

SIR INSTRUCTIONAL COMPONENT DESCRIPTIONS

| Instructional Components | Characteristics |
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| <p>1. Culture, Coherence, and the Planning Process</p> <p><u>LCFF/LCAP:</u> <i>Priority 6: School Climate (Engagement)</i></p> | <p>The local educational agency (LEA) places a strong value on culture and climate for all stakeholders through the implementation of district-wide professional learning opportunities that teach, promote, and practice inclusivity and diversity. LEA members implement culturally reflective practices and policies designed to create coherence around an inclusive instructional mission and vision achieved through continuous improvement practices and processes. The LEA has a robust culture of accountability in regard to the academic, social, and emotional developmental of each child. Achievement outcomes guide coherent and collaborative work while fostering knowledge of expectations around teaching, learning, and accountability.</p> |
| <p>2. Curriculum, Learning, and Support</p> <p><u>LCFF/LCAP:</u> <i>Priority 2: State Standards</i> <i>Priority 5: Pupil Engagement</i> <i>Priority 8: Other Pupil Outcomes</i></p> | <p>The LEA has an MTSS framework that documents and assesses the implementation of all standards-aligned materials, curricula, learning, and social-emotional and behavioral supports (e.g., differentiation options, tiered support options, integrated aligned ELD supports). The LEA uses a coherent, standards-aligned curriculum, instruction, and assessment system that is culturally and linguistically responsive and meets the needs of all learners (e.g., gifted, English learners, students with disabilities, and homeless and foster youth). Evidence-based programs and instructional materials reflect the diverse needs of the student population and provide equitable access for all learners.</p> |
| <p>3. Instructional Practice and Strategies</p> <p><u>LCFF/LCAP</u> <i>Priority 1: Basic Conditions</i> <i>Priority 2: State Standards</i> <i>Priority 7: Course Access</i></p> | <p>The LEA has established and defined instructional practices and strategies that are culturally inclusive, differentiated, rigorous, coherent, and standards aligned. Instructional technology, project-based learning, and other experiences beyond the textbook are regularly utilized. Instructional practices and strategies positively support students in developing self-agency and building metacognitive skills. The LEA maintains a district-wide intentional focus on providing a rigorous teaching and learning experience that uses Universal Design for Learning principles for improving and extending differentiated instructional practices that increase student engagement.</p> |

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| <p>4. Social-Emotional and Behavioral Health and Development</p> <p><i>LCFF/LCAP:</i> <i>Priority 6: School Climate</i></p> | <p>Social-emotional and behavioral (SEB) well-being of the whole child is a critical component in the LEA’s mission and vision. Identified social-emotional and behavioral skills are integrated into the curriculum, instructional practices, and resources identified for student support and school capacity building. Social-emotional and behavioral health is embedded in LEA policies and practices and is modeled by adults.</p> |
| <p>5. Assessment and Accountability</p> <p><i>LCFF/LCAP:</i> <i>Priority 2: State Standards</i> <i>Priority 4: Pupil Achievement</i></p> | <p>The LEA has a systemic process to measure and analyze student data—academic, behavior, and Social Emotional Learning—that drives the accountability system for all stakeholders (classroom to boardroom and home) and informs a continuous improvement process. The LEA’s system of assessment ensures that all students are provided with, know, and understand clear learning targets in all courses and at all grade levels with the goal that each student comprehends precisely what and how to attain mastery of key skills and concepts. The system includes targeted and on-going assessment of ELs to ensure they are moving toward advanced levels of English, reclassification, and closing the academic language gap.</p> |
| <p>6. Student and Family Engagement</p> <p><i>LCFF/LCAP:</i> <i>Priority 3: Parental Involvement (Engagement)</i> <i>Priority 5: Pupil Engagement</i></p> | <p>The LEA practices two-way communication that reflects the cultural and linguistic needs of families in the community and provides resources and activities that give students agency, promotes student leadership, and provides a space for active family and community engagement. The district has both systems and supports in place to successfully engage families and students in an adaptive learning environment (e.g., distance learning, blended learning, flipped classroom), internet connectivity, devices, orientation, and guidance on hybrid learning environments. Clear two-way communication is used with families and cultivates a clear understanding of steps and progress required for students to show mastery of skills, concepts, and grade-level and graduation requirements.</p> |

