

**Academic Program**

**EL-8**

**The Superintendent shall not fail to adopt, develop, equip and support an academic program for the district to enable students to meet content standards and to achieve the Board's *Ends* policies.**

**Accordingly, the Superintendent may not:**

- 1. Fail to develop and implement an academic program that is research-based, provides access and challenge for all, is complete, is culturally responsive, comprehensively uses resources, encourages innovation, and considers class size and organization.**

I interpret “develop and implement an academic program that is research-based” as the core mission of the Teaching and Learning Department. That is, to ensure that we not only select high quality, rigorous student materials but that the curriculum that is designed, adapted, and modified aligns with current educational research. The district has implemented a focused set of research-based interventions, formative and summative assessments and instructional strategies to ensure all students meet or exceed state standards in English Language Arts (ELA), science, and math. I interpret providing “access and challenge for all” as both differentiation and intervention within general education classrooms as well as providing for students with specific needs. I interpret “culturally responsive” as an inclusive, historically accurate curriculum taught using pedagogy that is accessible, meaningful and effective for students from all racial and cultural backgrounds. I interpret “comprehensively uses resources, encourages innovation, and considers class size and organization” as the maximizing of resources both in terms of what the student brings into the classroom (i.e. culture, academic background knowledge, academic skills) and what the school provides (i.e. solid, research-based, mastery learning curriculum, teachers who are knowledgeable about and utilize effective instructional practices, optimal class size, and a classroom structure which is conducive to maximizing educational outcomes for all students).

**In compliance.** During the 2021-2022 school year, most UPSD students (about 95%) were learning onsite and following regular daily and weekly schedules and normal school routines for learning. Online instruction was provided to 48 K-4th grade students, 78 5th-7th grade students, and 93 8th-12th grade students. Students in the K-4 online program received virtual synchronous instruction for math and English Language Arts from UPSD certificated teachers and had access to asynchronous PE and music content. Students in the 5-7 online program received synchronous ELA and math instruction from UPSD certificated teachers, asynchronous PE and music from UPSD teachers, and asynchronous science and social studies instruction from the Pearson Online program. Students in the 8-12 online program received asynchronous instruction from Graduation Alliance.

Examples of compliance with EL-8: 1 include:

- The district maintains general education, core-content class size averages that are typically below the contractual maximum levels: K, 22 students; 1-2, 24 students; 3-4, 26 students; 5-7, 28 students and 8-12, 30 students (except in performing arts, music, and study hall).
- Schools at the primary level have common master scheduling in order to provide supplemental instruction for identified students (outside of core instructional blocks),

**Policy Type: Executive Limitations**  
**Monitoring Report Academic Program EL-8**  
**Monitoring Report Submitted October 12, 2022**

maximize learning time for core instruction, and increase instructional consistency over time. The primary master schedule allows for math intervention (Title/LAP/ESSER/K-3 funded in grades 1-4), reading intervention (Title/LAP/ESSER/K-3 funded in grades K-4) and pull-out support for English Language Learners. The master schedule also identifies common blocks of time for classroom intervention of key content within English Language Arts and mathematics.

- Title I, Part A and/or LAP services are provided as targeted assistance to qualifying students in grades K-7. UPSD added several additional intervention specialists to the K-7 intervention team for the 2021-2022 and 2022-2023 school years (funded with ESSER and/or K-3 dollars) in response to the effects of learning loss associated with the impacts of the Covid-19 pandemic. This is a significant increase in intervention services, enabling us to provide intervention to more struggling students. Specialists use common assessments within grade bands. Staffing is allocated and services are provided based on Federal and State formulas and the district determination of the concentration of students in need of service. Students are identified for intervention based on multiple data points including: state assessments, nationally-normed district assessments, common district assessments, and teacher ranking. Intervention programs are implemented based on substantive research. The primary schools continue to implement early intervention programs, which are designed to promote long term academic success. The goal is to ensure that each student learns to read by third grade and has a strong foundation in mathematics. Qualifying students receive at least an additional 25 minutes of math and/or reading intervention daily.
- A four-week intensive Achievement Academy was offered to identified students in the summer of 2022 for grades K-4, 5-7, and 8-12. An English Language Learner Institute was also offered to identified ELL students in grades K-6. Students were provided with approximately three hours of daily intensive instruction in core academics and class sizes were smaller to best meet individual student needs. Students received breakfast and lunch, and those who lived within the school district boundaries were offered bus transportation. Summer Achievement Academy was free for all students in 2022 and was funded with federal dollars. The K-4 Summer Achievement Academy, English Language Learner Institute, and Extended School Year programs hosted approximately 155 students in kindergarten through 4<sup>th</sup> grade. The 5-7 Summer Achievement Academy program included the following classes: ELA and math intervention for qualifying students in grades five through seven and an algebra-bound course for seventh grade students. The 8-12 Summer Achievement Academy program included several credit retrieval classes and an extended hour option. Students were given the opportunity to take multiple credits if needed. The 5-7 and 8-12 Summer Achievement Academy programs hosted about 238 students.
- After school programs are available for identified students. These programs are taught by certificated staff and are available at all primary schools. At the intermediate level, students can get additional help in core subjects at specific times. Session content and duration vary according to student need. Transportation is provided for in-district students.
- *Read Well* is the ELA curriculum used in our kindergarten and first grade classrooms, in our intervention classes, and in some special education settings. The systematic and explicit nature of the *Read Well* program helps to ensure that all students are receiving the support necessary to become good decoders and fluent readers. By using this program in both the general education classroom and in intervention or special education settings, we can

