

SAN LORENZO UNIFIED SCHOOL DISTRICT BOARD POLICY

Instruction

BP 6011

STANDARDS BASED ACCOUNTABILITY SYSTEM

The Governing Board of the San Lorenzo Unified School District recognizes and supports the implementation of a standards-based accountability system that provides the foundation for high student expectations and a belief that every student can achieve. A standards based accountability system is a process for defining student achievement and has the following components:

- Content Standards
- Performance Standards
- Multiple Assessments
- Professional Development
- An aligned Intervention Program
- A comprehensive communication system for all stakeholders

A standards based accountability system is based on a cycle of planning, teaching, assessing and reteaching until the student demonstrates mastery.

The components described above have been captured in the San Lorenzo Unified School District's Local Education Action Plan, which is based on the implementation of the Nine Essential Program Components.

Introduction

The Essential Program Components (EPC) support academic student achievement in English/reading/language arts and mathematics as measured through grade-span Academic Program Surveys (APS). The EPCs are designed to meet the needs of all students through State Board of Education (SBE)-adopted and standards-aligned instructional materials including interventions, appropriate instructional time and pacing schedules, professional development for teachers and administrators, assignment of fully credentialed highly qualified teachers, use of data obtained from a student achievement monitoring system, instructional support, teacher collaboration, and fiscal support.

Nine Essential Program Components

1. **Use of State Board of Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language arts and mathematics instructional materials, including intervention materials**

Elementary School Level: The school/district provides the most recent SBE-adopted core instructional programs, including accelerated interventions, for reading/language arts and mathematics, documented to be in daily use in every classroom with materials for every student.

Middle School Level: The school/district provides the most recent SBE-adopted core

instructional programs in English/reading/language arts, documented to be in daily use in every classroom with materials for every student.

High School Level: The school/district provides state standards-aligned English/reading/language arts textbooks in all classrooms for all students enrolled in ninth and tenth grade English/reading/language arts courses, including SBE-adopted English/reading/language arts intervention program textbooks for appropriate students, as well as SBE-adopted mathematics textbooks in all classrooms for all students enrolled in remedial mathematics, Pre-Algebra and Algebra 1 courses.

2. Instructional time (adherence to instructional minutes for English/reading/language arts and mathematics (K-8) and high school access to standards-aligned core courses)

Elementary School Level: The school/district complies with and monitors implementation of instructional time for the adopted core programs for reading/language arts, reading intervention, core mathematics, as well as provides additional time for students needing mathematics intervention. This time should be given priority and be protected from interruptions.

Middle School Level: The school/district complies with and monitors implementation of instructional time for the adopted programs for core English/reading/language arts, reading intervention, core mathematics, as well as provides additional time for students needing mathematics intervention. This time should be given priority and be protected from interruptions.

High School Level: The school's master schedule and English/reading/language arts and mathematics course pacing schedules reflect effective use of instructional time and provide all students access to English/reading/language arts, reading interventions, mathematics, Pre-Algebra, and Algebra I courses and instruction needed to master the required skills to pass the related components on the California High School Exit Examination (CAHSEE).

3. School Administrator Training Program- Assembly Bill (AB) 430 (Chapter 364, Statutes 2005) on SBE-adopted instructional materials (pending funding availability)

Elementary School Level: The district provides the school's principal and vice-principal(s) with AB 430 Administrator Training Program (ATP), Module 1, Leadership and Support of Student Instructional Programs, through an SBE-authorized provider. Modules 2 and 3 are optional but recommended. This requirement is fulfilled when the principal(s) completes 40 hours of training institute and 40 hours of practicum in the school/district-adopted reading/language arts (elementary school core program K-6), including interventions, and mathematics programs.

Middle School Level: The district provides the school's principal and vice-principal(s) with AB 430 Administrator Training Program (ATP), Module 1, Leadership and Support of Student Instructional Programs, through a SBE-authorized provider. Modules 2 and 3 are optional but recommended. The training institute features the district's adopted

English/reading/language arts program, or the English/reading/language arts intervention program, and the district's SBE-adopted mathematics program. The ATP, Module 1,

includes 40 hours of training institute in the district's adopted E/R/LA core or E/R/LA intervention programs and mathematics program, and also includes 40 hours of structured follow-up practicum.

High School Level: The district provides the school's principal and vice-principal(s) with AB 430 Administrator Training Program (ATP), Module 1, Leadership and Support of Student Instructional Programs, through an SBE-authorized provider. Modules 2 and 3 are optional but recommended. The training institute features the school's adopted English/reading/language arts program, including the interventions programs for E/R/LA or the school's program for SBE-adopted mathematics program, Pre-Algebra, and Algebra 1 in use at their site. The ATP, Module 1, includes 40 hours of training institute in one of the multiple combinations of English/reading/language arts and mathematics in use at their site and 40 hours of structured follow-up practicum.

