

## State Priority 2: Implementation of State Academic Standards

On January 17, 2017, the State Board of Education established a process for measuring implementation of state academic standards, one of the local measures in the new state accountability system. This report is a narrative summary of our progress in the implementation of state academic standards based on a locally selected measure or tool.

### Selection of Measurement Tool

Districts were offered a choice between using a state reflection tool or a locally selected measure or tool. The state tool is focused on a variety of inputs, including training, policies, and classroom walkthroughs, and the information from that tool is a sampling of many aspects of standards implementation. We had a different interest.

The purpose of this measure is to provide information to help us evaluate the effectiveness of actions and services in the LCAP related to standards implementation, and we believe the best way to find out where we are in relation to standards implementation is to ask our teachers. They have the most useful knowledge about where standards are fully implemented and where additional training, materials, and/or support are needed.

To make the process as simple as possible, we developed a rating scale which teachers used to let us know where they are in the process of implementing California standards in various subject areas. The areas of strength and areas that need additional support show up clearly in the data we received through the use of this tool.

1—Exploration and Research Phase	2—Beginning Development	3—Initial Implementation of Some Standards	4—Full Implementation	5—Full Implementation including Aligned Intervention or Real-World Experiences
You may be aware there are new standards and a new Framework, but have not necessarily read them, nor implemented anything new in your classroom.	You have read the new standards and Framework and compared them to the old standards. You are starting to think about making changes to instruction.	You are aware of the new standards and are beginning to teach some standards-aligned lessons, <u>but you do not have aligned materials and have not made major changes.</u>	You have a pacing guide that supports the new standards, and you have <u>aligned instructional materials.</u> You are <u>teaching the new standards,</u> and student <u>assessment is aligned.</u>	You are <u>teaching and assessing</u> the new standards and using <u>intervention and support systems</u> that have also been aligned. For courses outside the academic core, the program includes real-world experiences, either brought into the classroom or outside the school (authentic practice).

### What are standards?

Content standards define the knowledge, concepts, and skills that students should acquire at each grade level or in each secondary course.

### What are frameworks?

Curriculum frameworks provide guidance for implementing the standards. They include detailed descriptions of how the standards are to be implemented at different levels, and include best practices in assessment, instructional strategies, equity and access, and instructional materials selection.

### How long should it take teachers to implement changes to standards as outlined in California frameworks?

It takes the state between one and two years to revise frameworks after new standards have been adopted. Usually the framework is adopted in late fall, and instructional materials begin to be available for review in late fall of the following year. We would plan to select materials that spring and implement the materials the following year. It takes teachers about three years after the adoption of the framework to fully implement new standards.

We will consider our district to have met the requirement to implement new standards if teachers rate implementation in the full implementation range (4.0 to 5.0) within three years of the release of a new framework and instructional materials.

### **Data from Elementary Schools**

We surveyed teachers about implementation of the following standards using the five-point scale on the previous page. We had 125 total respondents.

- English Language Arts, *English Language Arts/English Language Development Framework*, 2014
- English Language Development, *English Language Arts/English Language Development Framework*, 2014
- Mathematics, *Mathematics Framework*, 2013
- Next Generation Science Standards, *California Science Framework*, 2016; instructional materials 2018
- History-Social Science Standards, *History-Social Science Framework*, 2016

Elementary Teacher Implementation Ratings	2017	2018	2019
English Language Arts	4.6	4.5	4.4
English Language Development	4.6	3.8	3.9
Mathematics	4.4	4.4	4.3
NGSS Science	1.8	2.8	3.8
History-Social Science	1.9	2.7	3.4

We have just begun implementation of new NGSS-aligned science materials this year. Grades TK-5 are using *Twig Science*, and grade 6 is using *Amplify Science*, the sixth grade level of the middle school curriculum.

#### **Data from Middle School**

Middle school has had a low response rate in previous years, but this year the response improved.

Middle School Teacher Implementation Ratings	2019
English Language Arts	4.2
English Language Development	3.4
Mathematics	4.0
NGSS Science	4.0
History-Social Science	4.3

#### **Data from Travis Education Center and Travis Community Day School**

Observational evidence shows teachers in alternative education plan creative lessons that are highly engaging to students, emphasizing real-world application of the standards. Their lessons also include instruction and practice in foundational skills students may have missed. The result is high motivation and a high graduation rate.

Alternative Education Teacher Implementation Ratings	2019
English Language Arts	5.0
English Language Development	5.0
Mathematics	4.0
NGSS Science	2.0
History-Social Science	N/A

#### **Data from Vanden High School**

The response rate from core academic teachers is shown below. This year, the response rate from elective subject areas was too low to provide meaningful data.