**Policy Type: Executive Limitations**  
**Monitoring Report Academic Program EL-8**  
**Monitoring Report Submitted October 12, 2022**

provide struggling students with a double-dose of *Read Well* instruction, while maintaining pacing and maximizing access to the content.

- In the spring of 2022 and in response to recent Dyslexia requirements, we began field testing the *SPIRE* intervention curriculum for a small number of primary students who were not making adequate progress with *Read Well* and were shown to be at risk according to multiple assessment measures. *SPIRE* is a multi-sensory systematic and explicit phonics program (with a significant phonemic awareness component). It also engages students in aligned encoding and decoding work. We'll continue with this field test in the fall and winter of the 2022-2023 school year.
- *Core Knowledge Language Arts (CKLA)* is used in our 2<sup>nd</sup> through 5<sup>th</sup> grade classrooms and has ample amounts of complex text, a minimum 50/50 balance of informational/fiction text, a focus on academic vocabulary, high quality assessments, challenging material for all students, and spelling and writing tasks. *Core Knowledge Language Arts* provides students with opportunities to build academic background knowledge in science and social studies. Students are exposed to complex text and a meaningful integration of reading and writing. This year, we will work with teacher leaders to select key vocabulary from *Core Knowledge Language Arts* and to build common vocabulary resources, which will be designed to strengthen academic background knowledge. Our goal for this work is to provide students with a solid network of knowledge that can be leveraged for later learning.
- The district has implemented a comprehensive, research-based math curriculum (K-5), for which common tasks and assessments are in place. Teachers in grades 6-12 build on the strong foundation students are receiving through the use of equally rigorous math curriculum in the upper grades. Pearson Envision is used in grades six and seven and HMH AGA is used in our algebra and geometry classes. Specific efforts began this summer to augment the teaching and leveraging of background knowledge within lessons. This work will continue with training and curriculum development through the 2022-23 school year. These efforts are in response to student recovery and progress as well as necessary changes in the core content for student success.
- Special education teachers use *Read Well*, *SPIRE*, *SRA Reading Mastery*, *Corrective Reading*, and *Edmark (K-12)* in addition to core curricular texts where appropriate. Principals monitor implementation of strategies through staff observation/evaluation and classroom walk-throughs. In an effort to increase access to core curriculum for special education students, we have increased training for special education and general education teachers around specially designed instruction geared toward core curriculum and the identification of appropriate modifications and accommodations for special education students.
- Special education teachers use *Connecting Math Concepts*, *Algebra Essentials*, and *Corrective Math (K-12)* in addition to core curricular UPSD math where appropriate.
- Teachers use common close-read lessons at each grade level. These plans contain rigorous texts, explicit teacher guides, text-dependent questions, and a writing component.
- Research shows that students who are approaching reading fluency benefit from comprehension practice (involving the extraction of information from a text) and from vocabulary development. At the primary and intermediate levels, reading/ELA specialists

**Policy Type: Executive Limitations**  
**Monitoring Report Academic Program EL-8**  
**Monitoring Report Submitted October 12, 2022**

provide additional comprehension and vocabulary support to qualifying students (in grades 3-7). These students are challenged with an intensive dose of complex informational text and direct vocabulary instruction. This support is designed to increase reading comprehension and best prepare students for the intensity of the Common Core State Standards and the rigor of textbooks at the intermediate level.

