

**RIVERSIDE UNIFIED SCHOOL DISTRICT
EDUCATIONAL SERVICES DIVISION**

Academic Oversight Board Subcommittee Meeting

July 11, 2019

9:00 am – 11:00 am

**Grant, PGS Conference Center
4011 14th Street, Riverside, CA 92501**

A G E N D A

As required by Government Code 54957.5, agenda materials can be reviewed by the public at the District's Administrative Offices, Reception Area, First Floor, 3380 Fourteenth Street, Riverside, California.

Call Meeting to Order

Public Input

The subcommittee will consider requests from the public to comment. Comments should be limited to three minutes or less. If you wish to address the subcommittee concerning an item already on the agenda, please indicate your desire to do so on a provided card. You will have an opportunity to speak prior to the subcommittee's deliberation on that item.

Pursuant to Section 54954.2 of the Government Code, no action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of the Subcommittee or staff may briefly respond to statements made or questioned posed by persons exercising their public testimony rights. Discussion of items brought forward that are not on the agenda shall be considered for future agendas by the Subcommittee Chair.

Action/Discussion Items

The following agenda items will be discussed and the subcommittee members may choose to introduce and pass a motion as desired.

1. Approval of Minutes

The subcommittee will be asked to approve the minutes of the May 2, 2019 meeting.

2. Preliminary SBAC

Preliminary scores from the 2018-2019 administration of the Smarter Balanced year end assessments will be shared with the committee. The scores represent a first blush look as student outcomes from the assessment. Final scores will be released by the California Department of Education in late August to early September.

3. Disproportionality

Staff will provide an update and comparison of preliminary data for SBAC, chronic absenteeism and suspension rate.

4. Homework Policy

Staff will provide an update on the process for revising the Homework Board Policy.

5. The Guide for Instructional Direction

The committee will be provided with a report regarding updates to the Guide for Instructional Direction and the release of the Guide for Instructional Direction version 2.0.

6. Schedule of Meetings

The subcommittee's next meeting has been scheduled for September 6, 2019 from 9:00 a.m. – 11:00 a.m. in Conference Room 1, 3380 14th Street, Riverside, CA 92501.

Conclusion

Subcommittee Members Comments

Adjournment



Innovation in Education

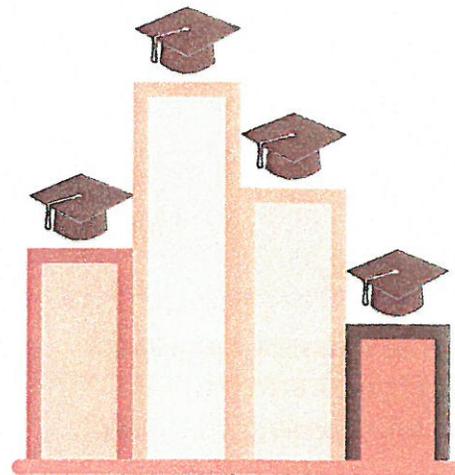
Academic Oversight Board Subcommittee 2019 Preliminary SBAC Results

July 11, 2019

Mrs. Lynn Carmen Day
Chief Academic Officer

Dr. Jacqueline Perez
Assistant Superintendent,
Instructional Support

SBAC



WARNING

PROCEED WITH CAUTION

Bright Spots



2019
Overall District Growth
in **BOTH** ELA and Math for
Meeting & Exceeding Standards



2019
10 out of 11 Student Groups
Increased in ELA for Meeting &
Exceeding Standards



2019 Grade Levels Increased
in **BOTH** ELA and Math for
Meeting & Exceeding Standards

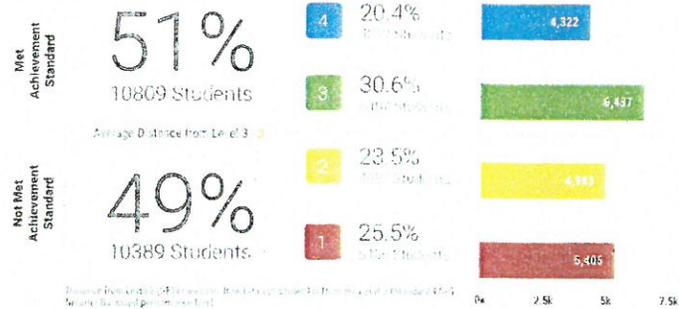
English Language Arts All Grades

2018-19 Preliminary Smarter Balanced Performance Summary

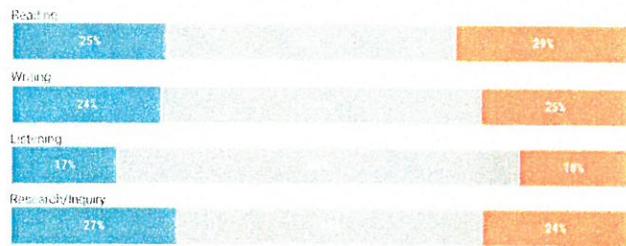
ELA: All Grades Tested

These partial results are not appropriate for public release.

Overall Performance: 21198 Students Tested

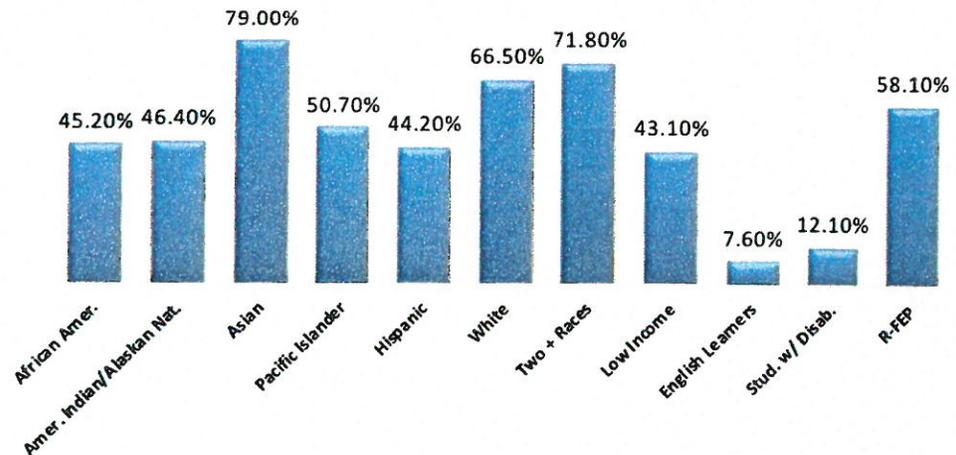


Claim Performance: Percent of Students at Each Level



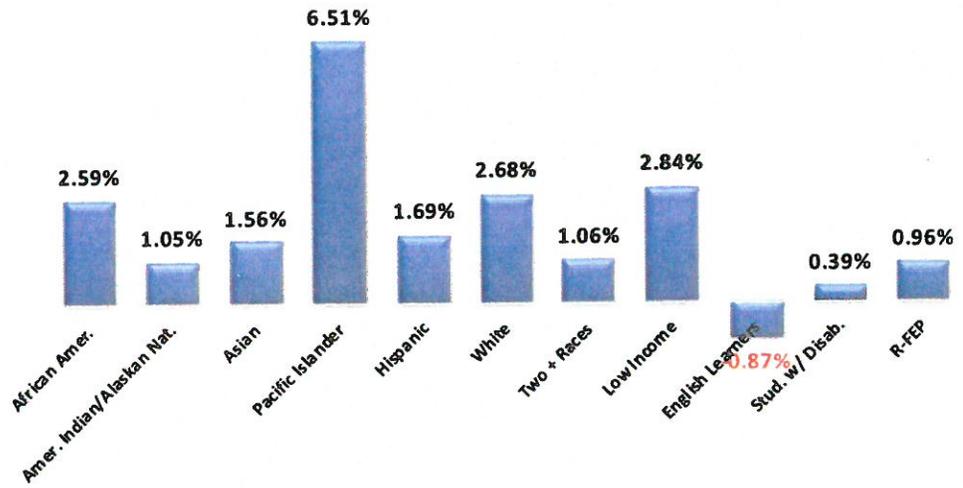
English Language Arts Student Groups

2018-19 Preliminary ELA SBAC Met/Exceeded Standard by Student Group



English Language Arts Student Groups

2018-19 Preliminary ELA SBAC Growth by Student Group



English Language Arts Grade 3

2018-19 Preliminary Smarter Balanced Performance Summary

These partial results are not appropriate for public release.

Overall Performance: 2714 Students Tested



Claim Performance: Percent of Students at Each Level



- Overall Score Levels:
 - 4 Standard Exceeded
 - 3 Standard Met
 - 2 Standard Nearly Met
 - 1 Standard Not Met
- Claim Score Levels:
 - Above Standard
 - Standard Exceeded
 - Standard Met
 - Standard Nearly Met
 - Standard Not Met
 - Below Standard

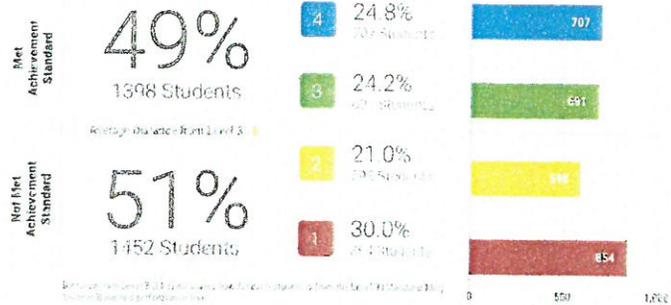


English Language Arts Grade 4

2018-19 Preliminary Smarter Balanced Performance Summary

These partial results are not appropriate for public release.

