SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

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

Background/Rationale: The Board has directed the Superintendent to provide Monitoring Reports on a regular schedule at open session Board meetings. Monitoring determines the degree to which Board policies are being met. This report is designed to share progress toward the results the Board expects to see for the school system, as well as the effectiveness of the system's operations. This report, therefore, is a review of the organization's performance as it relates to Operational Expectations 10 - Instructional Programs.

The report includes the following information:
- The policy
- The Superintendent's certification
- Reasonable interpretation of the policy
- Evidence of compliance

After the Board meets in open session to discuss the report, two additional sections of the report will be completed by the Board Chair:
- Disposition of the Board (The policy is found by the Board to be "in compliance," "in compliance with exceptions," or "not in compliance.")
- Comments

The Board will discuss the data and conclusions from the Monitoring Report in open session. At the end of the discussion, the Board will vote as to whether it will accept the report, as presented, as evidence of reasonable interpretation and reasonable progress toward achieving the Board's policy. The Board will determine whether the policy is "in compliance," "in

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 Programs Monitoring Report
2. Appendices A – J can be viewed by clicking: http://www.scusd.edu/board-education-meeting/September-12-2013-board-meeting

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Estimated Time of Presentation: 5 minutes

Submitted by: Jonathan P. Raymond, Superintendent

Approved by: N/A

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Operational Expectation Monitoring Report
OE-10: Instructional Programs
July 18, 2013

PART I: THE POLICY

OE-10: 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'S CERTIFICATION

I certify that the information in this report is true for the period

beginning <u>July 19, 2012,</u> and ending <u>July 18, 2013</u>.

Based on this report, I believe the school system is

___ In compliance
___ In compliance with exceptions
___ Not in compliance

Signed: _____ Date: _____
         Jonathan 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 over-arching program is defined as the curriculum, assessment and instructional expectations of the district. These outline the "what" of the learning and teaching process that is implemented in all schools. Staff will regularly monitor and assess the instructional program at each school as a part of the ongoing supervision and support system, and provide assistance and intervention as needed to ensure students meet or exceed outcomes outlined in the Board's Results policies.

In addition, I interpret this expectation to mean that all students must engage in classroom, school-based, and school-sponsored learning experiences that address their current and emerging needs. Such experiences will prepare them for the subsequent grade level, afford them to meet the requirements and prerequisites for admission to California public colleges and universities and/or attain entry level employment skills in business or industry upon graduation from high school, as described in Education Code 51228 (*Graduation requirements; minimum standards; required curriculum; pupil demonstration of competence*).

OE-10.1: The Superintendent will ensure the active engagement of parents, guardians and community members in student learning.

Interpretation:

I interpret this to mean that our schools will engage in intentional, consistent interactions with parents/guardians. Research clearly shows that this is a key lever for building relationships and understanding that enhance school performance. Hence, our schools provide opportunities to help parents/guardians understand their child's and their school's educational data and assessments, and the link between data, classroom work and grades. In addition, parents/guardians have the opportunity to discuss with teachers how to improve their child's progress by participating in parent conferences, parent/teacher home visits and open houses, and by receiving information and ideas about how to help their child with homework and other curriculum-related activities, decisions, and planning. Additionally, parents/guardians are afforded the opportunity to participate in workshops (such as those about the role of parents in helping children meet state learning standards, effective parent-teacher conferences, and standards-based report cards) that provide additional support.

Furthermore, parents/guardians have a real ability to make a meaningful difference within their schools by engaging through School Site Council (SSC) participation in developing the School Development and Improvement Plan (SDIP). This action plan serves as a relevant and living document that outlines goals, strategies, and interim check points designed to improve student learning. This is done by building the capacity of parent leaders on the District Advisory Council (DAC), the District English Learner Advisory Council (DELAC), SSCs, PTAs and PTOs.

Indicators for Compliance:

- Percentage of parents participating in parent-teacher conferences at each school site
- Number of parent-teacher home visits
- Number of parent workshops offered
- Percentage of parents participating in parent workshops
- Workshop evaluations and/or feedback forms
- Number of school –sites that have PTAs/PTOs
- Percentage of parents serving on SSCs, PTAs, and PTOs

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

Note: Attachments not linked are found in Appendix A.

As a means of strengthening the home-school connection and actively engaging our parents/guardians and community, with the aim of improving student learning, the district has utilized multiple practices, which are indicative of the following:

- All elementary and K-8 schools held parent-teacher conferences twice (fall and spring semesters) during the school year. An average of 86% of the parents participated in parent-teacher conferences. Many teachers rescheduled conferences to accommodate parents when they were not able to meet during this time period.
  - o Elementary School Calendar Summary with Parent Conference Dates
    http://www.scusd.edu/sites/main/files/file-attachments/2013-14_elementary_school_calendar_summary.pdf

- Two thousand nine hundred one (2,901) parent-teacher home visits were conducted during 2012-2013 school year (as of 5/31/13).
  - o Parent-Teacher Home Visit Log Form

- Twenty-three (23) parents and community members participated in the 2012-2013 School, Family and Community Partnership Leadership Academy. The nine-session leadership series provided the participants the opportunity to expand their leadership skills and deepen their understanding of the issues, policies, and functions of our educational system.
  - o Meeting Dates and Session Topics

- Two thousand ninety seven (2,097) parents/community members participated in our *Parents as Partners* in Schools workshop series conducted at the following 20 school sites: Bret Harte, Ethel I Baker, Bowling Green McCoy, Bowling Green Chacon, Camellia, Elder Creek, Pacific, John Still, Parkway, John Cabrillo, Mark Twain, Isador Cohen, Caleb Greenwood, Peter Burnett, Susan B. Anthony, Sequoia, Woodbine, Sam Brannan, Fern Bacon, and West Campus.
  - o Sample Flyer
  - o Sample Workshop Handouts
  - o Sample Evaluation Form

- Three hundred fifty (350) parents/community members participated in the Parent Information Exchange (P.I.E.) held monthly.