- The Department of Special Services uses *IEP Online*, a software program designed to document a student's eligibility for special education, individual services needed, goals, accommodations and progress. It is also designed to reduce time spent on paperwork and increase the ease of transferring information for students entering and leaving our system. Special education teachers, speech and language pathologists, occupational therapists, school psychologists and office support personnel have had comprehensive training and will continue to receive training as needed.
- The Department of Special Services is also using *aimswEBPlus* as a screening and progress monitoring tool for special education students. With *aimswEBPlus*, teachers in the learning center can regularly check student progress in math, written expression, reading comprehension, and fluency. Most of the *aimswEBPlus* assessments are designed to take only a few minutes and can be repeated frequently throughout the school year.
- During the 2020-2021 school year, the Board approved changes to District Operating Policy 2020. These changes, along with specific changes to the associated procedure, established a more timely process for reviewing and modifying the curriculum within the required legal framework. These changes remove systemic barriers to progress in this important work. The changes to adapt and improve our curriculum specific to racial equity will sometimes include significant numbers of smaller resources aligned as supplements to core texts, correcting inaccuracies or providing the perspectives of people of color when the primary text is not adequate. The district needed to establish a new process to evaluate and approve the addition of smaller/shorter resources within individual curriculum maps without relegating these resources to a status of "supplements" - which would make the teaching of them optional. The changes to this procedure include the modification of the methodology for approval of changes to curriculum maps and establishment of subcommittees with the expertise to perform this work. In the 2021-2022 school year, a new ELA curriculum was adopted for 6th and 7th grade. This curriculum contains a significant amount of content by authors of color and a strong proportion of culturally responsive content. Other changes already approved by the Board, and included in section 7a of this report, include development of curriculum and inclusion of resources from *Since Time Immemorial* in grade 5 permanent changes to the 8<sup>th</sup> grade US history map to include supplements for the *Sectionalism* and the *Civil War* units. Proposed changes and supplementation to multiple units of 11<sup>th</sup> grade US History were made and will be reviewed for adoption in 2022-23. In the 2022-2023 school year, we will continue to prioritize curriculum revisions for 5th, 8th, and 11th grade U.S. History. As their text has been recently adopted, 11<sup>th</sup> grade US History will continue to be a focus of racial equity review and possible supplementation through the 2022-23 school year. In social studies and ELA (grades 3-5) and social studies (grades 7 and 8), resources and lessons from *Since Time Immemorial: Tribal Sovereignty (STI)* were integrated with related content. We will also work with 5th-12th grade ELA teams on the selection of novels and with 2nd-5th grade teams on the addition of smaller/shorter resources, which will serve as supplements to core curriculum.

**Policy Type: Executive Limitations**  
**Monitoring Report Academic Program EL-8**  
**Monitoring Report Submitted October 12, 2022**

**2. Fail to provide information and options to students and their parents, regarding the availability of career and vocational education opportunities within our region.**

I interpret “provide information and options to students and their parents” to mean that we communicate information and options about the availability of career and vocational education opportunities within our region to students and parents, routinely, using multiple methods. I interpret “career and vocational educational opportunities in our region” to include both school-based programs at Curtis Junior High and Curtis High School, as well as other programs available in different locations within our region such as the Pierce County Skills Center and others.

**In compliance.** The district provides information and choices to students and parents regarding career and vocational options including district offered CTE course and other options outside of UPSD. Examples of compliance with EL-8: 2 include:

- Junior high and high school counselors meet regularly with individual students, as well as with their parents, to talk about student schedules and High School and Beyond Plans. These conversations typically stem from student interests with counselors talking to students and parents about the courses of study that will be most appropriate for each student’s post high school plans. Counselors regularly communicate with students about Career and Technical Education (CTE) programs that are available in the district and other programs available to students, which include: the Pierce County Skills Center, Bates Technical High School and College, Northwest Career and Technical High School, and Clover Park Technical College.
- High school counselors meet with students who find that the comprehensive high school setting isn’t matching their needs in order to discuss possible alternative options. These options are discussed with the student and the parent(s) and often include technical and career programs. Some of the options discussed include:
  - Washington Youth Academy (a residential program in Bremerton that is a division of the National Guard Youth Program)
  - Bates Technical High School
  - Northwest Career and Technical High School (Clover Park)
  - Job Corps (a residential educational and career technical and training program administered by the US Department of Labor)
  - The REACH Center (a job training and GED program with Goodwill)
- In a typical year, the College and Career Readiness Center (CCRC) provides multiple field trip opportunities annually for students to visit schools and other venues, which provide information about career and technical fields. These field trips were still limited in the 2021-2022 school year as we adjusted to being back in person full time.
- Curtis Junior High and Curtis Senior High host a variety of parent events, which include information on career and technical programs from within our region. Parents are informed about parent events through emails and phone calls home. Parent events include:
  - 9th Grade Registration Information Night - Specific information about CTE programs that are available for 9th graders is shared with students. These include programs that can be accessed either at the junior high or high school. Teachers from these programs are in attendance to share information and answer questions.