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| <p>7. School-based Instructional Leadership Teams (ILTs)</p> <p><i>LCFF/LCAP:</i> <i>Priority 6: School Climate</i></p> | <p>Instructional Leadership Teams (ILTs) exist in every school in the LEA and are representative across grades and disciplines with members that make culturally responsive data-driven decisions to design instruction for all students and their needs. ILTs facilitate site-based professional learning and support the implementation of district and site programs and efforts. The LEA has written expectations for ILTs roles, responsibilities, and team membership and provides professional development on the purpose, process, facilitation, and outcomes for leadership teams.</p> |
| <p>8. Administrative Coaching and Leadership</p> | <p>Infrastructures across the LEA support, promote, and enhance a collaborative culture for district and site administrator effectiveness in management and instructional leadership. Data (academic, social-emotional, and behavioral) are consistently used to monitor instruction and inform stakeholders' engagement. Consistent leadership coaching and mentoring provides principals the opportunity to reflect on, monitor, adjust, and increase effectiveness of their roles in strengthening instructional practices to meet the needs of diverse learners.</p> |
| <p>9. Professional Learning and Coaching</p> <p><i>LCFF/LCAP:</i> <i>Priority 1: Basic Conditions</i> <i>Priority 2: State Standards</i></p> | <p>There is a professional learning plan that cultivates the development of a teaching and learning culture through the eyes of a student and reflects the needs of all teaching staff. The LEA-wide data-driven professional learning plan designed for all stakeholders focuses on effective instructional practices that improve student academic, social-emotional, and behavioral learning. The data-based professional learning opportunities the LEA provides are grounded in student performance and foster collective responsibility for improving student outcomes. Instructional coaches support the implementation and improvement of the tiered instructional practices.</p> |

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| <p>10. Data Management and Use and Student Information Systems</p> | <p>The LEA has a student information system (SIS) that actively stores and tracks all individual student data (e.g., grades, attendance, discipline). The SIS provides LEA-wide appropriate access for teachers, administrators, and parents/caregivers, which allows for aggregate data use for school-based planning and also meets federal/state/local reporting requirements. The LEA has an early warning system for students' academics, behavior, and attendance at the district, school, and classroom levels. A suite of reports through the SIS that is readily available and customized for the end-user (e.g., principal, teacher, board member, assistant superintendent, parent/caregiver, etc.) and reflect the areas identified as needing improvement for each student.</p> |
| <p>11. District and Leadership Capacity</p> | <p>The LEA contains strong multi-level (school and district leadership) organizational capacity and processes to make coherent, coordinated decisions that ensure goals and metrics are mission and vision aligned across sites and departments. District and school leadership develop and facilitate collaborative and transparent processes to implement shared goals regarding teaching and learning, effective leadership, and accountability and commitment to equity. Established processes ensure each member, regardless of position, is supported and can fulfill their role and responsibilities. Each department's strategic workflow, metrics and benchmarks are verified with data, aligned with district goals and vision, and reviewed regularly.</p> |
| <p>12. Governance Support with Instruction</p> | <p>The LEA's governing board has clearly established written policies, processes, and protocols to assist in the implementation of strong instructional practices and educational supports for each and every student. The board's policies support the goal that all students are provided with, know, and understand clear learning targets in all courses and at all grade levels. The district's governing board has a delineated function and members have a clear understanding of their roles and responsibilities in improving district, school, and student outcomes. The district's governing board members demonstrate conflict resolution, effective communication, and interpersonal respect for each other, the district leadership, staff, and the community they serve.</p> |