- o Sample Agenda
- o Sample Workshop Handouts

- One hundred sixty-five (165) parents/community members participated in Common Core State Standards ELA and Math Parent workshops. Participants learned how the new Common Core State Standards will impact their children's learning, how they can assist their children, and they experienced what their children will be learning.
  - o Sample Flyer
  - o Sample Workshop Handouts

- One hundred eighty-two (182) parents participated in the GATE Orientation meetings and Advanced Placement (AP) workshop. At the GATE Orientation meetings, parents were provided information on the role of the GATE Program to meet the unique academic, social and emotional needs of gifted children; an overview of the GATE curriculum with an emphasis on the William and Mary language arts units; and information regarding the student placement and notification procedures. The AP workshop provided parents an opportunity to learn about the benefits of taking the PSAT, and how AP classes can provide students the opportunity to challenge themselves with college level work, and possibly earn college credit by passing the AP exams.
  - o Sample Flyer
  - o Sample Workshop Handouts

- One thousand one hundred eighty-six (1,186)) parents/community members participated in the following trainings/workshops: Physical Education Standards, School Site Wellness Councils/Committees, and SACS Training.
  - o Sample Participation Summary
  - o Sample Flyer
  - o Sample Workshop Handouts

- Four hundred five (405) parents/community members participated in our Community Advisory Committee trainings which were held on a monthly basis. Topics included IEP Preparation and Participation, Teaching Kids to Think, Fostering Social Skills, Occupational Therapy and Sensory Support, Accommodations/Modifications and Supplement Social Security Benefits.
  - o Sample Brochure
  - o Sample Flyer
  - o Sample Workshop Handouts

- An additional 149 preschool parents/community members participated in a variety of learning sessions addressing topics such as Positive Solutions for Families series, Health, Nutrition and Budgeting Your Personal Finances.
  - o Sample Flyers
  - o Sample Workshop Handouts
  - o Sample Evaluation Forms

- Forty-four (44) school sites have an active PTA and 19 school sites had an active PTO.
  - o Parent Group Matrix

- Forty-one percent (41%) of the members on School Site Councils are parents.
  Note the composition of parents differs at each level: Elementary is 50% and Secondary is 25%.

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

- Three thousand six hundred two (3,602) parents are members of PTA.
  o Sacramento Council of PTAs 2012-2013 Per Capita Membership

Note: Attachments not linked are found in Appendix A.

Compliance Status	In Compliance

OE-10.2: The Superintendent will ensure that instructional programs are based on a comprehensive and objective review of best practices research.

Interpretation:

I interpret this to mean that the district will select, develop, continue, discontinue or modify programs guided by the findings of best practices research. I interpret best practices to be those that have demonstrated significant effectiveness in improving achievement and learning of students with similar characteristics to those in SCUSD. I interpret "best practices research" to be based on commonly accepted research standards, and include information at the district, state, and national level.

Additionally, I interpret a comprehensive review to be inclusive of all best practice research, but focusing on program equity and access and the key principles of high quality instruction and curriculum, including standards alignment, academic rigor, academic English development, and alignment of assessment and instruction.

I interpret an objective review to follow a protocol that is data-based and protects against bias.
Indicators for Compliance:

- Learning System to include:
  - Procedures and expectations for the design of the curriculum that adhere to research-based learning practices in all content areas at all grades
  - Complete and comprehensive alignment and content review
  - Comprehensive review and replacement through new adoptions
  - Alignment to standards
  - Alignment with assessments
  - Targeted professional development using best practices
- Instructional materials adoption process
- Annual reviews of the curriculum and programs on a scheduled basis along with recommendations for program modification or termination based on student achievement and cost effectiveness

Note: Attachments not linked are found in Appendix B.

SCUSD ensures that instructional programs are based on a comprehensive and objective review of best practices in the following manner:

- A Learning System that includes:
  - o Procedures and expectations for the design of the curriculum that adhere to research-based learning practices in all content areas at all grades and are in accordance with Board Policy and Education Code. The district has a set of established guidelines ("Request to Develop or Revise a Course of Study") for developing new courses and revising existing courses to ensure that they are based on research-based learning practices. These procedures require that applications for new courses include a comprehensive narrative that outlines 1) a course program description, 2) rationale for course/description, and 3) course standards of proficiency/California Content Standards. No new district-wide courses were developed during the 2012-13 school year. One site-specific course request was submitted by Luther Burbank High School, Algebra I with Computer Programming and Robotics.
    - BP 6141 Curriculum Development and Evaluation - http://gamutonline.net/DisplayPolicy/277907/6 (User Name: saccity; Password: public)
    - Request to Develop or Revise a Course of Study Form
    - Curriculum Development/Instructional Materials Adoption Form

  - o The district ensures that instructional programs undergo a complete and comprehensive alignment and content review as outlined in Board policy. A variety of data is reviewed to assess the impact of the instructional program which includes, but not limited to, the following:
    - Identified Accountability Key Performance Indicators (SCUSD Performance Dashboard) to gather data on the effectiveness of the instructional programs.
    - Teachscape Walkthrough Observational Tool designed to capture snapshots of instructional practice and promote focused dialogue about improving teaching and learning.
    - Benchmark Assessments in Mathematics and English Language Arts
    - BP 6190: Evaluation of the Instructional Program - http://gamutonline.net/DisplayPolicy/278030/6 (User Name: saccity; Password: public)

  - o Grade K-6 mathematics and English Language Arts (ELA) curricular materials were reviewed. Although the current ELA adoption is over 12 years old, due to state statute (Senate Bill 70), the adoption of instructional materials is suspended until the 2013-14 school year. The state will approve mathematics textbooks for adoption in spring of 2014, and shortly thereafter, the district will engage in its adoption process for a 2014 implementation. In the meantime, the district continues to augment the program with supplemental materials and instructional approaches such as the William and Mary literacy curriculum and Balanced Literacy.

