



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.4

Meeting Date: March 15, 2018

Subject: Approve K-12 ELA/ELD Instructional Materials Adoption

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

Division: Academic Office, Curriculum and Instruction

Recommendation: Approve recommendations to adopt ELA/ELD instructional materials/textbooks for grades K-8 and approve the selection of English Language Arts/English Language Development (ELA/ELD) instructional materials for grades K-12. The materials recommended include:

- Grades K-6: Benchmark Advanced.Adelante (Benchmark Education)
- Grades 7-12: MyPerspectives (Pearson)

Background/Rationale: In the spring of 2016, an Instructional Materials Committee was convened to review and recommend ELA/ELD textbooks/instructional materials for Board approval. Teachers serving on this committee were selected based on their expertise with student populations represented within the district, including English Learners, Special Needs, GATE, and underperforming students. The teachers carefully analyzed these programs for ELA/ELD content alignment and standards, instructional programs, universal access, and assessments. The textbooks were on display for six weeks at the district office and were also available online for public viewing and input. After an in-depth review of the programs the Instructional Committee is recommending the aforementioned materials for adoption and Board approval.

Financial Considerations: \$6,000,000 funded from State Lottery Funds and Local Control Funding Formula Supplemental and Concentration Grant

LCAP Goal(s): College, Career, and Life-Ready Graduate

Documents Attached:

1. Executive Summary
2. Announcement for Public Display of Materials
3. Instructional Materials Evaluation Tool, <http://neatoday.org/2013/04/29/no-more-sit-and-get-rebooting-teacher-professional-development/>

Estimated Time of Presentation: 5 minutes

Submitted by: Iris Taylor, Chief Academic Officer

Matt Turkie, Assistant Superintendent of Curriculum and Instruction

Approved by: Jorge A. Aguilar, Superintendent

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I. Overview of the Instructional Materials Adoption

The California Common Core State Standards (CA CCSS) for English Language Arts (ELA)/Literacy, adopted in August 2010, highlight critical skills and expectations in ELA necessary to develop students' literacy in the twenty-first century. The standards emphasize the importance of building knowledge through a balanced study of content-rich informational and literary texts; fostering reading, writing, and speaking skills grounded in evidence from texts; developing careful analyses, well-defended claims, and clearly articulated information; and underscoring the need for regular practice with complex texts and academic language. In 2012, the State Board of Education also approved the California English Language Development (ELD) Standards, which are intentionally aligned with the CA CCSS for ELA/Literacy. These new ELD standards amplify areas of English language development that research has shown are crucial for academic learning. They describe key knowledge, skills, and abilities in core areas that are necessary for English learners to successfully engage with, and achieve success in, grade-level academic content. The interrelated alignment of these two new sets of standards called for in the *ELA/ELD Framework* forms the basis for remodeling our instructional practice and promoting literacy through critical thinking and problem solving, collaboration, and communication.

Existing instructional materials, purchased to align with the previous standards, are insufficient in meeting the increased expectation and rigor of the CCSS. The district is therefore seeking approval of a singular ELA/ELD instructional materials series for grades K-6 and an additional series for grades 7-12. Implementation of the materials will be effective beginning with the 2018-2019 school year.

II. Driving Governance

The district's Guiding Principle calls for all students to be given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options. Undergirding this charge is the imperative to ensure that students and teachers have access to instructional materials that are aligned to the rigor, depth, and complexity of the CCSS. As a result, students are better equipped with the competencies and dispositions that will enable them to compete in a world that is rapidly changing, technology-driven, and increasingly globally interconnected. Thus, the adoption of new instructional materials in ELA/ELD is essential to afford students access to the knowledge, skills, and understandings needed for their future academic and career success.

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Additionally, as per Board Policy 6161.1, *Instruction - Selection and Evaluation Of Instructional Materials*: The Governing Board believes that instructional materials should be selected and evaluated with great care so that they will effectively support the adopted courses of study and meet current curricular goals. The review of instructional materials shall be coordinated with the overall development and evaluation of the district's curriculum. Taken as a whole, district instructional materials should present a broad spectrum of knowledge and viewpoints, reflect the ethnic and cultural diversity of our society, and enhance the use of multiple teaching strategies and technologies.