Overall Performance: 2850 Students Tested



Claim Performance: Percent of Students at Each Level

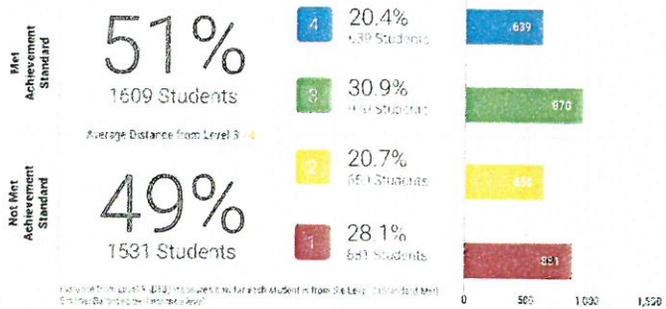


English Language Arts Grade 5

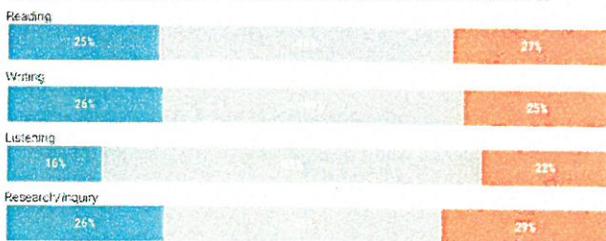
2018-19 Preliminary Smarter Balanced Performance Summary

These partial results are not appropriate for public release.

Overall Performance: 3140 Students Tested



Claim Performance: Percent of Students at Each Level



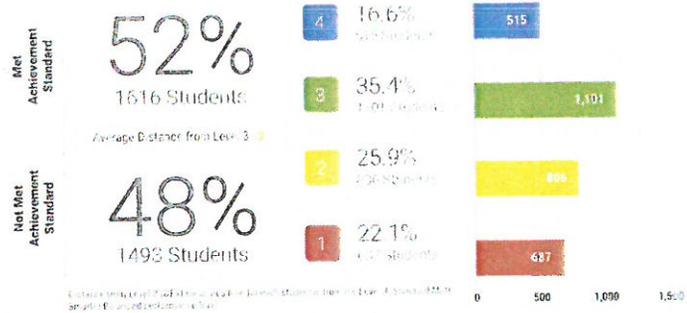
English Language Arts Grade 6

2018-19 Preliminary Smarter Balanced Performance Summary

- Overall Score Levels
- 4 Standard Exceeded
 - 3 Standard Met
 - 2 Standard Nearly Met
 - 1 Standard Not Met
- Claim Performance Levels
- Above Standard
 - Standard
 - Below Standard

These partial results are not appropriate for public release.

Overall Performance: 3109 Students Tested



English Language Arts Grade 7

2018-19 Preliminary Smarter Balanced Performance Summary

- Overall Score Levels
- 4 Standard Exceeded
 - 3 Standard Met
 - 2 Standard Nearly Met
 - 1 Standard Not Met
- Claim Performance Levels
- Above Standard
 - Standard
 - Below Standard

These partial results are not appropriate for public release.

Overall Performance: 3295 Students Tested



English Language Arts Grade 8

2018-19 Preliminary Smarter Balanced Performance Summary

Overall Score Levels

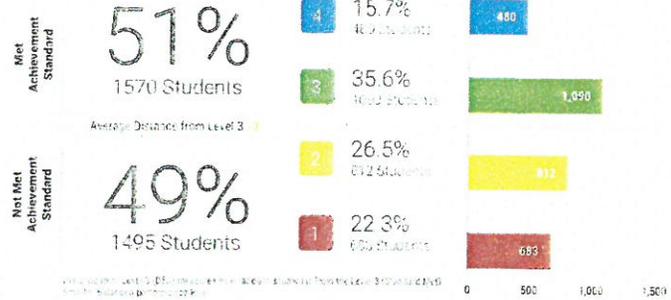
- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

Claim Score Levels

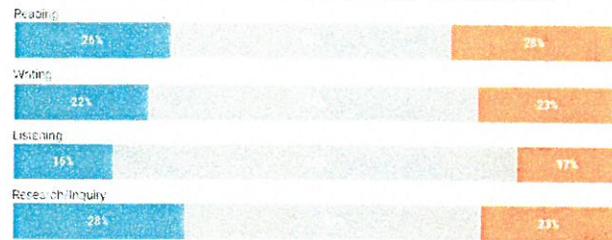
- Above Standard
- Below Standard

These partial results are not appropriate for public release.

Overall Performance: 3065 Students Tested



Claim Performance: Percent of Students at Each Level



English Language Arts Grade 11

2018-19 Preliminary Smarter Balanced Performance Summary

Overall Score Levels

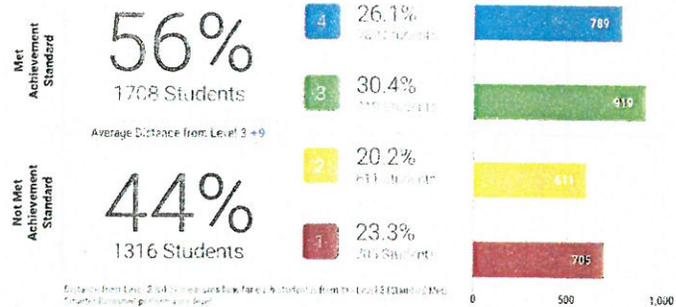
- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

Claim Score Levels

- Above Standard
- Below Standard

These partial results are not appropriate for public release.

Overall Performance: 3024 Students Tested



Claim Performance: Percent of Students at Each Level



Mathematics All Grades

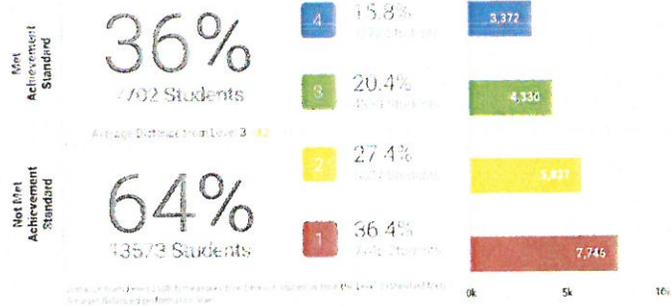
2018-19 Preliminary Smarter Balanced Performance Summary

Math: All Grades Tested

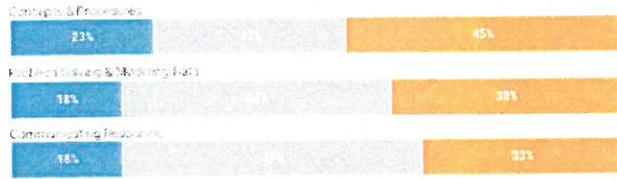
- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met
- Above Standard
- Below Standard

These partial results are not appropriate for public release.

Overall Performance: 21275 Students Tested

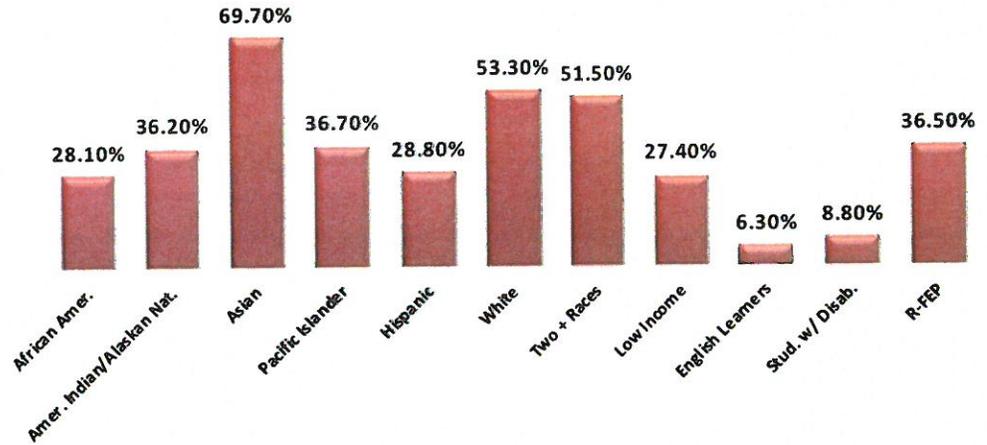


Claim Performance: Percent of Students at Each Level



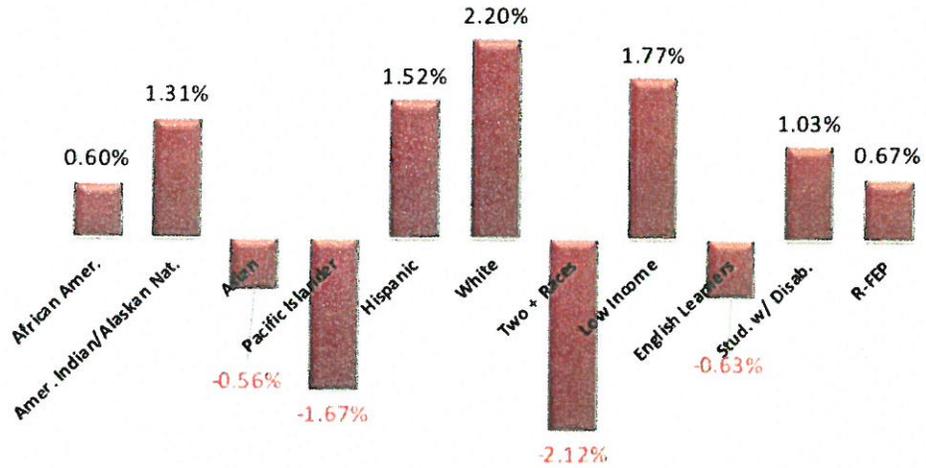
Mathematics Student Groups

2018-19 Preliminary Math SBAC Met/Exceeded Standard by Student Group



Mathematics Student Groups

2018-19 Preliminary Math SBAC Growth by Student Group

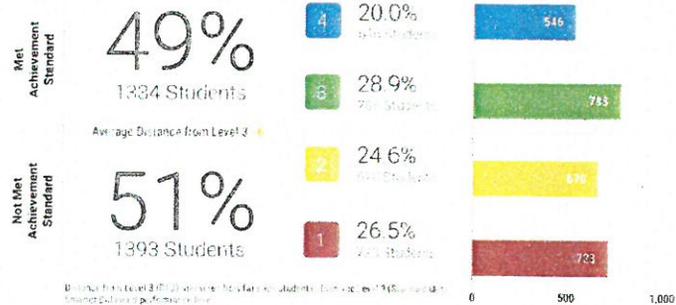


Mathematics Grade 3

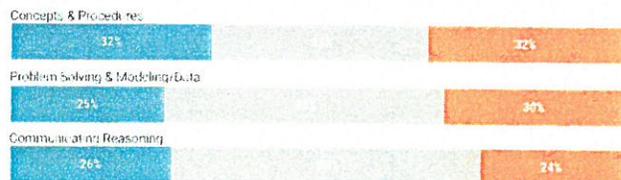
2018-19 Preliminary Smarter Balanced Performance Summary

These partial results are not appropriate for public release.