- 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. This transition includes the alignment of the instructional materials to the CA Common Core State Standards and the development of aligned curriculum maps, course syllabi, assessments, and supplemental materials.
    - Sample Open Court Reading Standards Correlation
    - Sample California Algebra-I Standards Correlation
    - Sample McMillian McGraw/Hill Mathematics Standards Correlation

- The district's instructional programs are aligned to both the state's summative and district-level benchmark assessments. The district has adopted the Curriculum Associates Benchmark Assessments. These assessments are aligned to the CA State Standards and assessments both in form and content and provide data on students' progress towards meeting the content standards.
    - Sample Curriculum Associates ELA Practice and Mastery Assessment Standards Correlation
    - Sample Curriculum Associates Mathematics Practice and Mastery Assessment Standards Correlation
    - District Benchmark Assessment Schedule

- To support quality implementation of the district's instructional programs the district engaged in a thorough analysis of data to inform the design of its professional development offerings for the 2012-13 school-year. Data reviewed included student achievement data (CST and Benchmark assessment results), information gained from classroom observations, and needs assessment as reported by site administrators and district leadership. The analysis of the data revealed a need for continued professional development on supporting students with diverse needs. To that end, the district offered multiple sessions focused on meeting the needs of English learners, students with disabilities, and Gifted and Talented students. In addition, the district's professional learning opportunities focused on transitioning to the new CA Common Core State Standards in ELA and mathematics.

    - 2012-2013 Professional Development Catalogue
      http://www.scusd.edu/sites/main/files/file-attachments/2012-2013_pd_update--master_1-15-13.pdf

- The district has Board policy that provides guidelines for the adoption of instructional materials. Due to existing state statute, the adoption cycle is suspended until 2013-14. Hence, no new instructional materials were adopted for the 2012-2013 school year.
    - BP6161.1 Selection and Evaluation of Instructional Materials - http://gamutonline.net/DisplayPolicy/277974/6
      (User Name: saccity; Password: public)

- The district conducts annual reviews of the curriculum and instructional programs to inform program modification and/or development. A review of site usage of ELA consumable materials in grades K-6 resulted in the decision to issue these materials on per request basis to reduce

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

OE-10.3: The Superintendent will base instruction and align the curriculum on district academic standards that meet or exceed state, national, or globally-recognized model standards.

Interpretation:

I interpret this to mean that the district's academic standards, which are based upon the California academic content standards, will challenge all students to reach their full potential. The district has begun the work of adopting the Common Core Standards which are national standards that are internationally benchmarked and are designed to better prepare students for college or career. Any other standards adopted or used by the district will reflect equivalent or greater rigor than the state standards. The standards shall also provide a basis for evaluating the instructional program, making decisions about curriculum, instructional strategies, and assessment, and, as required by law, evaluating teacher performance. Staff shall ensure that district standards are regularly reviewed and updated as necessary.

The word "curriculum" is interpreted to mean the academic program, core instructional materials, and associated assessments for each subject area, grade level, and course. Hence, I interpret "align the curriculum on district academic standards" to mean that all approved curricula will be aligned to and based upon the California standards. Furthermore, the assessment will be aligned to instruction of the content standards to effectively measure student progress and mastery of those standards.

Indicators for Compliance:

- List of district-adopted standards
- Standards-based pacing and instructional guides
- Course syllabi
- Process for reviewing and revising pacing guides
- Accountability Key Performance Indicators

Note: Attachments not linked are found in Appendix C.

- 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 standards 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/

- 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

- 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 (User Name: saccity; Password: public)
    - o English Language Arts and Mathematics Common Core Gap Analysis
    - o Sample Draft ELA Common Core Curriculum Map

- 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 college readiness indicators such as performance on the Early Assessment Program exam, college going rates, and AP/IB courses taken.
    - o SCUSD Performance Dashboard Results (Key Performance Indicators referenced in OE 10.2 – Appendix B)

Note: Attachments not linked are found in Appendix C.

Compliance Status	In Compliance

OE-10.4: The Superintendent will effectively measure each student's progress toward achieving or exceeding the standards.

Interpretation:

I interpret "effectively measure each student's progress" to mean that staff monitors the mastery of standards through the periodic administration of district benchmark assessments plus the analysis of the student-level and standard-level data throughout the year. Additionally, a variety of assessments are used to measure progress including classroom-based assessments, common assessments and performance assessments.

"Achieving or exceeding the standards" is interpreted to mean reaching "proficient" and "advanced" levels of performance as defined by the state of California STAR (Standardized Testing and Reporting) program, reaching district-established benchmarks on SCUSD assessments, meeting the University of California A-G requirements, and graduating from high school within four years.

Indicators for Compliance:

- Percentage of students performing at proficient and advanced levels on STAR tests
- Percentage of students performing at the proficient and advanced levels on the district benchmark assessments
- Percentage of students performing at the proficient and advanced levels on site-based assessments
- Percentage of students meeting the UC's A-G requirements
- Percentage of students graduating from high school within four years
- Early Assessment Program Test
- Percentage of students graduating from 2 and 4-year universities.

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

Note: Attachments not linked are found in Appendix D.

