the adoption of instructional materials, stakeholders will be afforded multiple opportunities to provide input on other components of the instructional program. Such feedback may come in various forms including but not limited to advisory committees, surveys, focus groups, and task forces. Cultivating and fostering this type of an environment allows stakeholders to have a voice in the process, feel valued and empowered, resulting in a positive impact on the system.

Indicators for Compliance:

- x Data reflecting stakeholder participation on
 - o Advisory committees
 - o Task forces
 - o Focus groups
- x School climate and

procedures and instructional practices.

- o **Child Development Redesign** The Child Development Department continued to convene stakeholder groups in an effort to finalize program redesign recommendations. The redesign team was comprised of an eclectic mix of District stakeholders, i.e., staff, parents, community partners, SCUSD teachers, resource staff and union representatives etc. A total of five meetings transpired during the period July 2012 through October 2013, which was the culminating meeting. As indicated in the previous OE10 report, the redesign initiative was spurred by the need to look closely at all aspects of teaching and learning in early learning contexts and at other auxiliary services and supports offered to children and families in order to determine necessary program design modifications. Some of the recommended program modifications are already in progress.
- o **Achievement Gap Coalition** SCUSD convened its first Achievement Gap Coalition meeting on March 12, 2013, which included r

OE10.16: The Superintendent will review school attendance boundaries periodically