Overall Performance: 2727 Students Tested



Claim Performance: Percent of Students at Each Level



- Overall Score Levels:
- Standard Exceeded
 - Standard Met
 - Standard Nearly Met
 - Standard Not Met
- Claim Score Levels:
- Above Standard
 - Below Standard



Mathematics Grade 4

2018-19 Preliminary Smarter Balanced Performance Summary

Overall Score Levels

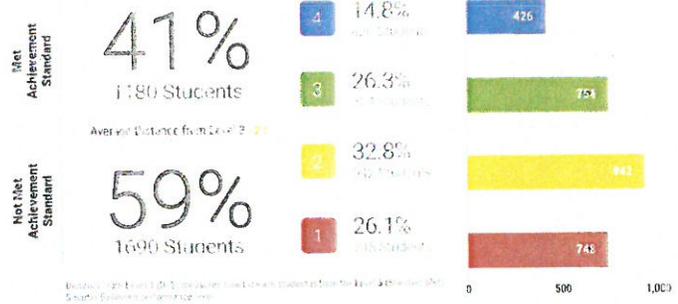
- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

Claim Score Levels

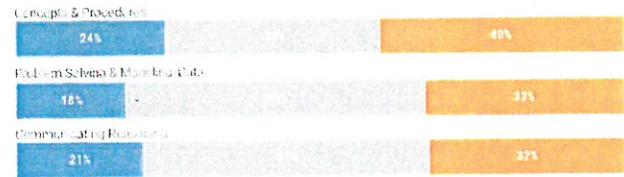
- Above Standard
- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met
- Below Standard

These partial results are not appropriate for public release.

Overall Performance: 2870 Students Tested



Claim Performance: Percent of Students at Each Level



Mathematics Grade 5

2018-19 Preliminary Smarter Balanced Performance Summary

Overall Score Levels

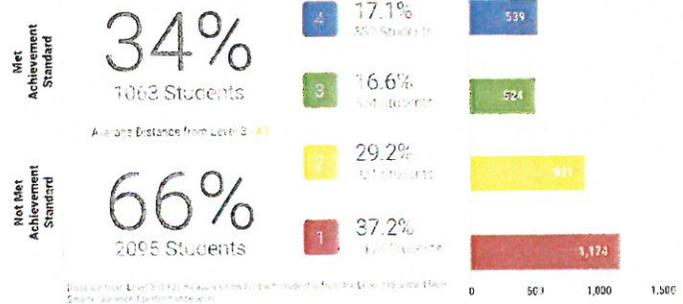
- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

Claim Score Levels

- Above Standard
- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met
- Below Standard

These partial results are not appropriate for public release.

Overall Performance: 3158 Students Tested



Claim Performance: Percent of Students at Each Level

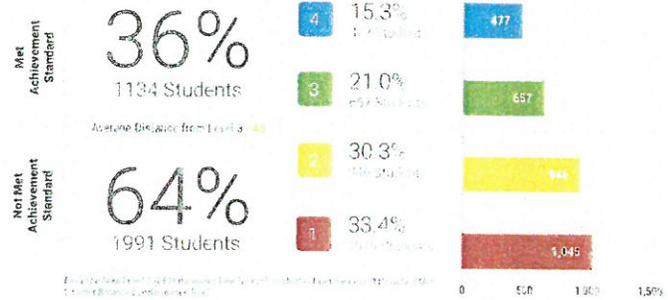


Mathematics Grade 6

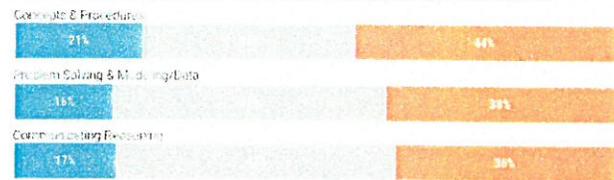
2018-19 Preliminary Smarter Balanced Performance Summary

These partial results are not appropriate for public release.

Overall Performance: 3125 Students Tested



Claim Performance: Percent of Students at Each Level



- Overall Performance
- 4 Standard Exceeded
 - 3 Standard Met
 - 2 Standard Nearly Met
 - 1 Standard Not Met
- Claim Score Levels
- Above Standard
 - Below Standard

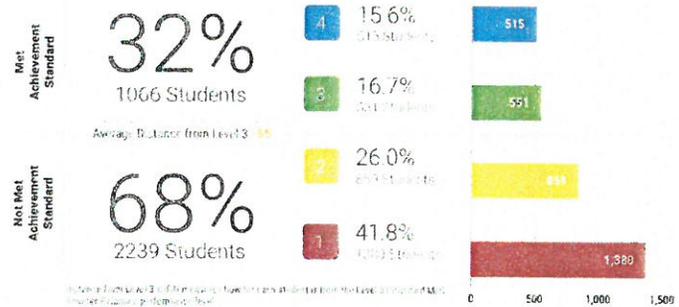


Mathematics Grade 7

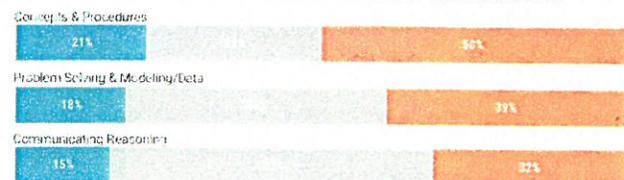
2018-19 Preliminary Smarter Balanced Performance Summary

These partial results are not appropriate for public release.

Overall Performance: 3305 Students Tested



Claim Performance: Percent of Students at Each Level



- Overall Performance
- 4 Standard Exceeded
 - 3 Standard Met
 - 2 Standard Nearly Met
 - 1 Standard Not Met
- Claim Score Levels
- Above Standard
 - Below Standard



Mathematics Grade 8

2018-19 Preliminary Smarter Balanced Performance Summary

Overall Score Levels

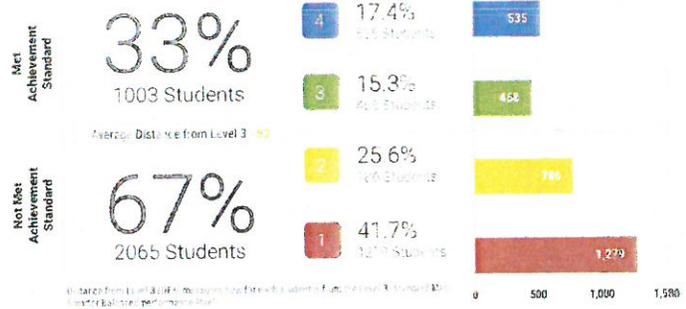
- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

Claim Score Levels

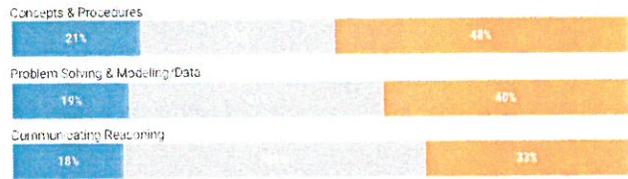
- Above Standard
- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met
- Below Standard

These partial results are not appropriate for public release.

Overall Performance: 3068 Students Tested



Claim Performance: Percent of Students at Each Level



Mathematics Grade 11

2018-19 Preliminary Smarter Balanced Performance Summary

Overall Score Levels

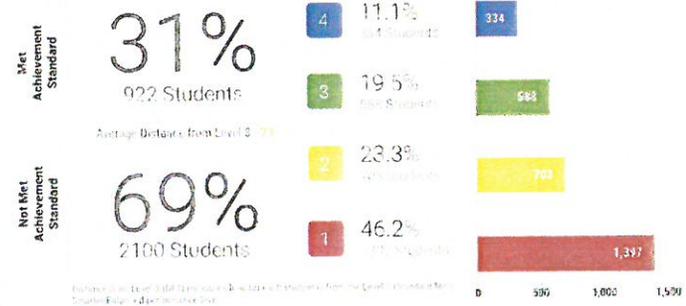
- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

Claim Score Levels

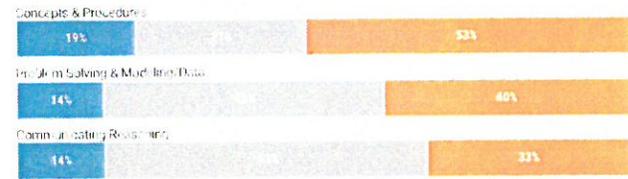
- Above Standard
- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met
- Below Standard

These partial results are not appropriate for public release.