**Policy Type: Executive Limitations**  
**Monitoring Report Academic Program EL-8**  
**Monitoring Report Submitted October 12, 2022**

- Future Viks Night for Incoming 10th Graders and their Parents - As part of the 10th grade registration event, 10th grade students come to the high school during the school day to learn about the different Career and Technical Education programs. During this presentation, teachers and current students share information about specific programs of study. At the evening parent event, all CTE teachers are present and share information about their programs with students and parents.
- The Career Fair - The CRCC hosts an annual Career Fair and showcases over 40 colleges/universities, including technical, as well as 40 employment and community programs. The Pierce County Skills Center, Bates Technical High School and College, Northwest Career and Technical High School, and Clover Park Technical College all participate in this event. Our CTE teachers are also present at this event to provide information about their programs to students and parents.
- Local technical colleges are invited to attend lunch visits at the high school as well as to participate in an onsite registration day in the fall. Additionally, representatives from the Pierce County Skills Center attend lunches at the high school, prior to registration for juniors and seniors, to share information about their programs and to meet with interested students.
- Our high school counselors visit classrooms regularly as part of the registration process each spring. They spend two class periods in each grade level. Counselors discuss options with students for both career and technical education in addition to other programs, including running start. Counselors also share information regarding the Pierce County Skills Center, Bates Technical High School and College, Northwest Career and Technical High School, and Clover Park Technical College. Student Course Handbooks provide specific information about CTE courses available to students. Counselors help students plan their schedule and work with students on the selection of courses and programs of study for their junior and senior years. At the junior high school, counselors meet with all 8th grade students as part of their 9th grade registration process. Information about 9th grade CTE programs, available at the junior high and high school, is shared with students.
- The counseling offices have pamphlets from local technical programs to share with students and families. There are also posters displayed in the counseling offices about different programs available for students in our region.
- The CCRC has a variety of resources related to technical schools and careers for students. They also have printed pamphlets for career resources including apprenticeship programs, links to career resources, local jobs available for high school students, Job Corps, and the REACH Center. There are also flyers and pamphlets available for local technical/other programs. Additionally, they have tips for updating resumes and preparing for a job interview.
- The CCRC facilitates practice interviews for all students currently in CTE classes. Community members volunteer as part of this process and provide students with feedback and tips for how to have a successful interview. The CRCC also supports students with many components of their High School and Beyond Plan including creating and updating their resume.

**Policy Type: Executive Limitations**  
**Monitoring Report Academic Program EL-8**  
**Monitoring Report Submitted October 12, 2022**

- All of our CTE classes have a Career and Technical Student Organization (CTSO) component. CTSOs also provide opportunities for students to explore different careers associated with the CTE courses that are offered. Additionally, students participating in these organizations are exposed to competitions tied explicitly to the career industry, such as: the Distributive Education Clubs of America (DECA) state and national competitions, where students compete in categories related to finance, business management, marketing, etc.
- There are currently 16 students enrolled at the Pierce County Skills Center, 6 students enrolled at Northwest Career and Technical High School, and 2 students at Clover Park Technical College. Additionally, all students in grades 9-12 are required to take two CTE courses as part of their requirements for graduation. There are currently 59 students taking CTE classes at Curtis Junior High School and 100 ninth graders taking CTE courses at Curtis Senior High School. Additionally, 1,553 students are enrolled in CTE classes at Curtis Senior High School. Please note that this is a duplicate number as some students are enrolled in multiple CTE classes simultaneously.

**3. Fail to ensure that faculty know and teach the adopted curriculum.**

I interpret “ensure that faculty know and teach the adopted curriculum” as a responsibility to provide clear expectations and necessary training for teachers to successfully deliver the Board-approved guaranteed and viable curriculum.