A multi-dimensional approach is utilized to measure students' progress towards achieving or exceeding the standards. This approach includes both state and district assessment results. The analysis of the data is used to determine programmatic changes as warranted. Since the results from the state administered assessments for 2012-2013 have not yet been released, some data points reflect results from 2011-2012 school year.
- The percentage of students in grades 2-11 scoring at the proficient or advanced level in four major domains on the California Standards Test (CST)/California Modified Assessment (CMA) of the STAR Program during the 2011-12 school year were as follows:
- 50% proficient or advanced in ELA
- 48% proficient or advanced in Mathematics
- 47% proficient or advanced in Science
- 44% proficient or advanced in History/Social Science
- STAR Test Results

- Approximately 49.2% of SCUSD students in grades 2-8 performed at the proficient or advanced level on the ELA district benchmark assessment in 2012-2013. Approximately 41% of SCUSD students in grades 2-8 performed at the proficient or advanced level on the Mathematics district benchmark assessment in 2012-2013. Currently, the district does not administer common assessments at the high school level. However, with the transition to Common Core, common assessments at the high school level will be developed.
    - Curriculum Associates ELA Benchmark Results
    - Curriculum Associates Mathematics Benchmark Results

- 45.3% of SCUSD high school graduates met the UC/CSU A-G course requirements as indicated in the 2011-2012 report.
    - 12th Grade Graduates Completing all Courses Required for UC and/or CSU Entrance http://dq.cde.ca.gov/dataquest/DistGrad.asp?cSelect=34674390000000--Sacramento+City+Unified&cChoice=DstGrdEth&cYear=2011-12&cLevel=District&cTopic=Graduates&myTimeFrame=S&submit1=Submit

- 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 results.
- Cohort Outcome Data for the Class of 2011-2012 http://dq.cde.ca.gov/dataquest/CohortRates/GradRates.aspx?Agg=D&Topic=Graduates&TheYear=2011-12&cds=34674390000000&RC=District&SubGroup=Ethnic/Racial

- 17% of SCUSD students in grade 11 were reported to be "College English Ready" as measured by the 2011-2012 EAP English Exam. 10% of SCUSD students in grade 11 were reported to be "College Math Ready" as measured by the 2011-2012 EAP Math Exam and 43% scored "conditional ready."
    - EAP Results

- The district is not able to obtain the percentage of student graduating from 2- and 4-year universities at the present time. However, as a result of its newly formed partnership with Sacramento State University and Sacramento City College, in future years, the district will have the capability to begin generating this information. However, based on the National Clearinghouse report, of the 2011-12 graduation class, 62% of the students attended a two-year or four-year college/university in the fall.
    - College Enrollment Data

Note: Attachments not linked are found in Appendix D.

Compliance Status	In Compliance

OE-10.5: The Superintendent will ensure that the instructional program includes opportunities for students to develop talents, career and life skills and interests in more specialized areas.

Interpretation:

I interpret this to mean that our comprehensive instructional program allows students to build their knowledge and skills in areas of their interests and culture. Through the instructional program, schools will

cultivate and foster an environment that is highly supportive of the arts and specialized elective courses and creates gateways for students to tap into their creative potential. Embedded within the instructional program are opportunities, such as our career academies, pathways, and smaller learning communities that are designed to connect learning with student interests plus strengthen the link between school and college/career, resulting in improved aptitude and the capability to succeed in work and life in the 21st century.

Indicators for Compliance:

- Number of arts (visual and performing) classes offered to our K-12 students
- Number of elective courses
- Percentage of students participating in career academies
- Percentage of students participating in multiple pathways program, Linked Learning

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

Note: Attachments are found in Appendix E.

To provide our students with a comprehensive educational experiences, the district has provided the following opportunities to its students:

- SCUSD offers a wide range of visual and performing arts (VAPA) programs/courses at all levels. These programs/courses not only provide students an opportunity to tap into their creative potential, but provide venues to complete high school graduation requirements and post-secondary admission requirements. Additionally, the VAPA courses allow students to explore career options of high interest and develop skills that are required by careers, such as architecture, digital design, music production, advertising, etc. Students in elementary schools were provided arts education during the school day. These classes include programs such as The Very Special Arts Program, Any Given Child Program, as well as Artists-in-Residence who work with classroom teachers to implement the Kennedy Center model of Arts Integration. One hundred twenty-one (121) sections of visual and performing arts classes were offered to 3,390 high school students and thirty-four (34) sections were offered to 855 students in middle schools. These courses ranged from traditional arts such as Ceramics, Drama, Piano Lab and Advanced Orchestra to a wide variety of digital arts, such as computer graphics, digital photography, and digital media design.
  - List of Visual and Performing Art Classes

- Middle school students engage in electives during their seventh and eighth grade school years. These courses are often a semester in length but are shorter on a "wheel" model. High school students are required to complete 65 credits of electives in order to graduate. Core courses that surpass our graduation requirements are counted as "electives" with respect to SCUSD graduation requirements, but students do engage in a rich offering of elective courses beyond the core. Over 250 elective courses exist outside the core academics (ELA, Math, SS and Science) in the course catalog. Four hundred twenty-one (421) periods of elective courses were offered in our middle schools and high schools (192 of these were career-themed courses).
  - List of Elective Courses

- Seven hundred ninety-nine (799) SCUSD high school students participated in 10 California Partnership Academies (CPA), which are housed as communities within our comprehensive high schools. Students in a CPA study in cohorts by grade level (grades 10-12). Three academic classes are paired with one technical class in grades 10-11 and one academic class and one technical class are paired in grade 12.
  - List of California Partnership Academies

- Twenty-five percent (25%) of SCUSD high school students participated in 14 Linked Learning pathways, which are small communities that integrate college preparatory coursework with technical courses. Most of the 799 students participating in the 10 California Partnership Academies (CPA) are counted within the 25%, since California Partnership Academies qualify as a sub-set of Linked Learning pathways.
  - List of California Partnership Academies
  - List of Linked Learning Pathways

Note: Attachments are found in Appendix E.

Compliance Status	In Compliance

OE-10.6: The Superintendent will ensure that the instructional program accommodates the different learning styles of students and differentiates instruction to meet the learning needs of students of various backgrounds, abilities and interests.

