

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

Agenda Item 12.2

Meeting Date: October 6, 2016



track to graduate college and career ready and the Local Educational Agency (LEA) plan which is designed to enable schools to substantially assist students to meet academic standards.

N/A

We are fully committed to using multiple measures to assess the quality and effectiveness of our actions and services to successfully accomplish our goals outlined in our Strategic Plan, LCAP, and LEA Plan.

SCUSD has instituted a multi-faceted approach to standards implementation and has identified five key levers for implementation and impacting student achievement. These levers are incorporated in the district's new Strategic Plan 2016-21, the LCAP and the LEA Plan and include a focus on: a) staff capacity building, b) instructional materials and pedagogy, LC

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summer and during the school year. Teachers continue to grow in their learning journey and have increased their capacity to implement the ELA CCSS.

Next Generation Science Standards (NGSS)

In 2013, California adopted the Next Generation Science Standards (NGSS) which will culminate with assessments in the 2018-19 school year. Similar to the CCSS, the NGSS call for shifts in teaching and learning to foster an equitable student centered classroom dedicated to rigorous learning. To this end, the Academic Office and Sacramento City Teachers Association partnered in the spring of 2015 to unify a vision for science instruction. The result was a district NGSS implementation plan centered around a mentor model for professional learning with the ultimate goal of preparing teachers for the NGSS. From that plan, a district team was formed consisting of a Science Coordinator, 2 training specialists and 9 science mentors. To date, 115 teachers have engaged in at least 6 hours of district level professional learning over the 2015-16 school year including a multi-day summer institute. In 2016-17, 32 schools will receive coaching support from district training specialists or site-based science mentors. In addition, the team will conduct a four-session professional learning series for interested teachers.

English Language Development (ELD)

The district has greatly increased its ELD professional learning opportunities for teachers and principals over the past few years. In 2015-16, the teachers and principals of two elementary schools, John Still and Ethel Phillips, participated in more than 40 hours of ELD professional learning that was based on the CA ELA/ELD Framework and funded by a federal i3 grant. This summer cohort two of the i3 grant began and included Bowling Green McCoy, Bowling Green Chacon, and Susan B. Anthony. Because this ELD professional learning model was popular with teachers and sparked change in practice in many classrooms, we used it to provide professional development to 220



The Academic Office and Equity Office are working collaboratively to integrate SEL and the CCSS/NGSS as a major strategy to close persistent opportunity gaps. The work has largely occurred within the context of establishing classroom rituals and routines that build SEL competencies and support learning in writers and readers workshop and when engaging in rigorous mathematical tasks. In addition, the district is focusing on building growth mindsets through both the SEL and CCSS/NGSS professional learning. Understanding the inner workings and impact of implicit bias is also a major component in the SEL professional learning and will impact teachers' interactions and engagement with students in a variety of settings.

Support Staff Capacity Building

The district recognizes the critical role of support staff and has intentionally designed professional learning sessions to build their capacity to assist in implementation of the CCSS. The Academic Office conducts a professional learning series for instructional aides which concentrate on specific strategies they can employ to assist students in meeting the demands of the CCSS. In addition,



student progress towards meeting the CCSS, the district has experienced moderate increases in student performance, however there is still a great deal of room for improvement. In addition to these measures, other indicators of impact include the following:

Principal meetings and instructional rounds reveal that site leaders have greater capacity to recognize the instructional shifts that should be evidenced in classrooms. Surveys of administrators indicate that training specialists support is valued and there is a need for additional support.

Classroom observations indicate that teachers are providing more opportunities for academic discourse.

Feedback from parents indicate that they are enthusiastic about the changes and desire to learn more about what the new standards mean for their children's education.

Feedback from teachers indicate that they found the summer professional learning sessions valuable and are interested in continued CCSS/NGSS professional learning.

The district has learned many lessons since initial implementation of the CCSS. Key lessons learned are outlined below:

There are no shortcuts to deep learning and changed instructional practice.

The shifts in instruction required by the CCSS and NGSS are a major cultural change and require time, continuous learning, and collaboration.

An infrastructure of support is vital for both students and adults.

Bringing the CCSS and NGSS to fruition is a huge undertaking that requires commitment from all layers of the system.

Next steps in the district's' standards implementation include the following:

Continue to improve, and expand the professional learning for staff

Expand the integration of instructional supports for diverse student populations into the professional learning sessions.

Build upon the ELA and Math curriculum maps including growing the bank of electronic resources within and develop NGSS-aligned curriculum maps for science courses.

Expand instructional supports including videos of effective practice, text resources, and sample lessons/units and assessment practices.

Refine the district's CCSS-aligned assessment practices.

Expand the district's parent/stakeholders communication and engagement strategies

Build the capacity of teachers and leaders in collaborative lesson/unit planning and analysis of student work.

Continue to engage teachers and leaders in instructional rounds.

Develop a multi-tiered system of supports to provide academic supports for all learners.