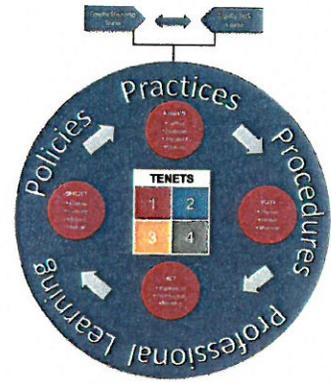
Overall Performance: 3022 Students Tested



Claim Performance: Percent of Students at Each Level



Initial District Next Steps





Innovation in Education

**Academic Oversight Board Subcommittee
Disproportionality**

July 11, 2019

Mrs. Lynn Carmen Day
Chief Academic Officer

Dr. Jacqueline Perez
Assistant Superintendent,
Instructional Support

What does our Data tell us?

**CLOSING
THE GAP**



Success Indicator Data

RUSD - 2018 Dashboard Data		ALL	EL	FY	HOM	SED	SWD	Amblo	Asian	A/Am	Fil	Hisp	Pl	2+	W
Priority 4	Academic - ELA						1			✓			✓		
	Academic - Math						2								
	EPLI	N/A													
Priority 5	Graduation Rate			1			3								
	Chronic Abs.					✓						✓			
Priority 6	Suspension		✓	2	✓	✓						✓			
Priority 8	College/Career		✓	3	✓		4			✓					

2018 Dashboard

3

Dashboard Success Indicator Data

Findings:

Identified Student Groups:

- Students with Disabilities
- Foster Youth

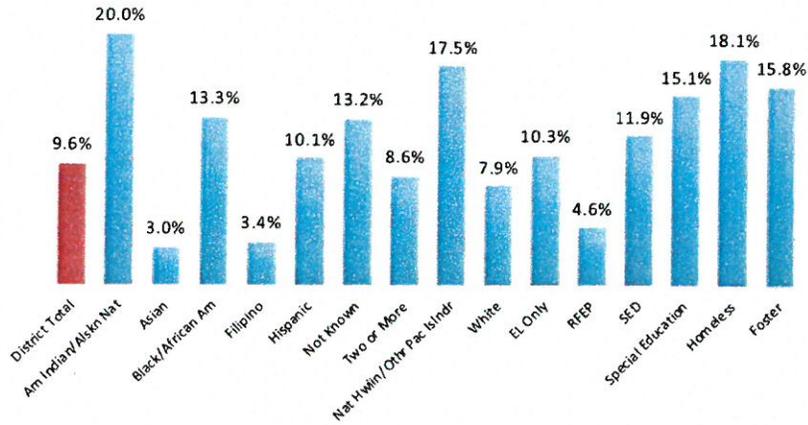
Student Groups to Watch:

- African American
- English Learners
- Homeless
- Socioeconomically Disadvantaged
- Pacific Islanders
- Hispanic

2019 Internal *Estimated* Rate - By Student Group

Chronic Absenteeism

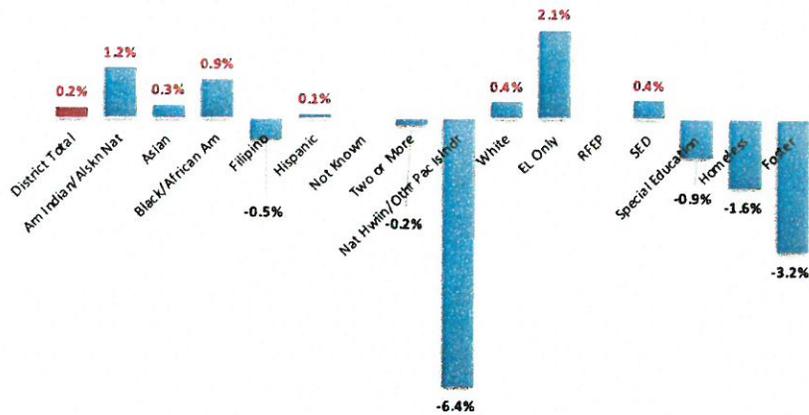
Estimated Chronic Absenteeism Rate 2018-19



2019 Internal *Estimated* Change - By Student Group

Chronic Absenteeism

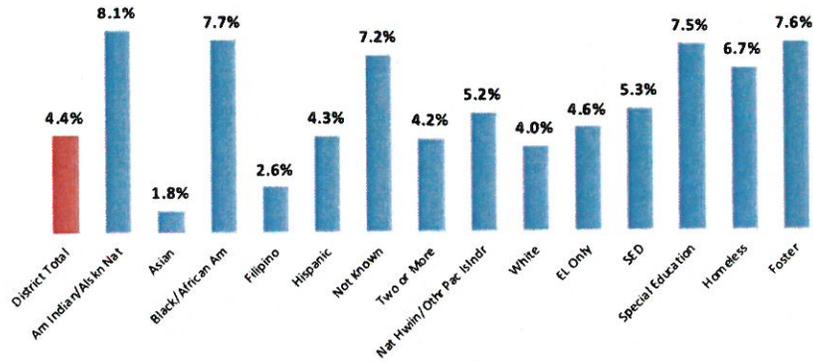
Estimated Chronic Absenteeism Change from
2017-18 to 2018-19



2019 Internal *Estimated* Rate- By Student Group

Suspension

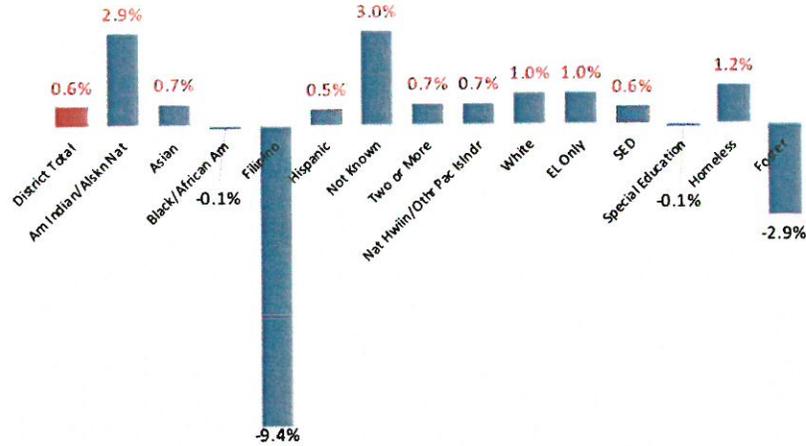
Estimated Suspension Rate 2018-19



2019 Internal *Estimated* Change - By Student Group

Suspension

Estimated Suspension Change from
2017-18 to 2018-19



Equity Plan Focus Areas for 2019-2020

Students	Staff	Families
<ul style="list-style-type: none">• Positive Behaviors• Homework Policy	<ul style="list-style-type: none">• Cultural Proficiency• Portrait of a RUSD Employee• Inclusive Working Environment	<ul style="list-style-type: none">• Family Engagement

Achievement

- Suspension Rate
- Graduation Rate
- Academic Achievement
- College/Career Indicator



GUIDE FOR INSTRUCTIONAL DIRECTION 2.0

LYNN CARMEN DAY, CHIEF ACADEMIC OFFICER

EDUCATIONAL SERVICES

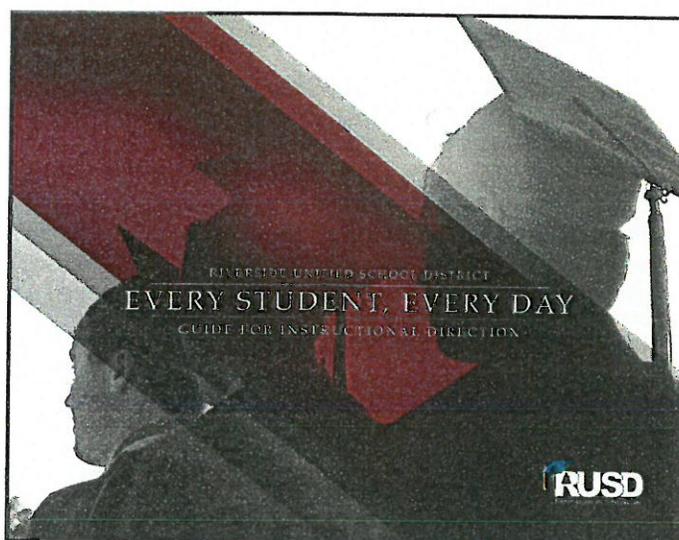
July 11, 2019

Launch 2016

Purpose

Foundations

Instructional Protocols



GUIDE FOR INSTRUCTIONAL DIRECTION 2.0

Revision Process

Educational
Services

Principals

Teachers

Classified



GUIDE 2.0 REVISION HIGHLIGHTS

Danielson Framework

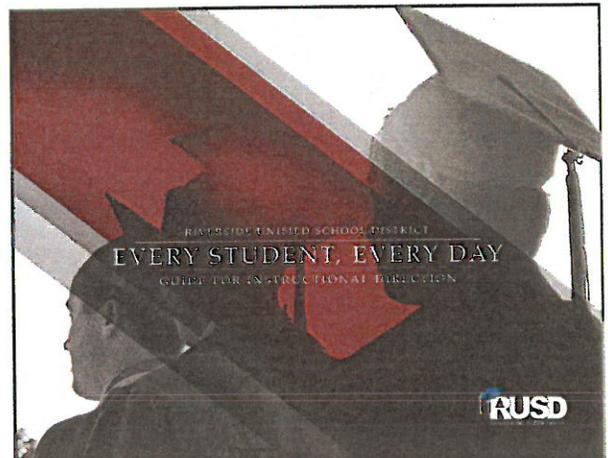
Classified Staff

Continuous Improvement

Equity

Portrait of a Graduate

Multi-tiered Systems of Support



Questions

Guide for Instructional Direction 2.0 DRAFT

Cover Page

Every Student, Every Day
Guide for Instructional Direction



INSIDE FRONT COVER

Fulfilling our Purpose

Riverside Unified School District (RUSD) serves every student, affirming that all are guaranteed an education that ensures readiness for college, career and the world. We continue to implement our Local Control and Accountability Plan (LCAP) to vigilantly focus on high level academic achievement. We must address achievement deficiencies and gaps through high-quality instruction, and students must be taught by well-prepared, collaborative educators who embrace the significance and challenge of this work. As a team, we share the urgency to teach our students effectively, create a culture of engagement in and out of the classroom, foster caring relationships, and build capacity around outcomes.