Interpretation:

I interpret this to mean that the instructional program offers breadth and variety such that students are afforded opportunities that integrate culturally relevant teaching and learning methodologies and enable the use of various learning modalities. Teachers will have an understanding of students' interests, learning styles, and readiness, and use this information to proactively plan intentional instruction characterized by clear learning objectives and varied approaches to what students need to learn, how they will learn it, and how they will show what they have learned.

Furthermore, knowing that all students do not learn at the same pace, the instructional program provides additional opportunities for learning via online delivery system, after-school programs, extended days, and summer programs. A continuum of specialized and alternative programs is also offered to ensure that students have access, that learning needs - from early childhood through adulthood - are met, and that they reach proficiency.

Indicators for Compliance:

- Number of teachers participating in targeted professional development such areas as: Differentiation of instruction, culturally relevant teaching and learning, English Language Learner/Development (ELL/ELD) strategies, etc.
- Classroom observation data

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

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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 were designed to build teacher capacity in the development and implementation of instructional practices that support the varied needs of our diverse student population.

- One hundred fifty (150) teachers engaged in targeted professional learning (Integrating Effective Instructional Strategies: Exploring the Interplay of Differentiated Instruction, Culturally Responsive Teaching and Specially Designed Academic Instruction in English (SDAIE), Meeting the Needs of English Learners and GATE) to enhance their skills and knowledge in methodologies aimed at addressing the varied needs of diverse learners.
  - o 2012-2013 Professional Development Catalogue
    http://www.scusd.edu/sites/main/files/file-attachments/2012-2013_pd_update--master_1-15-13.pdf
  - o Descriptions of the sessions may be viewed in the Professional Development Catalogue
    - ▪ Integrating Effective Instructional Strategies: Exploring the Interplay of Differentiated Instruction, Culturally Responsive Teaching, and Specifically Designed Academic Instruction in English(SDAIE)-page 44
    - ▪ Instructional Support for English Learners to Access the Common Core-page 45
    - ▪ Gifted and Talented Education-page 52-53
  - o Sample Workshop Handouts
    - ▪ Integrating Effective Instructional Strategies: Exploring the Interplay of Differentiated Instruction, Culturally Responsive Teaching, and Specifically Designed Academic Instruction in English(SDAIE)
    - ▪ Instructional Support for English Learners to access the Common Core
    - ▪ Gifted and Talented Education

- Classroom observation data were collected by principals as well as central office staff utilizing the Teachscape Observational Tool. Evidence from the Teachscape data revealed that teachers are implementing differentiated content, processes, products, and adapting environments to meet the needs of all students, but there is room for improvement.
  - o Teachscape Observational Tool – (See document in OE 10.2 – Appendix B)
  - o Teachscape Observational Tool Data - Differentiation of Instruction

- Samples of student work demonstrate that instructional methodologies offer students an array of opportunities to demonstrate learning. These methodologies include differentiated instruction, support for EL learners and extensions for gifted and talented learners which enable students the use of various learning modalities.
  - o Samples of Student Work
    - ▪ Integrating Effective Instructional Strategies: Exploring the Interplay of Differentiated Instruction, Culturally Responsive Teaching, and Specifically Designed Academic Instruction in English(SDAIE)

- ▪ English Language Learners
- ▪ Gifted and Talented Learners

- • 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 school-wide 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.
  - o SCUSD Principal Networks Purpose and Guidelines
  - o Principal Networks
  - o Instructional Rounds Agendas and Schedule

Note: Attachments are found in Appendix F.

Compliance Status	In Compliance

OE-10.7: The Superintendent will encourage new and innovative programs and instructional approaches, carefully monitoring and evaluating the effectiveness of all such programs and approaches at least annually.

OE-10.8: The Superintendent will encourage that all instructional programs are regularly evaluated and modified as necessary to assure their continuing effectiveness.

Interpretation:

I interpret "new and innovative programs and instructional approaches" as programs of instruction, including curriculum, assessment and instructional strategies, that fulfill the requirements of the district and state and yet encourage creativity to modify the curriculum, instruction, and/or assessment to meet the changing needs of learners in order to ensure that students meet or exceed the expectations of SCUSD's program of instruction. I define "innovative programs" to be creative services with a significant scope and size that address an identified need and impact a large community of learners at the school or district level.

I interpret "carefully monitoring and evaluating the effectiveness of all such programs and approaches" to mean examining data, both qualitative and quantitative, on a regular basis, to ensure that students enrolled in "new and innovative programs and instructional approaches" receive all of the services and supports that will enable them to meet or exceed district academic standards.

"Ensure that all instructional programs are regularly evaluated and modified as necessary" is interpreted to mean examining data, both qualitative and quantitative, on a regular basis to ensure that schools and

programs are following district and state standards of instruction, are meeting or exceeding District academic standards, and are providing supports and interventions for students according to the Response to Intervention model.

Indicators for Compliance:

- Open Enrollment registrations
- Percentage of students proficient and advanced on California Standards Tests
- California High School Exit Exam Pass Rates
- Graduation rates
- Dropout rates
- Adequate Yearly Progress
- Academic Performance Index
- Percentage of students meeting UC A-G requirements
- Parent and student surveys
- School Quality Review results
- School Development and Improvement Plans
- Early Assessment Program Test

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

Note: Attachments are found in Appendix G.

To measure the effectiveness of the instructional programs, the district uses a multi-dimensional approach that includes the examination and analysis of the indicated data sources. Programmatic changes such as a greater focus on academic rigor, English Language Learners, differentiated instruction, the conceptual understanding of mathematics, an approach to Balanced Literacy, and the implementation of the Men's Leadership Academy resulted from our analysis the data and attention to the instructional shifts as we transition to the Common Core.