III. Budget

The budget that supports the adoption of K-12 instructional materials for English Language Arts/English Language Development is \$6,000,000. The source of funding is the Local Control Funding Formula (LCFF) Supplemental and Concentration Grant Funds and the CA Lottery Fund.

IV. Goals, Objectives and Measures

The district is fully committed to implementing a college and career ready curriculum aligned to the CA CCSS for ELA and ensuring that students are given equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options. The district endeavors to implement the CCSS with fidelity and provide an infrastructure of support based on research, reform initiatives, and exemplary practices. This includes high-quality standards aligned instructional materials and professional learning that is continuous and fosters a deepening of subject matter knowledge and a greater understanding of learning for improving classroom practice and student achievement.

The district will use multiple measures to assess the quality and effectiveness of the implementation of the CCSS aligned instructional materials. Student achievement will be assessed using standardized measures such as the CAASP as well as curriculum embedded common district assessments within the materials. The fidelity of implementation of the instructional materials will be determined through evaluations of professional learning, observations of instruction in the classroom, and examination of student work. All results will be used to inform programmatic and systemic changes.

V. Major Initiatives

SCUSD's approach to selecting instructional materials aligned to the California English Language Arts/Literacy and English Language Development Standards consisted of three key strategies

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including convening an instructional materials review committee of primarily teachers, piloting two sets of materials over six weeks each in grades K-6 and 7-12 which included gathering feedback from students, and stakeholder outreach through e-connect and parent/community stakeholder groups, a materials display for public review and feedback, and online access to the materials through our SCUSD website.

Instructional Materials Committee

In May 2017, the district and our teachers' union worked together to form an ELA/ELD instructional materials adoption committee. Over the summer, 61 teachers spanning grades K-12, and including Special Education, Gifted and Talented Education (GATE), and Spanish Dual immersion teachers, met to review ELA/ELD curricular materials for adoption. The committee's work was guided by the 2015 Adoption Toolkit for ELA/Literacy and ELD written by the Curriculum and Instruction Steering Committee (CISC) of the California County Superintendents Educational Services Association (CCSESA). The review work began with an analysis of data to develop a district lens. The district lens work guided the committee to the decision to review Program Type 2 materials, that is - ELA with integrated and designated ELD components. Teachers reviewed Type 2 materials listed on the CA State Board of Education Adopted Programs list and additional materials chosen from edreports.org. Over the course of five full days, the reviewing teachers narrowed the choices from eight to two for grades K-6 and from ten to two for grades 7-12. Grade K-6 teachers decided to move forward with piloting Benchmark Advance/Adelante by Benchmark Education and Cengage/NatGeo's Reach for Reading. Grade 7-12 teachers decided to move forward with piloting MyPerspectives by Pearson and SpringBoard by the College Board.

Instructional Materials Pilots

Selected materials were piloted for six weeks each across the fall and into the winter of this school year. There were 47 K-6 piloting teachers across the district in 27 schools. There were 17 piloting teachers across grades 7-12 in nine schools. Piloting teachers taught, evaluated, debriefed, and analyzed each set of materials. Student work was collected and analyzed. Feedback was collected from piloting students.

Instructional Materials Outreach to Stakeholders

To afford a wider range of teachers, school leaders, parents, students, and community members the opportunity to review materials, the district displayed the top two sets of instructional materials selected by the committee at the Serna Center. On-line access to instructional materials was provided through our website. Stakeholders were alerted through e-connect. Feedback was collected utilizing a paper or an electronic feedback form. Data from the feedback forms were gathered and analyzed by the instructional materials committee as an

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integral component of the decision making process.