4. **Fully credentialed, highly qualified teachers and AB 466 (Chapter 737, Statutes of 2001) (Senate Bill [SB] 472, pending) Professional Development Program on SBE-adopted instructional materials (pending funding availability)**

Essential Program Component (EPC) #4 has two parts.

- a. Fully credentialed, highly qualified teachers by June 2007.

Requirements for No Child Left Behind (NCLB) Teacher Compliance: Teachers of core academic subjects must have: a bachelor's degree; hold an appropriate credential or intern certificate (must be currently enrolled in an approved California Commission on Teacher Credentialing [CCTC] intern program); and demonstrate subject matter competence.

- b. District provides teachers of English/reading/language arts and mathematics with the appropriate AB 466 (SB 472, pending) Professional Development Program through a SBE-authorized provider.

A majority of K-8 teachers attend AB 466 Professional Development Program (40 hours of institute and 80 hours of practicum). The training features the district's adopted core program and/or intervention programs for English/reading/language arts and district's adopted core programs for mathematics for each teacher's grade level and program.

Ninth and tenth grade English/reading/language arts teachers are supplied with AB 466 training. Pre-Algebra, Algebra 1, and mathematics teachers are provided with professional development focused on SBE-adopted instructional materials for Algebra 1 (AB 466). Remedial mathematics teachers are provided professional development on instructional materials used at their site.

5. Student achievement monitoring system (use of data to monitor student progress on curriculum-embedded assessments and modify instruction)

The school/district has an assessment and monitoring system (e.g., every six to eight weeks) which may include curriculum-embedded assessments available as part of the adopted program. These assessments inform teachers and principals on student progress and effectiveness of instruction in all English/reading/language arts and mathematics classrooms. These curriculum-embedded assessments are based on the adopted English/reading/language arts and mathematics programs. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they will provide a basis for the monitoring system.

6. Ongoing instructional assistance and support for teachers (use of content experts and instructional coaches).

The schools/district provides instructional assistance and support to all teachers of English/reading/language arts and mathematics. Elementary, middle, and ninth and tenth grade English/reading/language arts and mathematics (Algebra 1, and remedial mathematics) teachers receive ongoing support offered by the school and district. Possible options for providing support include coaches/content experts who work inside the classroom to support teachers and deepen the knowledge about the content and delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.

7. Monthly teacher collaboration by grade level (K-8) and department (9-12) facilitated by the principal

The school/district facilitates and supports teacher grade-level collaboration on a regular and frequent basis for elementary, middle, and high school English/reading/language arts and mathematics teachers to focus on the use of curriculum-embedded assessment data and data review to strengthen implementation of the SBE-adopted English/reading/language arts and mathematics programs. Time must be built into the calendar so that staff has regular opportunities to meet by department and subject matter, review the results of embedded assessments together, discuss the data in meaningful ways, examine the implications, make instructional decisions, and plan lesson delivery (preferably two, one-hour meetings per month).

8. Lesson and course pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (9-12).

Elementary School Level: The school/district prepares and distributes an annual district/schoolwide pacing schedule for each grade level (K-8) for the reading/language arts and mathematics program in order for all teachers to know when and in what sequence each lesson is expected to be taught to ensure content coverage.

Middle School Level: The school/district prepares and distributes an annual district/schoolwide pacing schedule for each grade level (K-8) for the English/reading/language arts and mathematics programs in order for all teachers to

know when and in what sequence each lesson is expected to be taught to ensure content coverage.

High School Level: School/district provides (a) SBE-adopted intervention programs, offered as a separate, extended-period class, for all students requiring intensive intervention in English/reading/language arts, i.e., those who are unable to demonstrate proficiency in sixth grade standards, and (b) appropriate instructional strategies for those students requiring strategic intervention, i.e. students at or above the sixth grade reading/language arts standards but unable to pass the English/reading/language arts portion of the CAHSEE.

School/district provides (a) intervention programs offered as a separate, extended-period class, for all students requiring intensive intervention in mathematics, i.e., those who are unable to demonstrate proficiency in seventh grade mathematics standards, and (b) appropriate instructional strategies for those students who are unable to demonstrate proficiency in Algebra I and/or are at risk of failing the mathematics portion of the CAHSEE.

9. **Fiscal support**

The general and categorical funds of the school or district are used appropriately to support the English/reading/language arts and mathematics program goals in the school plan.