- Two thousand three hundred nineteen (2,319) students were registered in schools or programs through Open Enrollment during the 2012-2013 school year.
    - Open Enrollment 2013

- The percentage of students in grades 2-11 scoring at the proficient or advanced level in four major domains on the California Standards Test (CST)/California Modified Assessment (CMA) of the STAR Program during the 2011-2012 school year were as follows
    - 50% proficient or advanced in ELA
    - 48% proficient or advanced in Mathematics
    - 47% proficient or advanced in Science
    - 44% proficient or advanced in History/Social Science
    - STAR Test Results – District Summary (See document in OE-10.4 - Appendix D)

- The percentage of students passing the California High School Exit Exam during the 2011-2012 school year were as follows:
    - 80% passed English Language Arts
    - 82% passed Mathematics

- 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

- 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.

- 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.
    - Participation Rate (Target- 95%)
        - ELA-99%- Met Target
        - Math-99%- Met Target
    - Percent Proficient
        - 26 Schools Met AYP Targets
            - ELA Target (67%)- SCUSD - 52.4%
            - Math Target (67%)- SCUSD - 56.7%

- The district's Academic Performance Index (API), which looks at growth in school performance across multiple subject areas, was 767 during the 2011-2012 school year. This is a growth of 8 points from the previous year.
    - API Results

- 45.3% of SCUSD class of 2012 high school graduates met the UC/CSU A-G course requirements. http://dq.cde.ca.gov/dataquest/DistGrad.asp?cSelect=34674390000000--Sacramento+City+Unified&cChoice=DstGrdEth&cYear=2011-12&cLevel=District&cTopic=Graduates&myTimeFrame=S&submit1=Submit

- SCUSD has trained all site principals in the School Quality Review process and has implemented district-wide implementation of a consistent and locally relevant quality review process. Teams of SCUSD leaders contribute to the SQR process and provide critical and supportive feedback to fellow principals during and after a SQR site review. This year the SQR process was performed on voluntary basis. Schools are using the data to inform revision and modification of the School development and Improvement Plan.
    - By the spring of 2012, 100% of SCUSD developed SDIPs and all plans are posted on the district website.
      http://www.scusd.edu/pod/school/school-development -improvement-plan-sdip

- 17% of SCUSD students in grade 11 were reported to be "College English Ready" as measured by the 2011-2012 EAP English Exam. 10% of SCUSD students in grade 11 were reported to be "College Math Ready" as measured by the 2011-2012 EAP Math Exam and 43% scored "conditional ready."
    - EAP Results (See document in OE-10.4 - Appendix D)

Note: Attachments are found in Appendix G.

Compliance Status	In Compliance

OE-10.9: 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.

OE-10.10: The Superintendent will assure that the district calendar and the time made available during instructional day assign priority to and best serve the learning needs of students.

Interpretation:

I interpret these to mean that in order to ensure that students achieve mastery of learning, maximizing every second of the school day must be a priority. The district calendar will provide a minimum of 175 student contact days with the expectation that teaching and learning will begin on the first day of each term. Schools will make every effort to provide blocks of uninterrupted learning time necessary to master subject content as well as promote time-on-task for learning and bell-to-bell instruction. This time allocated for instruction is valuable and should be shielded from superfluous interruptions. Hence, schools will protect the integrity of the instructional time and reserve it for optimal delivery and learning by instituting safeguards that avoid or limit interruptions (announcements, tardies, special events, non-instructional videos, etc.) not related to learning. Educational excursions will be approved if there is evidence to validate that they support the curriculum objectives and will enrich the learning experience.

Indicators for Compliance:

- District calendar
- Master schedules
- School climate survey
- Number of approved field trips
- Professional Development Program
- Administrative guidelines that limit interruptions

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

Note: Attachments are found in Appendix H.

- The 2012-2013 school calendars reflected the desired goal of a minimum of 175 days for student engagement with a total of 177 student contact days. Shortened days were minimized to provide optimal minutes of instruction.
    - o Traditional Attendance Calendar
      http://www.scusd.edu/sites/main/files/file-attachments/2012-13_attendance_calendar.pdf

    - o Elementary School Calendar Summary
      http://www.scusd.edu/sites/main/files/file-attachments/2012-13_elem_sch_cal_sum-trimester_sch_revision11-7-12_pdf.pdf

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- Secondary School Calendar Summary
  http://www.scusd.edu/sites/main/files/file-attachments/2012-13_sec_sch_cal_sum-semester_sch_revision11-7_12_pdf.pdf

- Master schedules reflected the goal to provide blocks of uninterrupted learning time necessary to master subject content in essential core academic content areas, as well as promote time-on-task for learning and bell-to-bell instruction as outlined in Board policy.
  - Sample Master Schedules

- The district has established policy to ensure that all school-sponsored trips enhance student learning, support curricular objectives, and do not detract from daily instruction. Three hundred fifty-five (355) educational excursions which support curriculum objectives to enrich the learning experience were approved during the 2012-2013 school year.
  - Sample Field Trip Request

- In an effort to limit time out of the classroom, the district intentionally planned for the majority of teacher professional learning to take place during hours outside of the school day. Fifty-two (52%) of teacher professional learning took place during the summer or after school; with a total of 216 sessions offered during the summer or after school, and 200 sessions offered during school hours. The district will continue to further minimize the impact on students and teachers with an even greater reduction in professional learning taking place during the school day for the 2012-2013 school year.
  - 2012-2013 Professional Development Catalogue
    http://www.scusd.edu/sites/main/files/file-attachments/2012-2013_pd_update--master_1-15-13.pdf

- Administrative guidelines limiting interruptions, which are driven by Board policy, have been established to ensure schools institute safeguards that avoid or limit interruptions (announcements, tardies, special events, non-instructional videos, etc.) not related to learning in an effort to protect the integrity of the instructional time and reserve it for optimal learning.
  - BP/AR 6116: Instruction - http://gamutonline.net/DisplayPolicy/277904/6
    (User Name: saccity; Password: public)

Note: Attachments are found in Appendix H.