VI. Results

After an in-depth review of the ELA/ELD Instructional Materials, the Instructional Materials Committee recommends the following for Board adoption:

- Grades K-6: Benchmark Advanced.Adelante (Benchmark Education)
- Grades 7-12: MyPerspectives (Pearson)

A summary of the strengths and challenges of each program are outlined below:

	Strengths	Challenges
Benchmark Advance Benchmark Adelante	<ul style="list-style-type: none"> • Materials were built from guidance from the CA Framework for ELA/ELD instruction and focus on accessing complex text, citing evidence, and growth and transfer of higher order thinking skills • Strong selection of assessments, including informal, weekly, unit and interim. Including online assessments aligned to SBAC • Strong integrated and designated ELD instructional support • GATE instruction aligned to best research practices • Differentiated instruction supported by sets of leveled texts • Articulated content across grade levels • Content aligned to NGSS and HSS • Parallel program in Spanish, called Benchmark Adelante, with 70% authentic Spanish texts • Clever integrated • Will be Illuminate integrated • Plans for G-Suite integration 	<ul style="list-style-type: none"> • Additional supports may be needed in the area of writing over extended time frames (time for research, reflection, and revision). • May require more emphasis and explicit instruction in genre-based writing instruction
MyPerspectives	<ul style="list-style-type: none"> • Organized using the Five Key Themes of Instruction found within the CA ELA/ELD Framework: Effective Expression, Meaning Making, Building Content Knowledge, Language, Foundational Skills • Integrated ELD instruction and Designated ELD instruction • High level of rigor • Students may work on line to complete assignments • Selections of texts are student-relevant and diverse • Rich opportunities for collaborative discussions 	<ul style="list-style-type: none"> • Within the materials, the revision process of writing instruction may need more emphasis

VII. Lessons Learned/Next Steps

Lessons Learned/Next Steps

- As instructional materials become more technology based/rich, the district will need to reassess its plans for building a stronger technology infrastructure.

Next Steps

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Next steps in the district's implementation of the adopted instructional materials include, but are not limited to the following:

- Provide professional learning for leaders and teachers to build their capacity to effectively utilize the adopted instructional materials including addressing the challenge areas identified by the instructional materials committee.
- Revise the ELA/ELD curriculum maps to outline expectations and use of the newly adopted instructional materials and provide professional learning on their use.
- Assess the curriculum embedded assessments for recommendations for use in classrooms and for district-wide assessments.
- Develop and provide workshops for parents/guardians on effective use of the adopted instructional materials.



Materials Adoption

English Language Arts/English Language Development



We currently have 162 teachers across the district, grades K-12, piloting ELA/ELD materials for our ELA/ELD materials adoption. Please go to www.scusd.edu/elaeld-materials-adoption to explore these materials online and give feedback or come to the display at Serna Center and give feedback. Thank you!

Materials on Display at Serna Center

5735 47th Avenue in the upstairs lobby, weekdays:
January 16 through February 28: 8 a.m. to 5 p.m.
January 18 and February 1 & 15: 8 a.m. to 9 p.m.



Adopción de los Materiales

Lengua y Literatura en Inglés (ELA)/Desarrollo del Idioma Inglés (ELD)



En este momento tenemos 162 maestros en todo el distrito, de Kindergarten a 12^o grados, que están probando los materiales de ELA/ELD para que sean adoptados.

www.scusd.edu/elaeld-materials-adoption

Por favor presione aquí para examinar estos materiales por internet y luego aporte sus comentarios o venga al mostrador ubicado en el Serna Center. ¡Gracias!

Los materiales serán exhibidos en el Serna Center

5735 47th Ave, en el vestíbulo del segundo piso desde
el lunes a viernes

el 16 de enero al 28 de febrero de 2018 de 8 a.m. - 5 p.m.
y hasta las 9 p.m. el 18 de enero y el 1 & 15 de febrero



採用教材

英語語言藝術/英語語言發展



我們全學區目前一共有162名K-12年級教師，試用ELA/ELD教材。請家長點擊這裡以便能在線瀏覽這些教料，然後提供反饋或來Serna中心參觀採用教材的書展。謝謝！

www.scusd.edu/elaeld-materials-adoption

在**Serna**中心展出的教材
5735 47th Ave 樓上大堂

平日, 2018年1月16日 – 2月28日
從上午8時至下午5時

1月18日和2月1 & 15日
從上午8時直到晚上9點