ccee California Collaborative *for* Educational Excellence

SUHSD — Salinas Union High School District — Students Learning For Life

MONTEREY COUNTY OFFICE OF EDUCATION — Leadership · Support · Service

SIR Progress Monitoring Report

PURPOSE The purpose of this Systemic Instructional Review (SIR) Progress Monitoring Report is to provide the district and its stakeholders an update on the district's progress in implementing the SIR report actions. This progress monitoring report will be updated and available twice a school year (fall/spring).

BACKGROUND In December 2019 the district met the criteria for support outlined in Educational Code 52064.5, where three or more student groups have not made progress for 3 out of 4 consecutive years. As a result, the CCEE conducted a Systemic Instructional Review that results in a SIR Report that outlines the strengths, weaknesses, threats, opportunities, and recommended actions.

WHAT IS THE SIR? The SIR is a comprehensive PK-12 academic and social-emotional assessment of the district's instructional systems and progress of state requirements. Learn more about the SIR and view your districts' full SIR Report and Executive Summary.

SUHSD SIR Report

SIR Instructional Components

Total Actions	Total Not Started	Total In Progress	Total Completed
43	24	19	0

KEY Not Started   In Progress   Completed

1 Culture, Coherence, and the Planning Process (6 actions)

Objective: The school district strongly values inclusivity and diversity. The culture of the district is unified in supporting and engaging every member of the school community.

4 Not Started   **2** In Progress

2 Curriculum, Learning, and Support (2 actions)

Objective: The school district uses a standards-aligned curriculum and a comprehensive assessment system that is culturally and linguistically appropriate for the learners in its community and meets the needs of all learners.

1 Not Started   **1** In Progress

3 Instructional Practice and Strategies (6 actions)

Objective: The school district has implemented evidence-based teaching methods that are rigorous, standards-aligned, culturally inclusive, and meet the needs of all learners.

4 Not Started   **2** In Progress

4 Social-Emotional and Behavioral Health and Development (2 actions)

Objective: The school district supports the social-emotional and behavioral well-being of every learner through the curriculum, specific instructional practices and resources, and intentional modeling by adults in the school community.

2 Not Started

5 Assessment and Accountability (5 actions)

Objective: The school district has a cohesive process to measure and analyze student data, which includes data on academic, behavior, and social-emotional learning. The data is used to support accountability and continuous improvement.

2 Not Started   **3** In Progress

(6) Student and Family Engagement (3 actions)

Objective: The school district practices two-way communication that reflects the cultural and linguistic needs of families in the community. The district uses resources and activities to promote student leadership and organizes active family and community engagement.

1 Not Started	**2** In Progress

(7) School-based Instructional Leadership Teams (2 actions)

Objective: Every school in the district has educators organized into Instructional Leadership Teams that focus on professional learning and make culturally responsive, data-driven decisions to design instruction for all students.

1 Not Started	**1** In Progress

(8) Administrative Coaching and Leadership (3 actions)

Objective: The school district has systems in place across the district to support, promote, and enhance a collaborative culture for administrator effectiveness in management and instructional leadership.

2 Not Started	**1** In Progress

(9) Professional Learning and Coaching (4 actions)

Objective: The school district has a data-driven professional learning plan focused on effective teaching methods that improve student academic, social-emotional, and behavioral learning.

1 Not Started	**3** In Progress

(10) Data Management and Use and Student Information Systems (3 actions)

Objective: The school district effectively uses a student information system that stores and tracks all student data, including grades, attendance, and discipline.

2 Not Started	**1** In Progress

(11) District and Leadership Capacity (5 actions)

Objective: The school district has a multi-level organizational structure that ensures goals related to the district's overarching mission and vision are aligned. Each member of the school and district leadership is supported in fulfilling their role.

3 Not Started	**2** In Progress

(12) Governance Support with Instruction (2 actions)

Objective: The school district's governing board has clearly established written policies, processes, and protocols to help implement robust instructional practices and educational supports for every student.

1 Not Started	**1** In Progress