Compliance Status	In Compliance

OE-10.11: The Superintendent will select instructional materials that assure continuity, integration, and articulation of the curriculum by course and program.

OE-10.12: The Superintendent will assure the availability of technology and other resources adequate to achieve the intended full implementation and success of an instructional course or program before adoption.

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 (band width, access, technical support, etc.) to ensure a quality implementation.

Indicators for Compliance:

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

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

- 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 recommendations for the selection of chosen materials.
  - o BP6161.1 Selection and Evaluation of Materials
    http://gamutonline.net/DisplayPolicy/277974/6
        (User Name: saccity; Password: public)

  - o AR6161.1 Selection and Evaluation of Materials
    http://gamutonline.net/DisplayPolicy/277975/6
        (User Name: saccity; Password: public)

- It is the practice of the district to conduct a single district-wide adoption of materials at the K-8 level. Due to the state's suspension halting the adoption of new instructional materials until 2013-2014, the district did not adopt any new instructional materials during the 2012-2013 school year.

Compliance Status	In Compliance

OE-10.13: The Superintendent will regularly evaluate instructional materials and maintain a procedure for reviewing such materials upon formal request by a parent or other stakeholder.

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. This report, along with staff's recommendations may be brought to the Board for consideration and final decision.

Indicators for Compliance:

- District benchmark assessment results
- Classroom observations
- Instructional Materials Evaluation Committee's evaluation notes
- Review Committee to address formal request
- Number of "Citizen's Requests for Consideration of Instructional Materials" form completed

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

To ensure that the current instructional materials are meeting the learning needs of students, the district uses a variety of measures to assess quality and effectiveness. Implementation modifications and/or development of supplemental materials are made when warranted. The district is currently moving towards 2014-2015 implementation of the CA Common Core State Standards in ELA and Mathematics. Using the Common Core State Standards as the lens, the district began the review of its current instructional materials to determine their alignment to these standards.

- An analysis of the district benchmark assessments, coupled with classroom observations and the move towards implementing the CA Common Core State Standards in ELA and Mathematics have led the district to exam its K-12 English Language Arts as well as K-8 mathematics and Algebra-I instructional materials. As a result, some of growth areas identified included a greater focus on: academic rigor and relevance, informational texts, integration of writing within reading, multiple opportunities to build conceptual understanding of mathematics, and a continued need to differentiate instruction and provide varying interventions. The district has begun exploring ways to revise the use of existing resources to address these gaps.
  - Curriculum Associates ELA Benchmark Results (See document in OE 10.4 - Appendix D)
  - Curriculum Associates Mathematics Benchmark Results (See document in OE 10.4 - Appendix D)

- o   Teachscape Walkthrough Observational Tool (See document in OE 10.2 - Appendix B)
- o   Sample English Language Arts Common Gore Gap Analysis (See document in OE 10.3 - Appendix C)
- o   Sample Mathematics Common Core Gap Analysis (See document in OE 10.3 - Appendix C)

- 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   AR 1312.2 Complaints Concerning Instructional Materials
    http://gamutonline.net/DisplayPolicy/277373/1
    (User Name: saccity; Password: public)

  - o   Citizen's Request for Consideration of Instructional Materials Form
    http://www.scusd.edu/sites/main/files/file-attachments/e_1312.2_complaints_concerning_instructional_materials.pdf

Compliance Status	In Compliance

OE-10.14: The Superintendent will adequately monitor and control student access to and utilization of electronically distributed information.

Interpretation:

I interpret this to mean that as schools afford students opportunities to use technology as learning tools to harness an abundance of information, it is imperative that the district establishes a secure, appropriate virtual learning space by instituting safeguards that supervise, examine, and manage students' usage. One way is drawing on Board Policy 6163.4, *Student Use of Technology* to teach responsible use, enforcing the rules outlined in the policy coupled with tracking and scrutinizing their time online. As clearly stated in the policy, "All district rooms with access to the Internet will post, in a prominent location, the acceptable use guidelines and regulations." In addition to keeping our students safe, it is important that we address issues of appropriate conduct online. Student must understand the "dos" and "don'ts" of downloading copyrighted works and the consequences of plagiarism, as well as utilizing the Internet as a vehicle to commit disparaging acts such as bullying fellow students. Every effort will be made to ensure safe use of technology resources and the Internet.

Indicators for Compliance:

- Percentage of signed Acceptable Use Policy forms
- Posting of Acceptable Use Policy
- Mechanism for monitoring students' computer use
- Copyright/plagiarism guidelines

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:

- 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 student accounts for students in grades 4-12. For the 2012-2013 school year, approximately 66% of the designated student population was assigned student accounts.
  - Annual Parent and Student Rights Notification and Standards of Behavior
    http://www.scusd.edu/document/annual-parent-and-student-rights-notification-and-standards-behavior-handbook
      - Use of School Computers and Access to the Internet is a Privilege - page 24
      - Student Use of Technology/Internet and Electronic Communication Form - page 33

- All schools post the "Rules for Use of Computers and Computer Networks" in rooms where students have Internet access. These rules, which apply to students and staff, address protocol for using school computers, accessing the Internet, unacceptable practices, and e-mail etiquette.
  - Rules for Use of Computers and Computer Networks
    http://scusd.s468.sureserver.com/general-information/acceptable-use-policy

- The district monitors the online activity of students through the use of the Internet content filter, LightSpeed Systems. As students log-in using district provided computers, the system identifies the Internet traffic patterns of the IP address on the computer, which is associated to their log-in.
  - LightSpeed Systems - http://www.lightspeedsystems.com/

- In addition to unacceptable practices outlined in the "Rules for Use of Computers and Computer Networks," the district has established clear regulations regarding the use of copyrighted materials. These administrative regulations are in accordance with Board Policy.
  - AR 6162.6 Use of Copyrighted Materials
    http://gamutonline.net/DisplayPolicy/277987/6
    (User Name: saccity; Password: public)

Compliance Status	In Compliance

OE-10.15: The Superintendent will ensure appropriate input from students, parents, teachers, administrators and other staff members involved in the instructional program as instructional materials are reviewed and selected.