(UPDATED TO REFLECT RUSD VALUES) It is our mission to provide engaging, innovative, and equitable learning experiences for **ALL** students. We work diligently to build bridges between our schools and **community** in order to create rich learning experiences and opportunities for all. RUSD creates a learning environment that promotes **engagement** and enables students to feel welcome, connected and inspired. We are committed to implementing inclusive practices and policies that honor the rich diversity of our district to ensure **equity**. We seek to inspire and empower students to pursue lifelong learning, accomplishments and achieve **excellence**. Personalization, creativity, and technology are central to the District's approach to **innovation** and preparation of students for an increasingly fast-paced world. We cultivate the learning and **well-being** of students who succeed academically, are physically and mentally healthy, and are active and engaged citizens. In addition, the well-being of all employees directly affects the success of our District. **These collective values are fundamental to our work and the pursuit of our mission.**

In RUSD, we support staff and provide direction, while simultaneously encouraging school site teams to be innovative, and foster the strengths of the team to meet the needs of their students. We are focused on outcome-based collaboration and continuous improvement. We are proactively creating an organization that develops leadership in every seat and is aligned to its values and systems.

As educators, it is imperative that we work to remain connected to our purpose continually reflecting on, and refining our work, while celebrating growth and successes. In our work, we must collectively attend to people first, knowing that this will make the greatest impact on our practices, our well-being, and most importantly, in the lives of our students who hold the keys to the future.

Prior RUSD initiatives such as our work with professional learning communities (PLCs), Equity and Excellence through Ed Trust-West, and the Rigor, Relevance and Relationship Framework, have set the stage for our focus on engagement, rigor, equity and authentic learning, all of which paint the Portrait of an RUSD Graduate. We continue to look ahead to a greater emphasis on collaboration, student-driven and student-centered learning, and a shared emphasis on values and relationships.

The purpose of this Guide for Instructional Direction is to create coherence throughout the organization by clarifying expectations and providing processes and protocols for use throughout our instructional program. Together, we will continue to raise the level of our work and strive for the highest forms of excellence for ourselves and the students and families we serve.

Lynn Carmen Day, Chief Academic Officer

*As a team, we share the urgency to teach our students effectively, create a culture of engagement in and out of the classroom, foster **caring relationships**, and **build capacity around outcomes**.*

*It is our **mission** to provide **engaging, innovative, and equitable** learning experiences for **ALL** students.*

Page 1

Table of Contents

Page 2 Three Local Goals

Page 4 Shared Leadership

Page 6 Action 1: Mastery of Guaranteed Learning

Page 9 Action 2: Effective Instructional Program

Page 13 Action 3: Building Capacity Around Outcomes

Page 17 Action 4: Whole System Engagement

PG 2

Three Local Goals

Our responsibility to students is great and immeasurably meaningful! **Riverside Unified School District provides engaging, innovative, and equitable learning experiences for all students.** Student readiness is the primary theme in the Local Control Accountability Plan (LCAP), which serves as our District Strategic Plan outlining actions and services centered around three overarching goals that will lead to improved student outcomes and performance:

1. Provide **high-quality teaching and learning environments** for all students.
2. Prepare all students to be **college, career, and world ready** upon graduation.
3. **Fully engage** students, parents and the community in support of short and long-term educational outcomes.

Student, staff, parent, and community voice drives revisions to our LCAP to better meet the needs of ALL students. Guided by our stakeholders, comprised of students, staff, and community advisory groups, the RUSD Success Indicators and Dashboard are monitored to raise the level of our work focused on building capacity through outcomes.

It is the collective responsibility of stakeholders to carefully examine all student group outcomes through focused collaboration guided by the Cycle of Inquiry: A Continuous Improvement Framework.

(UPDATED, WILL BE IN GRAPHIC FORM)

THE RUSD SUCCESS INDICATORS

Student Learning Indicators

Early Literacy

CAASPP ELA Results: Grades 3-8

CAASPP Math Results: Grades 3-8

CAASPP ELA Results: Grade 11

CAASPP Math Results: Grade 11

English Learner Progress

College and Career Readiness Indicators

Career Pathway

College and Career Index

College Credit Course Enrollment

UC/CSU Eligibility

Graduation Rate

Student Wellness Indicators

Attendance

Chronic Absenteeism

Suspension

Student Engagement

PG 3

(UPDATED FROM STEPS TO ACTIONS) Four Actions to Fulfilling Our Purpose

There must be clarity about the “what and how” of learning. To fulfill our purpose of ensuring equity, building consistent practices across our District, and reaching our goals of preparing our students, we utilize the Shared Leadership System to articulate District-wide direction and coherence through the following *four actions*. These actions are components of a coherent instructional program and must be seen as a whole rather than parts.

Action 1: Mastery of Guaranteed Learning

Action 2: Effective Instructional Program

Action 3: Building Capacity Around Outcomes

Action 4: Whole System Engagement

(ADDED) Equity in RUSD

The four steps to fulfilling our purpose are founded in equity and delivered through the Danielson Framework. Riverside Unified School District values our students, staff, families, and community. Equity and access is imperative to ensure that we are providing them with the tools they need to be successful and thriving citizens.

Equity for RUSD is accomplished when access is based on need, and every student is provided with what they individually require to learn and succeed to fulfill their academic and social advancement.

Ensuring equity and access for all students requires a collaborative effort towards a common purpose. Together with our Board of Education, students, staff, families and community, we are committed to ensuring equity for all. Our desire is to build on the assets of our students and community while looking at ourselves to find ways to better serve our stakeholders. Through continued examination of our policies, practices, and procedures, we commit to provide supports and services to implement the following tenets:

Eliminate
disparities and
inequitable
practices

Implement
inclusive
practices and
policies

Honor
individuality with
a focus on high
outcomes for all

Guarantee
respectful
treatment where
all individuals feel
valued

(ADDED) Equity in the Classroom

In RUSD, there must be clarity with all stakeholders around the quality of education in classrooms. Students and teachers are supported to reach a standard of excellence regardless of ethnicity, language, beliefs, disabilities, gender, citizenship, or their place of residence. The Danielson Framework for Teaching holds the instructional practice of all teachers to a level of proficiency using common language and rationale to exhibit mastery in all four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The Danielson Framework ensures equitable access and high outcomes for all students by building educator capacity.

PG 4

Shared Leadership System

An effective system leverages the strengths, expertise, and wisdom of the team and empowers people to learn, grow, and innovate. The Shared Leadership System illustrates the collective values of all RUSD employees and the **dedication to planning, implementing, and adjusting our actions in response to student needs** through the work of focused **collaborative groups** across our District.

This model employs a team-based approach. Consistent with our District values, **student learning and well-being** is the center of our work and the focus of collaboration across our District. The collaborative nature of our work is framed in the skills, actions, and systems that contribute to our students' college, career and world readiness, and prepares them to create and live in a world with fewer boundaries. This demands a fluid approach to problem solving and how we engage one another in this critical effort. Research recognizes that in healthy organizations, those on the front lines day in and day out need to be at the heart of the conversation. How we engage one another in collaborative conversations around student learning and well-being speaks to our professionalism and collective values.

As *educators*, all employees focus collaborative discussions using the cycle of inquiry analyze outcomes, plan next steps, move to action, and reflect on progress.

At the site-level:

Collaborative teams and leadership teams focus discussions around evidence of student learning and well-being as the result of implementing highly engaging instruction, mastery of guaranteed learning and collective teacher efficacy. The role of the principal (as the lead learner) is to model learning, shape culture and maximize the focus on learning.

At the District level:

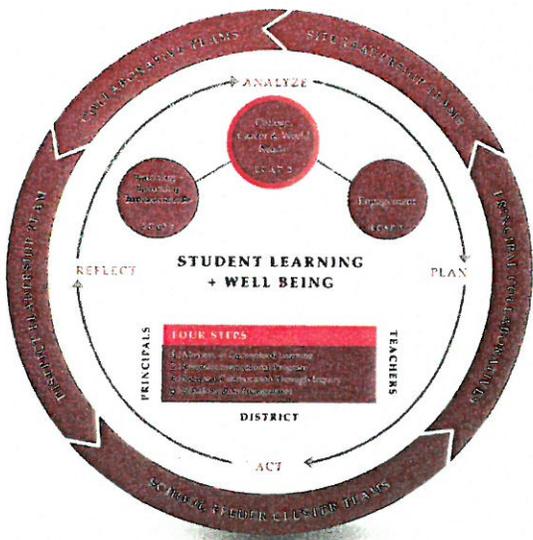
Similar to sites, *school feeder cluster team and principal collaborative team, as well as department and division* discussions are focused on student learning and well-being outcomes and are informed by the needs of the sites which are communicated with District leadership teams.

Successfully operating within the Shared Leadership System supports the execution of our District Priorities and Instructional Direction.

***Note:** The intent of this document is to assist RUSD stakeholders in their collaborative pursuits to improve professional practice. It is not written with the purpose of directing RUSD's Wednesday Collaboration Days as defined in Article X of the Certificated Bargaining Agreement; rather, as a framework to support conversations throughout the District.

Pg 5

Shared Leadership System: Empowering Learning, Growth and Innovation



Pg 6

DEFINE MASTERY

ACTION ONE:

MASTERY OF GUARANTEED LEARNING

Define mastery of guaranteed learning clearly

Portrait of a Graduate:

Portrait of a Graduate embodies the RUSD community's expectation for all students to be college, career, and world ready. Mastery of essential learning supports systems of instruction, assessment, and academic reporting that are based on students demonstrating mastery of knowledge and skills over time. The "Portrait" lists the knowledge, concepts, skills, and habits each young person need to exhibit world readiness. In each of the four domains, indicators for essential learning are assessed and used to determine mastery. All stakeholders are clear about what students are to learn, be able to do academically and socially. Our Shared Leadership System supports the development of this common understanding. Collaborative teams have common agreement on these indicators for learning.