Vanden High Teacher Implementation Ratings	2019
English Language Arts	4.5
English Language Development	4.3
Mathematics	4.2
NGSS Science	3.6
History-Social Science	4.3
World Languages	2.0

NGSS Science is relatively new, and professional development in this area continues. Our elementary team had a full day of training in science standards and curriculum implementation before school started this year, and teachers report implementation is going well and students are enjoying the experience.

## **Impact on LCAP for 2019-20**

### From 1.1 Elementary MTSS

Improve MTSS in elementary schools and better support teachers by redesigning the role of the Assistant Principal (2.0 FTE) to achieve improved outcomes for high needs students. Increase support to teachers and improve the quality of our MTSS by providing TOSAs (3.0 FTE) to provide coaching on effective instructional strategies; to compile, interpret and present data; to work directly with high needs students; to support school operations; and to lead SST and other meetings to improve student outcomes. Provide training for administrators and TOSAs to improve their ability to support teachers, instruction, and student learning. [1.1.01]

Provide STEM and CTE themed summer programs that use a highly engaging context to provide high needs students with the opportunity to improve academic skills, with a focus on math. Provide priority enrollment for high needs students. [1.1.05]

### From 1.2 Secondary MTSS

Support math teachers in improving student success in math through coaching from the Solano County Office of Education, and support additional math staffing. [1.2.02]

### From 1.3 Special Education

Expand and improve co-teaching and push-in support through training and increased coaching support for staff. Provide training, coaching, and master schedule support for co-teaching teams (content area teacher and Special Education teacher working together) on structures and instructional strategies to support the success of students with exceptional needs in regular classrooms. Train and coach paraeducators providing push-in support. Provide training for administrators in effectively managing special education. Provide training and coaching for general education teachers in working effectively with paraeducators. Provide staff with training and coaching on strategies for working with students with challenging behavior. [1.3.01]

Make learning accessible to all students by implementing Universal Design for Learning. Work with the Solano County Office of Education to provide training in Universal Design for Learning (UDL), the development of flexible learning environments that can accommodate individual learning differences. Invite teachers to participate in a summer UDL institute. All secondary teachers will participate in a full-day UDL training before school starts, with follow up training and coaching during the school year. [1.3.02]

Improve SDC programming by continuing to use data and training to refine and develop special day class programs, including SDC, TAP, and SCIL. Provide training to general education teachers to support inclusion and increased time in general education. Locate programs so that a student can attend the same elementary school from Kindergarten through sixth grade. [1.3.03]

Continue to improve individualized instruction for students by using evidence-based programs such as Orton-Gillingham, Lindamood Bell, Unique Learning Systems, and other intervention materials to facilitate learning for students who are not making adequate progress using adopted core materials. [1.3.04]

#### From 1.4 College and Career

Continue work with No Excuses University to educate every student in a way that prepares them for college and career through implementation of six exceptional systems: 1) a culture of universal achievement; 2) teacher collaboration; 3) standards alignment; 4) assessment to improve learning; 5) data management for informed instructional decisions; and 6) interventions to close learning gaps. [1.4.01]

#### From 2.1 Equity and Socio-Emotional Wellness

Build the capacity of staff to be responsive to the communities we serve. Eliminate the correlation between social and cultural factors and student success by examining biases, interrupting and eliminating inequitable practices, and creating inclusive conditions for all students through the lens of historically underserved and underrepresented groups. Support our staff in expanding their repertoire of strategies that are culturally responsive and effective for students who are affected by bias or trauma. Develop staff skills in building respectful, open, and compassionate relationships with students and in effectively and immediately addressing biased statements and actions. Document and improve PBIS processes, including the use of restorative practices, and train staff in their effective use. Support the work of PBIS/SST Coordinators in elementary schools and Culture and Climate Teams at Golden West and Vanden. [2.1.01]

#### From 4.2 Textbooks

Provide *Studies Weekly* standards-aligned social studies materials for K-5 students. [4.2.02]

Select, purchase, and implement new instructional materials for elementary science. [4.2.03]

#### From 4.3 Technology

Provide technology to enhance elementary school implementation of Next Generation Science Standards with integrated engineering by providing a set of iPads for early primary grades, a set of laptops for upper grades, and a set of digital microscopes for each elementary school. Train elementary teachers in integrating technology into STEM curriculum. [4.3.02]

Provide computers and probeware to enhance implementation of the Next Generation Science Standards with integrated engineering at Vanden. Provide Vanden science teachers with PLC and training time to learn to use their new probeware and to plan the integration of engineering and technology into NGSS-aligned science courses. [4.3.03]