**In compliance.** Examples of compliance with EL-8: 3 include:

- The Department of Teaching and Learning is committed to training teachers on a variety of topics related to the district adopted curriculum and general teaching methodologies. Over the last year UPSD teachers were trained on topics related to effective instructional practice, classroom management, district-adopted curriculum, guaranteed and viable curriculum, Professional Learning Communities, and equity literacy/racial equity. Additional examples of professional development include:
  - In-Time Curriculum Training for new teachers or teachers who were new to the grade level/content area at the start of the school year and at key points throughout the school year
  - Training for special education teachers on many of the required elements in special education such as: curricular training, Right Response, IEP Online, etc.
  - Training on effective instructional practice for first and second year teachers and their mentors through our BEST Mentor Program and training throughout the school year for district mentors on effective mentoring practices
  - The Board has previously received the extensive list of additional summer trainings, many of which are targeted at content knowledge and pedagogical knowledge specific to course content.
- Training was also provided for teachers specific to the needs of English Language Learners (ELL). This training was provided to both ELL teachers and general education teachers and included professional development on identification of ELL students, interpretation of ELL assessment data, language acquisition, and strategies shown to be effective for ELL students.

**Policy Type: Executive Limitations**  
**Monitoring Report Academic Program EL-8**  
**Monitoring Report Submitted October 12, 2022**

- Principals were actively involved in leadership roles with significant curriculum development work in order to effectively monitor instruction and provide support to teachers and teams.
- 4. Fail to ensure the regular monitoring and evaluation of the academic program and make appropriate modifications in practice and content, as evidenced by:**
- a. Increasing instructional time and/or modifying curriculum for students whose achievement is below grade level standards in reading, writing, and/or math.**

I interpret EL-8: 4a as a commitment to providing students who have specific learning needs with more support, during the regular school day and/or as extended day opportunities (before *and* after school, summer school, credit recovery, etc.).

**In compliance.** Examples of compliance with EL-8: 4a include:

- At the primary level, all students receive at least 90 minutes of core literacy (reading and writing) instruction and at least 60 minutes of core math instruction daily. Reading interventionists (for grades K-4) and math interventionists (for grades 1-4) provide supplemental support to students who struggle with decoding, reading fluency, reading comprehension, and/or mathematics. This supplemental instruction is provided through the Title I, Part A program, the Learning Assistance Program (LAP), ESSER, and K-3 funding.
- In grades 5-7, LAP and ESSER funds are allocated to support students in English Language Arts and mathematics.
- In grades 8-12, ESSER funds are allocated to serve a group of students who have yet to meet the standard on state exams and are, therefore, at risk to not graduate.
- At the intermediate level, students receive at least 70 minutes of core literacy instruction and 70 minutes of core math instruction daily. Qualifying students receive additional math intervention and/or ELA intervention, based on need, funded with either LAP or ESSER.
- In the 2021-2022 school year, we had six ELL specialists (about 5.75 FTE) serving qualifying ELL students in grades K-12. ELL specialists serve students who qualify according to the state approved language screener and annual language assessment. Students who score at the proficient level on the state approved annual language assessment are monitored for two years to ensure they are making adequate growth.

**b. Keeping parents informed of current student progress toward achieving content standards and how such progress is measured**

I interpret “keeping parents informed of current student progress toward achieving content standards and how such progress is measured” as making parents partners in the education of their children and providing academic information that parents can easily access and understand about their child’s progress.

**In compliance.** Examples of compliance with EL-8: 4b include:



**Policy Type: Executive Limitations**  
**Monitoring Report Academic Program EL-8**  
**Monitoring Report Submitted October 12, 2022**