The four domains of the student portrait are:
RUSD graduates will...

1. Master **academic knowledge and skills**, to be successful, independent, and prepared for college and career.
2. **Lead their own learning** by setting and meeting reasonable goals and persevering to positively affect self, family, community, nation, and world
3. **Think critically, communicate** effectively, and solve problems **creatively**.
4. Tend to their physical and social-emotional **well-being** over time.

(UPDATED - REFINED) KNOW

RUSD graduates demonstrate deep knowledge of the core academic disciplines

- Academic standards in each content area

ACT

RUSD graduates lead their own learning by setting and meeting reasonable goals and persevering to positively affect self, family, community, nation and world.

- Leadership
- Character Development
- Civic Engagement

THINK

RUSD graduates think critically, communicate effectively and solve problems creatively.

- Inquiry and Design
- Communication (verbal, written, media, collaborative, cross cultural)
- Analytical Skills

BE

RUSD graduates tend to their social-emotional and physical well-being.

- Resilience
- Engagement and Hope
- Self-assurance

PG 7

Common & Guaranteed:

Mastery of essential learning is the pursuit of our work and the foundation by which we develop our graduates. The term essential learning refers to the knowledge, concepts, skills and habits aligned to the state standards that a student needs to acquire proficiency and be able to move forward to higher levels of learning and must be consistently applied to all students whether they are enrolled in traditional courses or pursuing alternative learning pathways.

Our goal is to provide the supports needed for all students to achieve at the highest levels. The selection of common and guaranteed, core instructional materials is driven by the alignment with the State Standards, Curriculum Frameworks, and student needs. The assignments and projects given to students, as well as formative and summative assessments, are used to measure student progress toward mastery of the essential learning. The components: what is to be learned, the indicators, and methods to demonstrate mastery must be clear to all stakeholders – teachers, students, parents, and community members.

We strive for alignment across the District and even more so within grade levels/departments at a school site as to the essential learning and how the instructional materials will be used to achieve the learning in order to ensure equity and access to rigorous, common, and guaranteed learning for all students.

“A guaranteed, viable curriculum is proven to support the highest level of achievement through authentic learning experiences (Robert J. Marzano).”

Pg 8

By making the transition from teacher centered to student centered, gaining mastery of learning becomes stimulating and innovative for both educators and students.

Pg 9

DEEPEN LEARNING

ACTION TWO:

EFFECTIVE INSTRUCTIONAL PROGRAM

Deepen learning through an effective instructional program, which leverages high-quality content and pedagogy.

Effective First Instruction:

When considering the success of ALL students within our classrooms, throughout our schools, and across our District, we must ensure that our instructional program is strong, coherent and equitable. The instructional program will deliver coordinated support to ensure the highest standards of learning and leadership at every school site to address the varying needs of our diverse students while closing achievement gaps. This is critical in ensuring that our program is aligned with two key tenets of our work: student learning and student well-being.

All students in RUSD are provided with a **rigorous and engaging instructional program**. Evidence based practices in all content areas serve as the foundation to a Multi-Tiered System of Support (MTSS) and includes:

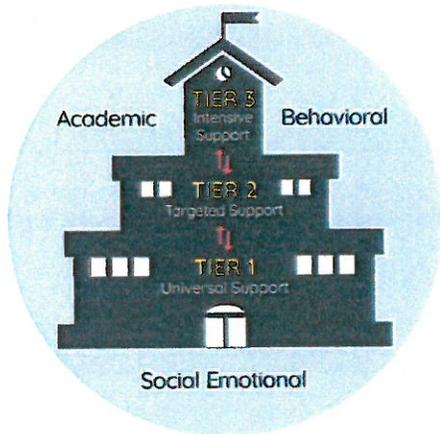
- Deliberate lesson planning of high-quality core instruction that reduces barriers and ensures mastery of essential learning
- Identification of, and connection with, students to proactively provide supports and real-time intervention and acceleration
- Small group and/or individualized support to maximize access to the core curriculum as well as enrich and extend learning
- Regular, ongoing progress monitoring driven by multiple data points
- Use of universal screeners to establish a baseline for identifying learners who need additional scaffolds and support to access core, as well as acceleration for high achievers

Teachers and school sites prioritize effective first instruction, so that every student’s experience with content and skills is well planned, engaging, and of high-quality. Effective first instruction provides multiple means of:

- Engagement to tap into learners’ interests, challenge them appropriately, and motivate them to learn
- Representation to give learners various ways of acquiring information and knowledge
- Expression to provide learners options for demonstrating knowledge and skills

Highly effective instruction occurs when students demonstrate mastery of essential learning. For students who need additional support to meet mastery, specific research-based supports are deployed at increasing intensities matched to student needs.

(GRAPHIC UPDATED TO INCLUDE ACADEMIC, BEHAVIORAL, SOCIAL EMOTIONAL - MTSS)



- **Tier 1** supports are available to **all students** through an inclusive educational program that is linguistically appropriate and culturally relevant
- **Tier 2** supports occur **in addition to Tier 1** and are generally done in small groups to **provide additional opportunities to practice skills** necessary for core instruction or enrichment
- **Tier 3** also occurs **in addition to Tier 1** to **provide more intensive support** through explicit, skills-based focused intervention.

Movement amongst the three tiers of supports is fluid based on student data that indicates more or less intensive supports are needed to support remediation or enrichment.

Pg 10

Instructional Program Elements:

Starting in preschool and continuing throughout their educational pathway, students receive effective instruction and regularly engage in Visible Evidence of Student Learning (John Hattie) :

- Higher Order Thinking
- Close & Analytic Reading/Listening
- Communication Using Precise Academic Language
- Structured Collaborative Conversations
- Evidence Based Arguments
- Evidence Based Writing

Unit or Lesson Design Areas of Focus:

Content of a lesson or unit includes concepts, skills, evidence of learning, and practices aligned in developing such knowledge and skills. Teachers consider standards, technology, and relevancy as lessons/units are designed.

Relevant instructional resources are a key component to students' academic engagement. An academically engaging unit or lesson:

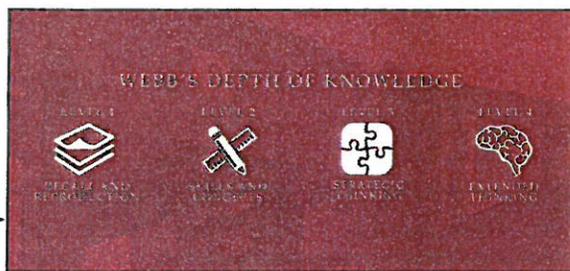
- Elicits curiosity
- Promotes passion
- Cultivates resilience
- Fosters cultural relevance
- Creates empathy

Rigor of the learning is key. It is important to think about interdisciplinary concepts and how they may be similar or different depending on the subject. **Indicators of rigor for students are when they can:**

- Make meaning and apply to new situations
- Apply individual skills to independently create a process
- Explore and interact with in-depth inquiry and experiences

WEBB'S DEPTH OF KNOWLEDGE

Webb's Depth of Knowledge (DOK) categorizes tasks according to the complexity of thinking required to successfully complete them. DOK is not developmental. **All students from preschool to college and beyond are capable of strategic and extended thinking and should engage in high level learning tasks daily.** DOK is also not sequential. Students do not need to fully master content at level 1 before engaging in level 3 or 4 tasks.



Pg 11

AUTHENTIC LEARNING SPECTRUM

Authentic learning is dynamic, transitioning from teacher centered to student centered. Empowering student voices is central to the entire learning process. Promoting precise language through questioning and discussions deepens student understanding and mastery. Student participation in cognitively rigorous instruction assessed with depth of knowledge (DOK) instills confidence to adapt to complex problem solving of relevant real world industry challenges. Extending beyond explicitly taught standards produces flexibility for creatively generating solutions to relevant topics. **By making the transition from teacher centered to student centered, gaining mastery of learning becomes stimulating and innovative for both educators and students.**



Informing: Lecture, Demonstrations, Focused notes, Video resources

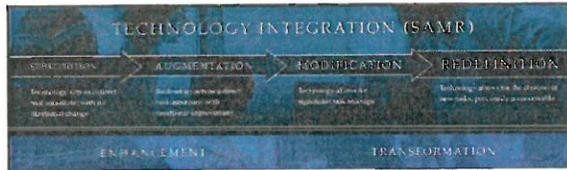
Involving: Reciprocal teaching, Peer editing, Think-pair-share, labs/experiments

Collaborating: Inquiry-based learning, Jigsaw collaboration, Socratic seminar, cooperative learning

Empowering: Community service, Project Based, Challenge Based, Personalized.

Instructional Technology

High-quality, effective instruction requires thoughtful lesson design that includes reviewing one's pedagogical and content knowledge, in addition to student needs, prior to making decisions about the **integration of appropriate technology**. The Substitution, Augmentation, Modification, and Redefinition (SAMR) model supports student centered learning by providing a technique for moving through degrees of technology integration from simply substituting the tool to enhance the lesson to **utilizing technology to redefine the task in a transformational way** (Ruben Puentedura).



An effective teacher has six to ten times as much impact on achievement as all other factors combined; including family background, class size, socio-economic status, and peer group affiliations.

Pg 12

Learning Environment

The learning environment is critical to maximizing student success and includes a well-maintained and functional facility where the classroom teacher and students are able to reach their full potential. The physical condition of a classroom and the community created by the classroom teacher supports this effort. It is essential to provide flexible learning environments that encourage discovery and deeper learning and support diverse teaching and learning needs.