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:

- Data reflecting stakeholder participation on
  - Advisory committees
  - Task forces
  - Focus groups
- School climate survey results

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

Note: Attachments are found in Appendix I.

- Due to the state's moratorium on the adoption of instructional materials, the district did not convene the Instructional Materials Evaluation Committee, which would include parents, community members, students, teachers and administrators, as outlined in Board Policy 6161, *Selection and Evaluation of Instructional Materials*. However, the district continues to treasure the input of its parents and community by ensuring multiple opportunities for these critical stakeholder groups to contribute and add value to a range of instructional initiatives. Below, is a sample of the 2012-2013 parent/community engagement opportunities pertaining to the instructional programs.
  - Common Core State Standards Workshops - In an effort to convey SCUSD's focus on ensuring that students are career and/or college ready, the Academic Office offered Common Core Workshops to parents/guardians during the 2012-13 school year. The 6 presentations that were delivered throughout the year (3 in English Language Arts and 3 in mathematics) were designed to provide a broad overview of the changes in ELA and mathematics curriculum and instruction, including student expectations. Parents/guardians were also provided some key strategies as to how to best support student learning in the Common Core State Standards. All of the meetings were held in the evening and translators were available in an effort to be responsive to parents' and guardians' language needs.
  - GATE Advisory Committee - To expand and strengthen advanced learning opportunities for gifted and high ability learners, the GATE Department has formed an Advisory Committee, which will assist staff in their efforts to articulate a clear and coherent message promoting site GATE Programs. This team will examine current site GATE programs, policies,

procedures and instructional practices.

- o Child Development Re-design - The Child Development Department continued to convene stakeholder groups in an effort to finalize program re-design recommendations. The re-design 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 OE 10 report, the re-design 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 individuals from a variety of stakeholder groups (parents, teachers, principals, district staff, community members, etc.). Over the past several months, members of coalition have had a laser-like focus on several critical areas such as student achievement data, student demographics, high school graduation rates, dropout rates, suspension rates, the number of SCUSD students that enroll in college, the number of SCUSD students that actually attain postsecondary degrees, etc. Members were also provided specific information on the effects of poverty on student achievement and the specific needs of English Language Learners (ELL). At one meeting, members were able to hear directly from ethnic minority students about the challenges they face and the high points of their schooling trajectory. In an effort to mitigate the Achievement Gap at SCUSD, the coalition has narrowed its focus on the following areas: (1) curricular/instructional programs; (2) professional development; (3) human resources; (4) equity and access; and (5) family and community engagement. Coalition members will form subgroups that will focus on a specific area, make recommendations and devise an action plan that will ameliorate the widening achievement gap at SCUSD. The coalition will convene sometime in August or September 2013 to report progress.

- o Significant Disproportionality Stakeholders' Group - During the months November 2012-January 2013, a large representative group of SCUSD stakeholders convened to discuss significant disproportionality. "Significant Disproportionality" is defined as the overrepresentation of specific groups in special education programs in relation to their representation in the overall enrollment of and/or the underrepresentation of specific groups in accessing intervention services, resources, programs, and rigorous curriculum and instruction. A plan to remedy the problem of significant disproportionality was presented to the SCUSD Board on January 17, 2013 and subsequently approved.

- Climate surveys regarding instruction were not conducted in the 2012-13 school year.

Note: Attachments are found in Appendix I.

Compliance Status	In Compliance

OE-10.16: The Superintendent will review school attendance boundaries periodically to assure reasonable balance in student enrollment.

Interpretation:

I interpret "review school attendance boundaries periodically" to indicate examining established neighborhood attendance boundaries, and when necessary, based on data, recommend proposed changes to the Board in a timely manner so that schools, families and students may be informed within an adequate timeframe before the beginning of the next school calendar year.

I interpret "to assure reasonable balance in student enrollment" to indicate optimal use of school facilities and transportation so that schools are neither over- nor under-enrolled and students attend the closest neighborhood school.

Indicators for Compliance:

- Enrollment Task Force report
- Student Enrollment Projections for school sites for upcoming school year
- Over-enrollment numbers for school sites

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

Note: Attachments are found in Appendix J.

The district is committed to the task of periodically reviewing its established school boundaries and enrollment process, which are reflected in the following actions:

- The twenty-one (21) member Boundary Task Force convened once in May 2013. The overarching purposes of the advisory committee are to: review school attendance boundaries in an effort to ensure reasonable balance in student enrollment, create cleaner feeder patterns, and eliminate non-contiguous boundaries affecting specific schools. The committee will be making a final advisory presentation and recommendations for adjusted boundary lines resulting from the 2012 and 2013 school closures in the very near future. The Superintendent will submit recommendations to the Board of Education for action. It is expected that the new boundaries will be confirmed sometime during the 2013-2014 school year.
  o Boundary Task Force Agenda

- Final student enrollment projections (as of June 25, 2013) for all SCUSD schools have been determined for the up-coming school year. The projected enrollment number for the 2012-2013 school year was 43,320. For the upcoming 2013-2014 school year, the projected enrollment number is 41,907, which represents a significant decrease in enrollment. Hence, SCUSD is projecting 3% declining enrollment compared to projections for the 2012-2013 school year.
  o 2013-2014 student enrollment projections

Compliance Status	In Compliance