- Skyward (specifically Family Access) is an active and fully operational resource for parents. Principals, assistant principals, and teachers work to increase parental awareness of the Skyward system (conferences, parent nights, school newsletters, etc.). As a result, we see high numbers of parents accessing the Skyward system to check grades and monitor student information.
- Parent conferencing is held in October or November for parents at all schools. Time is provided for the parents of K-7 students to schedule conferences with their student's teachers to discuss progress. Conference schedules consist of daytime appointments and also include at least one evening session. At Curtis Junior High and Curtis High School, designated times are established for conferences each fall (Arena Conferences). The goal for these events is to enhance parent, teacher, and student communication about academic progress.
- Counselors contact all students who are not on track to graduate. Counselors work with parents and students to identify and communicate a plan for meeting graduation requirements. To meet requirements related to graduation pathways, counselors help students and parents identify the pathway that best meets the student's needs and is connected to their post high school plans. Counselors use the most recent Smarter Balanced Assessment (SBA) results, grade-checks, and progress toward credits to determine which students need additional support.
- Intervention specialists communicate with parents on a regular basis. When students qualify for intervention or Highly Capable services, the parent/guardian is given a Student Compact or Student Learning Plan (SLP) that outlines the role of the student, parent, and interventionist. Specialists also communicate with families at other times throughout the year (orientations, conferences, parent nights, etc.). Efforts are made to maximize parent/guardian attendance at these meetings (ex.- multiple offerings, childcare provided when necessary, coordination of meeting times with other school events, offering virtual sessions, etc.). Additionally, intervention specialists communicate with parents/guardians through progress reports.
- Assessment letters are sent home to keep parents informed about student assessment results, including letters for the Smarter Balanced Assessment (SBA), the Washington Comprehensive Assessment of Science (WCAS), the Washington Kindergarten Inventory of Skills (WaKIDS), the English Language Proficiency Assessment for ELL students (ELPA21/WIDA Access), Washington– Access to Instruction and Measurement (WA- AIM), and WIDA Alternate Access- the alternate ELL assessment for students with significant cognitive challenges documented in their Individualized Education Plans. During the 2022-23 school year, these parent notifications will begin to be provided by email and through Family Access.
- Report cards, conferences, and progress reports keep parents informed at set intervals throughout the school year.
- Counselors and administrators at CJH and CHS meet to discuss parental communication and involvement as it pertains to credit deficiencies and students not meeting state standards.

**Policy Type: Executive Limitations**  
**Monitoring Report Academic Program EL-8**  
**Monitoring Report Submitted October 12, 2022**

- Parents and community members serve as representatives on the Instructional Materials Committee (IMC). The Instructional Materials Committee met virtually, via Google Meet, throughout the 21-22 school year. Parents/community members also give feedback on School Improvement Plans and parent engagement (as required for Title 1, Part A and TBIP/Title III), via electronic surveys.
- A translation feature is available on the district website and on Skyward Family Access, increasing accessibility to the content for non-English speaking parents. The district also works with interpretation/translation services to provide interpretation and/or translation when needed.

**5. Fail to ensure that secondary students have an education plan for their high school experience, the year following graduation, and can demonstrate the comprehensive application of academic and work competencies inherent in board *Ends* policies.**

I interpret “secondary students” as those students attending Curtis Junior High and Curtis High School. I interpret “education plan for their high school experience” as course and program planning during high school that leads to graduation and a diploma. I interpret “the year following graduation” as education past high school that encompasses college, technical or career training. It is expected that students have a plan for enrolling in a two- or four-year college, trade or technical school, engage in military service or have a plan for entering the workforce through an entry-level job or apprenticeship.

**In compliance.** Examples of compliance with EL-8: 5 include:

- Counselors at CJH and CHS, and teachers in the College and Career Resource Center work in collaboration with CJH and CHS administrators to discuss strategies for assisting students with course planning that reflects their post-secondary goals.
- In accordance with ESHB 2224, students in 8<sup>th</sup> grade take a career interest survey and receive a Student Learning Plan (SLP) based upon their 7<sup>th</sup> grade SBA scores. Student Learning Plans were sent home to families for students who did not score a Level 3 on their 7<sup>th</sup> grade math and/or ELA exam. Students with failing grades at the quarter also received a Student Learning Plan. An update regarding current progress (quarter grades) with historic SBA scores was also included with the Student Learning Plan in the fall of 2021.
- The College and Career Resource Center (CCRC) maintains a multitude of on-site and website resources that provide vital post-high school information for students and parents.
- UPSD currently uses the Xello platform for students to complete the required components of the High School and Beyond Plan (HSBP). Students begin their High School and Beyond Plan in 8<sup>th</sup> grade and continue with the program throughout their 12<sup>th</sup> grade year. During the 2021-2022 school year, staff met with students in person and shared recorded videos to support students in completing the required components of their High School and Beyond Plan. High School and Beyond Plans are revisited at least annually as students progress through the grade levels. More specific information regarding Xello and what is required at each grade level is posted on the CRCC website.