In addition to the physical environment, it is important to create an environment where students understand the learning objective and the process of learning. This understanding, along with explicitly taught metacognitive skills and meaningful feedback from the teacher, **build student ownership of learning** and personal agency. We also use **strengths-based education** in an effort to **maximize support for academic and social growth**. A strengths-based approach enables teachers and students to focus on the assets they bring to the learning experience for the purpose of growing student learning and engagement. Strengths-based education helps teachers and students partner in the learning process to make instructional decisions based on the individual strengths and needs of students.

When students learn to understand their thinking process, they better understand how to learn. They become more adept at goal-setting, monitoring themselves, and interpreting feedback from their teachers and others. Therefore, when teachers provide **structured and focused feedback** to students on a regular basis, students are better able to discern the learning expectations and to more easily **lead their own learning process**. Furthermore, student agency is manifested when students are provided with opportunities to demonstrate mastery via their own voice, choice, pace and path.

RUSD's tenets of **student learning** and **well-being** are articulated within our instructional program to ensure high standards of learning and leadership at all school sites. Our instructional program is quality assured by placing a premium on professional collaboration and systemic professional growth for teachers and administrators. Effective collaboration is best achieved through a structured process of continuous improvement with the support of strategic professional learning.

Pg 13

BUILD CAPACITY

ACTION THREE:

FOCUSED COLLABORATION

Build capacity through focused collaboration guided by the Cycle of Inquiry: A Continuous Improvement Framework.

(UPDATED TO INCLUDE ALL EMPLOYEES) The greatest gains in professional growth are realized through active participation in focused collaborative teams. In order to ensure success, **ALL employees work in collaborative teams made up of fellow educators engaged in similar work.** These teams regularly meet to

analyze, plan, act, and reflect on practices that best maximize student learning and well-being. Within each division, department, team, and site, the Cycle of Inquiry is operationalized into action.

Site collaborative teams regularly engage in evaluating evidence of learning and outcomes referenced in Action One: Mastery of Guaranteed Learning. Our District works to support this structure and practice by:

- Providing time for teams to meet
- Training team and department leaders/facilitators
- Establishing a sample collaborative protocol
- Supporting access, analysis and management of data (quantitative reports and qualitative work samples)
- Providing resources (District personnel and online tools) to aid teams as they engage in the continuous improvement process

Professional Learning:

Professional learning for all employees is a priority for our District. Educators receive support in this work through the Professional Growth System to ensure all of our educators reach their full potential and develop as highly effective leaders. Online and face-to-face professional learning is relevant, engaging, of high-quality and incorporates tools to effectively measure its impact on both student and educator growth. RUSD recognizes the need to offer greater voice and choice in its professional learning opportunities.

Professional learning is guided by student and educator needs as indicated by the related outcomes.

Feedback is an important component for an educator's professional learning. Site and department administrators provide constructive feedback specific to the commitments made by collaborative teams and work to set up systems for educators to observe best practices and examples of high-quality student learning. Above all, our District recognizes that effective professional learning occurs during collaborative learning experiences with other educators.

Teacher Success and Development

Teaching is a complex endeavor that involves designing rigorous and engaging learning experiences for diverse students that leads to the mastery of essential learning. Teachers have a large and positive impact when they:

- Are passionate about helping students learn
- Forge strong relationships with students
- Hold high expectations and set clear instructional outcomes for student learning and well-being
- Demonstrate knowledge of students and proactively plan lessons that meet the needs of all through evidence-based teaching strategies
- Monitor student learning and well-being, and adjust supports accordingly
- Consistently seek to improve their own teaching by:
 - Reflecting on teaching practices
 - Growing and developing professionally
 - Focusing on student learning and well-being outcomes based on data
 - Participating in a professional community

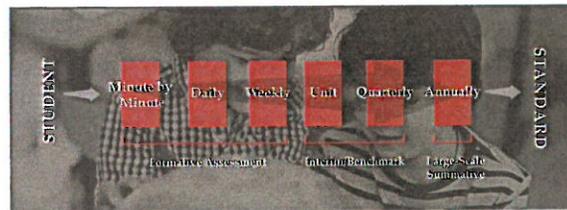
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Pg 14

Assessments

The classroom teacher is dedicated to monitoring student learning minute by minute, daily, weekly, by unit and quarterly. **Teachers and students use assessments to inform the cycle of teaching and learning.** The purpose of assessment is to:

- 1) Gauge student mastery of grade level standards
- (2) Serve as an indicator for collaborative teams to determine the curricular and instructional modifications needed to increase student learning.



(California Department of Education)

State Assessments

At one end of the continuum are the **large-scale, summative annual assessments that provide a cumulative picture of student learning.** Included here are state assessments such as the California Assessment of Student Performance and Progress (CAASPP). CAASPP results inform students, parents, and educators as to the student's progress toward mastery of academic standards. It also provides teachers and administrators information needed to improve the instructional program to ensure every student is prepared for college, career, and the world.

Pg 15

District Assessments

District assessments are administered multiple times per year and include both Universal Screeners and Standards-Based Interim Assessments. The purpose of a Universal Screener is to determine if a student needs additional support in the essential skills of literacy, numeracy or social-emotional learning. Standards-Based Interim Assessments provide educators information on whether students are making progress toward mastery of State standards. Equally as important, these types of assessments gauge the alignment of rigor between State, District, and site assessments. **Teachers commit to analyzing the results of state and district assessments, calibrate the rigor of site assessments, and plan meaningful instructional responses.**

Site Assessments

In addition to state and district assessments, teachers plan together to determine and administer shorter term site-based formative assessments. These assessments measure the expanded skills embedded in the standards for a particular cycle of instruction and are used to **generate adjustments to instruction, teaching practices, and academic support.** Authentic formative assessments are used to directly assess what has been taught and inform the discussion of what educators can do differently to meet the needs of students.

Students should be provided multiple opportunities to demonstrate their learning progress through assessments, personalized learning options and alternative learning pathways. Site-based assessments should be in a variety of formats (selected response, constructed response, performance task, etc.) and aligned with the learning targets. When developing a site-based assessment, teacher teams should consider the following:

- What students have been asked to learn to attain grade level mastery
- Results must provide clear data on strengths and gaps in student learning

- Results from data must allow teachers to develop a meaningful action plan
- Assessments should be built into an online tracking system that allows for the storage of longitudinal data that can be disseminated to gauge student progress over time

Working in teams, teachers determine the site-based assessments they will use and communicate their plans with site leadership.

Collaborative teams use assessment data using the Continuous Improvement Framework to adjust supports for students. After giving the assessment, **teams engage in the cycle of inquiry** (Analyze, Plan, Act, Reflect).

Using Assessment to Inform Instruction:

- **Monitor** frequently to examine progress and identify barriers to student learning and well-being
- **Design** effective instructional plans to reduce barriers to student learning and well-being
- **Re-Engage** using student work to address misconceptions, provide feedback on student thinking, and help students to go deeper into the content through collaborative discourse
- **Respond** quickly and effectively using Multi-Tiered Systems of Support available to teachers and sites
- **Evaluate** the educational plan meaningfully

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Page 14 box

(UPDATED TERMINOLOGY) Cycle of Inquiry: A Continuous Improvement Framework

Through shared leadership, the cycle of inquiry provides a framework for continuous improvement. In order for **systemic, sustainable improvement** to occur, it is essential that the work is grounded in research-based best practice for planning.

Across the District, each division, department, school site, and team use the cycle of inquiry in an ongoing effort to thoughtfully refine practices and procedures **to ensure equity** and **maximize effectiveness**. This collaborative process fosters a common language among **all employees** creating coherence and connections across the system.

Elements of the Cycle of Inquiry

Analyze available data to determine the goal and generate change ideas.

- Gather the data needed.
- Describe patterns in the data.
- Interpret what the data reveals.
- Determine the SMART Goal.
- Discuss the responses and generate Change Ideas.

Plan the actions to achieve the goal.

- Choose one or two Change Ideas to implement.
- Design Plan:
 - Who? Does what? By when? What resources are needed? How is equity addressed? How will progress be monitored?

Act on the plan.

- Implement the plan as agreed.
- Communicate regarding adjustments needed or made.
- Monitor the plan.

Reflect on the plan and adjust as needed.

- Review the goal and action plan.

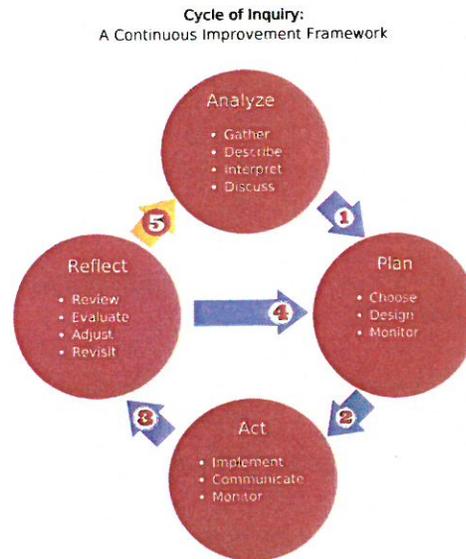
- Evaluate the implementation and impact of the plan.
- Adjust as needed or try the next change idea.

OR

Revisit the analysis phase.

- If the goal was achieved, revisit the analysis phase to plan a new goal.

Page 15 box



Guidelines for Collaborative Meeting

Preparation

Each collaborative team has an identified facilitator with the understanding that there are shared leadership responsibilities. The facilitator prepares in advance for the meeting by communicating with the other members the types of data or work samples that are brought to the meeting.

Guidelines for Facilitators

Facilitators work to ensure that all members of the team participate and provide input into the team's plans. They also ensure that the team stays focused and on task. When engaging in the cycle of inquiry, effective facilitators keep the focus on what each member of the team can do to improve outcomes and not on those things over which they have little or no control.