Content Standards

The Governing Board of the San Lorenzo Unified School District recognizes that content standards are necessary to clarify for students, parents/guardians and staff what students are expected to know and be able to do at each grade level and in each area of study. It is the mandate of the Board of Education of the San Lorenzo Unified School District that the state content standards in the areas of Language Arts, Mathematics, History/Social Science, Science, and other designated curricular areas (i.e., Physical Education, Visual Arts) become the adopted standards for the San Lorenzo Unified School District. The state content standards are rigorous and challenging and serve as the basis for assessing the academic achievement of individual students and schools in the district and for use in evaluating certificated personnel.

For students, the state content standards set clear expectations that help them understand what they need to know and be able to do.

For teachers, the state content standards present a foundation and priority for the design of curriculum, instruction and assessment regarding what is important for students to learn and about students' needs for support.

For the district and schools, the state content standards provide a focus for developing cohesive programs and an effective way to organize curriculum content, instructional delivery systems, assessment plans and for evaluating teacher performance.

For parents and community, standards communicate clear and concise expectations for learning.

While desiring district standards to be specific and comprehensive, the Board of Education does not intend that these standards be so extensive as to describe everything that will be taught in the classroom. Staff shall have flexibility to provide instruction that supplements the standards. Staff shall also have flexibility to determine the best instructional methods to use in preparing students to meet the standards using standards-aligned curriculum, instruction and assessment. The Superintendent or designee shall ensure that content standards are updated in accordance with state revisions, and that school schedules and resources are aligned to accommodate and support student access to core curriculum and intensive interventions as needed.

Performance Standards

Performance standards define the quality of performance required for achievement of the content standard. They answer the question: “What level of performance is “good enough?” Performance standards involve identifying and collecting evidence that verifies student mastery of the content standard. It is the mandate of the San Lorenzo Unified School District Board of Education that the State Performance Standards (performance benchmarks on the California Standards Tests) become the adopted standards for the San Lorenzo Unified School District.

Multiple Assessments

The primary goal of student assessments is to help students, parents/guardians and teachers identify individual student’s academic accomplishment, progress, and areas needing improvement in order to enhance teaching and learning.

A variety of evaluation measures are needed to reach the above stated goal. To have validity, tests must correspond to the material that is being taught. The test must also reliably measure the extent to which students meet specified standards of achievement. A single test or testing method cannot be expected to provide an accurate assessment of each student’s skills. Assessment measures include, but are not limited to: California Standards Tests, High School End of Course exams, Running Records and other reading inventories, writing benchmark exams, curriculum-embedded assessments, on-demand teacher-made assessments and samples of student work.

Standardized Testing and Reporting Program

The Superintendent or designee shall administer mandatory student assessments within the state Standardized Testing and Reporting (STAR) program as required by law.

High School Exit Examination

The Board desires to ensure that district students who graduate from high school can demonstrate competency in reading, writing and mathematics. As such, the Superintendent or designee shall administer the statewide exit examination as required by law for high school graduation.

Other State Mandated Tests

Students will be provided the opportunity to participate in the State English Language Development Test, Golden State Exam, and any other state mandated or voluntary assessments (PSAT, SAT, ACT) that are appropriate to the needs of the student.

Professional Development

Principals play the key role in creating the conditions for effective professional development that results in more effective schools and improved student achievement. This presence of an ongoing, school based professional development program and a school climate in which that program can flourish is essential to improving student achievement.

District Office instructional leaders, the school principal, and school staff, have the responsibility to engage, involve, and commit themselves to improve student achievement using the Standards-Based Accountability system as its foundation.

Widespread school improvement can only be sustained with a broad-based empowerment of all those who are stakeholders in the culture of the schools and who share common values with regard to improving student achievement.

Schools seeking meaningful improvement in student achievement must make a commitment to professional development programs that are purposeful and goal-directed. The priority for professional development shall be to support the implementation of standards-aligned core and intervention curriculum and the use of appropriate instructional strategies, based on the implementation and analysis of multiple assessments.

A professional development program should represent the means to an end rather than an end itself.

Guidelines for All State and District Mandated Testing Programs

The Governing Board desires to protect the integrity of student assessment in order to obtain an accurate assessment of student achievement in the district and to maintain accountability to the community and state. As such, it is expected that all Education Code and Title V regulations pertaining to the Standardized Testing and Reporting Program (STAR) will be adhered to and implemented by staff.

Legal Reference:

Education Code 44662 Evaluation of Certificated Employees

Education Code 51003 Statewide Academic Standards

Education Code 60605-60605.5 Adoption of statewide academically rigorous content and performance standards

Education Code 60640-60648 Standardized Testing and Reporting (STAR) program

Education Code 60850-60856 High School Exit Examination

Title 5, Code of California Regulations, Section 852 (1)

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