**Policy Type: Executive Limitations**  
**Monitoring Report Academic Program EL-8**  
**Monitoring Report Submitted October 12, 2022**

- Substantial efforts are made by counselors at CJH and CHS to help students who wish to go to college prepare for this post-secondary option. Outreach and support are provided to help qualified students sign up for the College Bound Scholarship program and for all students to complete the Free Application for Federal Student Aid (FAFSA). Beginning in the 2020-2021 school year, all eligible students were automatically signed up for the College Bound Scholarship due to Senate Bill 5321. Additionally, during the 8th grade year, students learn more about the College Bound Scholarship in a Core Lesson as part of the High School and Beyond Plan in Xello. During the 2021-2022 school year, CHS hosted several FAFSA sessions for students and parents. These included both in-person and virtual events during the evenings and on weekends. The CCRC also provided 1:1 support during lunch and after school for the FAFSA and promoted and advertised the 12th year campaign event sponsored by the Washington Student Achievement Council.
- CHS staff help to connect students with scholarship opportunities for postsecondary education. Thousands of dollars in scholarships are awarded each year to assist students who go on to attend colleges, military academies and trade schools. These scholarships are celebrated annually at the traditional “Honor Grad” night event.

**6. Fail to negotiate a district calendar that provides for the number of instructional and contact hours and days determined by the state that maximizes instructional time and balances instructional needs and extracurricular involvement of students.**

I interpret “negotiate a district calendar that provides for the number of instructional and contact hours and days determined by the state” as meeting our legal duty regarding the number of school days and in-school hours. I interpret “maximizes instructional time” as an obligation to establish master schedules which prioritize instructional time, provide for uninterrupted blocks of instructional time and dedicated intervention times or courses as appropriate. I interpret “balances instructional needs and extracurricular involvement of students” to mean that the school schedule should allow for students to participate in extracurricular activities while limiting the amount of instructional time those students miss because of their participation.

**In compliance.** Examples of compliance with EL-8: 6 include:

- The negotiated calendar contains the number of school days and instructional hours required by law.
- During the bargaining process in 2022, an evaluation of school hours and minutes was done to guarantee that the schedule for the 2022-23 school year continues to meet the number of instructional hours required by law.
- Schedules at the secondary and intermediate levels are created and monitored to ensure that students are maximally engaged in instructional activities. The district’s current calendar ensures that instructional time for students meets or exceeds the State’s basic education law standards. Primary principals have worked closely to maximize instructional blocks of time at the K-4 level. Separate intervention blocks for ELA and math are specifically dedicated within the primary schedule. Specific intervention courses are built into the master

**Policy Type: Executive Limitations**  
**Monitoring Report Academic Program EL-8**  
**Monitoring Report Submitted October 12, 2022**

schedules and/or course catalogues for grades 5-12. The intermediate schools expanded their extracurricular offerings to include competitive sports for 6th and 7th graders as part of the Curtis Junior High School Athletics Program and intramural sports and enrichment at grades 5-7. Additionally, Curtis High School and Curtis Junior High have comprehensive extracurricular programs with typically very high levels of student participation. The 6-period day and zero hour at the secondary sites increases available time, provides flexibility for academics, and allows students time for extracurricular activities/electives.

- 7. Fail to recommend to the Board for approval of instructional materials and textbooks to be used in the district that are necessary for the support and implementation of the academic program. Accordingly, the Superintendent will,**
- a. Ensure sufficient instructional materials to support the needs of all learners, including all levels of ability and to adjust to changes in enrollment;**

I interpret “sufficient instructional materials” as teachers and students being provided with ample tools for the appropriate instruction of core content and that an increase in enrollment will result in a corresponding increase of materials, as needed.

**In compliance.** The district currently has an expectation in place that all core materials are purchased on a per-student basis or as a class set where appropriate.

Examples of compliance with EL-8: 7a include:

- When changing enrollment patterns drive a need for additional teacher support materials or texts, requests are forwarded from the building principal to the Teaching and Learning Department. At that time, a decision is made as to whether the additional materials are purchased from the Teaching and Learning budget (e.g., additional sections of a class are now offered), from the building budget (e.g., replacements of existing adopted texts, supplemental resources), or a combination thereof. Where fiscally possible we purchase individual student copies, class sets, and online materials so that students have full access to core instructional materials, both at home and at school.

- b. Recommend developmentally appropriate instructional materials that advance the achievement of the Board’s *Ends* policies and contribute toward continuity, integration, and alignment of the curriculum by course and program;**

I interpret EL-8: 7b as our requirement to consider classroom materials that align with grade-level expectations and that these materials must directly support and serve to increase academic outcomes, health and fitness outcomes and/or promote positive social interactions as outlined within *Ends* policies. I interpret “continuity, integration, and alignment” to mean deliberately building and developing curriculum to be more coherent across and within grade bands. This coherence is derived by purposefully linking and leveraging content between grades.