Elements of a Continuous Improvement Meeting

A continuous improvement meeting first involves a **review of outcomes**. This includes reviewing data at the team, class, and/or individual student level. The review of data includes analysis by demographics and program. Depending on the assessment, a data review might also involve reviewing student work samples or other evidence of outcomes. Analysis can also include observations of students across several classrooms, such as in the Instructional Rounds process. Teams identify and discuss patterns in the data to identify strengths, needs, and next steps. Using the cycle of inquiry, teams **discuss instructional responses** and

commit to **implementing the plan**. With each successive convening, they **evaluate the impact** of their action plan using new formative data, and repeat the cycle.

“There is only one way to achieve greater coherence, and that is through purposeful action and interaction, working on capacity, clarity, precision of practice, transparency, monitoring of progress and continuous correction (Michael Fullan).”

Pg 16

In our work, we must collectively make every effort to attend to people first, knowing that this will make the greatest impact on our practices, well-being, and most importantly, the lives of our students who hold the keys to the future.

Page 17

ENGAGE ALL

ACTION FOUR:

WHOLE SYSTEM ENGAGEMENT

Provide whole system engagement strategies and support.

Relationships are the cornerstone of healthy organizations and our work in education. There must be a balance between knowledge, skills, and competence **and** connection, rapport, and love. The most significant area of responsibility educators have is **building positive relationships to ensure learning in the classroom.**

Engagement is crucial to maximizing student learning, and student and teacher well-being. Whole system engagement provides direct focus on:

- Educators
- Student Families

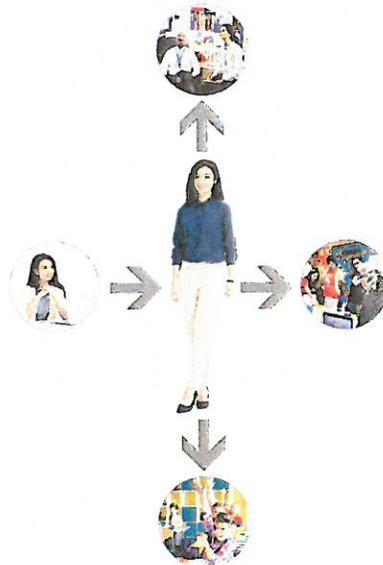
Educator Engagement:

Educator engagement stands at the center of our work. **There is a direct connection between the engagement of the adults in the school and student achievement.** Supporting educators, providing feedback, and utilizing their strengths remains central to the work of site and District leaders. As an organization, educator well-being is supported through various initiatives (e.g. Employee Assistance Program, professional coaching, PGS). **Building a culture of engagement is our legacy!**

How can we increase engagement in others and for ourselves?

- Know and actualize our responsibilities at work
- Recognize, praise and value others regularly
- Access opportunities to learn and grow
- Know and develop strengths, enabling us to do what we do best everyday
- Commit to collaboration to achieve quality work leading to increased student learning and achievement
- Encourage the development of others (students, colleagues, families)

Leading in All Directions



The **development of leaders** in all seats is promoted through capacity building in skills and attributes, mentoring, coaching, and feedback. All employees utilize their ability to lead in four directions and contribute to their team/site, division and/or organization entirely. **Leading in all directions is our personal contribution to strengthening the organization!**

Leading Upward: seek to understand your leader, lift them up, be respectful and truthful

Leading Those You Serve: set an example and be a role model, show empathy, trust who you lead

Leading Your Peers: be encouraging, work together, hold others accountable

Leading Yourself: be a learner, be reflective, and have a heart of gratitude

Page 18

Family and Community Engagement

Riverside Unified is a comprehensive community school district. **We emphasize academic success of all students, as well as emotional support and well-being.** Partnerships with the community and various agencies assist us in the engagement and coordination of needs for students and families in the interest of college, career and world readiness. RUSD has a full service partnership and community engagement plan that demonstrates an alignment of practices, programs, and systems. This plan describes how we engage with students, staff, parents, the community, and schools to leverage our efforts to increase student achievement.

Identified components of the community engagement plan are:

- **Family and Community Partnerships** to coordinate needed services to promote student learning and well-being
 - Family Resource Center (FRC)
 - Satellite campuses/sites
- **Parent Education and Leadership** to develop parent and community members' competencies in school systems in collaboration with community partners and curriculum experts.

Student Engagement:

The most significant engagement takes place in the classroom on both academic and relational levels. Academic engagement is central in the instructional program; simultaneously, it is recognized that the

relational aspect has a greater impact on student achievement than the content. Research has shown that hope is worth a letter grade in school. We support the whole child by providing and fostering external and internal assets that lead students to become confident, healthy, caring, responsible, hopeful, and resilient adults.

We engage students by:

- Identifying and cultivating students' strengths.
- Creating a learning environment that excites students about their future.
- Recognizing and praising students.
- Encouraging students to engage with school in at least two areas in addition to their academic pursuits

Positive Attendance Matters

Monitoring attendance data and tiered attendance intervention are key to creating positive attendance, student-by-student. As early as the first month of school, **chronic absence (missing 10% or more of school days) can be an early warning sign of academic trouble**, whether a student is in kindergarten or high school. Children with excessive absences in kindergarten and first grade often struggle to read proficiently by the end of third grade.

To increase attendance, engage students with specific actions:

- Establish a positive and engaging school climate
- Recognize positive and improved attendance
- Educate and engage students and families on the importance of attendance
- Identify and address common barriers to getting to school
- Connect students to a caring mentor

School Counseling

The RUSD counseling plan follows the American School Counselor Association National Model. The goal of RUSD's counseling plan is to prepare every student to be college, career, and world ready upon graduation from high school by providing a systematic, data-driven approach to reach academic, career and social/emotional development. School Counselors create comprehensive school counseling programs that focus on student outcomes, teach student competencies, and are delivered with identified professional competencies. School Counselors provide direct student services to the school community by:

- Providing consistent information on navigating promotion, graduation, and college entrance requirements to middle and high school students.
- Using data to develop systematic ways to ensure every student graduates college and career ready.
- Evaluating student transcripts regularly to ensure students are on track to be college and career ready upon graduation.
- Developing individual student academic plans.
- Establishing responsive services to address student social and emotional needs.
- Collaborating and interacting with parents, teachers, administrators, and other community organizations regularly to increase student success.
- Continually reevaluating the counseling program and its effectiveness for students.

Social Emotional Learning (SEL) is an essential dimension to support student learning and well-being. There are five key SEL competencies:

- Self-awareness
- Self-management
- Responsible decision making
- Relationship skills
- Social awareness

Students achieve higher outcomes when they receive social emotional supports that are aligned to the academic and behavioral supports.

Behavioral skills, like academics, are learned and should be explicitly taught, modeled, practiced, and positively reinforced. Positive **Behavior** Interventions and Support (PBIS) **structures** are developing throughout our District with a **focus on Restorative Practices**. The tiered intervention model guides the extent to which we provide additional support aligned to individual student needs.

(GRAPHIC UPDATED)



(Collaborative for Academic, Social, and Emotional Learning)

RUSD addresses students' social-emotional needs through a multi-faceted approach. School Counselors, School Psychologists, and Student Assistance Program (SAP) Counselors work in concert to support and guide students. SAP was implemented to enhance systems addressing students' social, emotional, and behavioral needs.

School-based approaches provide services to students relating to their social, emotional, and behavioral needs through:

- Conducting comprehensive family interviews
- Individual and group counseling
- Crisis counseling
- Social skills instruction
- Classroom lessons
- Conflict resolution
- Connecting families and students to community resources
- Developing, implementing, and monitoring behavior through strategic supports

Our District Crisis Response Team is comprised of School Counselors, School Psychologists, SAP Counselors, and members of District management. The team uses evidence-based procedures to address students who may pose threats to themselves or others. School staff members are provided opportunities for professional development in the areas of social and emotional well-being.

“It is recognized that the relational aspect has a greater impact on student achievement than the content (Gallup).”

Page 20 picture

Inside back cover - no page number

Through our collective efforts, we will continue to raise the level of our work and strive for the highest forms of excellence for ourselves and the students and families we serve.

Inspired by: RUSD Students, RUSD Teachers & Staff, RUSD Principals & Instructional Support Teams, RCTA, Charlotte Danielson, John Hattie, Michael Fullan, Mike Schmoker, Robert Marzano, Katie Novak, Whittier Union High School District, Long Beach Unified School District, Ed Trust West, Great Schools Partnership, Solution Tree, P21, Gallup, InnovatEd, Learning2gether, David Conley, Norman Webb, Patrick Beal, Ruben Puentedura and so many more...

Back Cover

Riverside Unified School District
Board of Education

Mrs. Kathy Allavie

Dr. Angelov Farooq

Mr. Tom Hunt

Mr. Brent Lee

Mrs. Patricia Lock-Dawson

Dr. David Hansen, Superintendent





Homework Policy

Academic Oversight
July 11, 2019

Eliminate disparities and inequitable practices

Implement inclusive practices and policies

Honor individuality with a focus on high outcomes for all

Guarantee respectful treatment where all individuals feel valued

Analyze, revise, and implement changes to homework policies

Homework

Process

- Convened Homework Policy Committee
- Reviewed Current Research
- Gathered Surrounding Board Policies
- Surveyed Students, Parents, Teachers

	Elementary	Secondary	TOTAL
STUDENTS	2,879	6,899	9,778
PARENTS	1,192	933	2,062
TEACHERS	416	423	839

Homework

Recommendations

- Synthesize research and survey results
- Draft Board Policy
- Stakeholder Input on Policy
- Recommend Board Approval
- Implementation in 2020-21

Homework

Preliminary Review of Survey Data

- Amount
- Quality
- Access Issues
- Teacher expectations
- Student/Parent Beliefs
- Weight of Grade
- Grading practices

Questions?