**In compliance.** Curriculum materials are carefully selected to ensure (1) alignment between the grade levels and continuity of content, (2) grade-level appropriate content, and (3) appropriate rigor and challenge. Materials are also selected to align with state standards

**Policy Type: Executive Limitations**  
**Monitoring Report Academic Program EL-8**  
**Monitoring Report Submitted October 12, 2022**

and graduation requirements, such as Core 24. Purchased curriculum materials are screened carefully to ensure the materials provide the academic background knowledge students need to be successful. They are also screened to check for alignment in both content and skills.

Examples of compliance with EL-8: 7b include:

- Teacher leaders work in partnership with building administrators and with the Teaching and Learning Department to develop common curriculum maps and remap/adjust curriculum maps yearly and throughout the year, if needed. In math, the purposeful remapping and updating of curriculum maps happens in all grades and is focused on aligning content vertically. In addition to mapping, teacher leaders work in partnership with building administrators and Teaching and Learning to further develop the curriculum when essential academic background knowledge is lacking and/or to ensure that materials are aligned within and across grade levels. This curriculum development helps to advance academic goals as articulated in E2.
- Intervention resources and staffing are continuously adjusted to meet the unique needs of students. The district continues to design intervention resources that parallel core content and help to bridge gaps in learning within and across grade levels.
- In kindergarten and first grade, district and building administrators work with classroom teachers, reading interventionists, and special education teachers to align classroom-based *Read Well* instruction with *Read Well* intervention. Tight alignment between classroom-based instruction and intervention is essential to ensure our most struggling students are pacing through the program and attaining mastery with each unit. Pacing, along with mastery of the *Read Well* program, is directly correlated with access to later units in *Read Well*. Our goal is to give all students (especially our most struggling students) access to as many of the later *Read Well* units as possible, so that students can become strong decoders and fluent readers. This will best prepare students for the rigor in later grades.
- In UPSD, we focus on the building of academic background knowledge in the early grades, so that we can leverage this learning as students move up through the grade levels. In grades 2-5, we use *Core Knowledge Language Arts*. This curriculum has a heavy emphasis on informational text and contains topic-based units that align with the academic background knowledge necessary for later learning in social studies and science.
- *Zones of Regulation* is a curriculum resource that is being used as needed in general education and special education classes to teach students how to regulate their behavior. Alignment throughout the grade levels and use of common language helps students to internalize the key content in this curriculum so they can better apply the learning when necessary.

**c. Conduct a systematic review of materials on a scheduled basis.**

I interpret “systematic review” as an examination of preschool through twelfth grade content on a yearly basis or when a request is made. This review includes the prioritization of adoptions and curricular development resources by Teaching and Learning, guided by input from teachers and administrators. This review also includes a process to evaluate and review curricular materials with the goal of establishing and maintaining an inclusive curriculum.

**Policy Type: Executive Limitations**  
**Monitoring Report Academic Program EL-8**  
**Monitoring Report Submitted October 12, 2022**

**In compliance.** Curricular needs are reviewed annually. The typical adoption cycle is five to seven years, depending on the type and quality of the textbooks, media, and materials. The Teaching and Learning Department solicits input from building leaders and teachers regarding the age and adequacy of current curricula and prioritizes adoptions based upon need, possible impact on student outcomes, and overall benefit to the district. The Teaching and Learning Department also solicits input from building leaders regarding the need for curriculum work.

Examples of compliance with EL-8: 7c include:

- Curriculum work is an all-year endeavor. Members of the Teaching and Learning Department are continuously circling back to building administrators and working with grade level teams on the curriculum work necessary for continuous improvement of our programs and to strengthen alignment within and among grade level teams. As part of the curriculum review process, content needs can be identified throughout the year as needs arise.

In social studies and ELA (grades 3-5) and social studies (grades 7 and 8), resources and lessons from *Since Time Immemorial: Tribal Sovereignty (STI)* were integrated with related content. The *STI Tribal Sovereignty* curriculum is required to be considered when districts adopt and map new social studies textbooks with related content. 11th grade U.S. History teachers are working with administrators at CHS and members of the Teaching and Learning Department to review their curriculum. *STI* lessons and resources will be included in this review and *STI* will be incorporated where the adopted content aligns with these resources.

PE Resources: We will review potential resources for a PE adoption and field test selected resources during the 2022-2023 school year. All PE staff have been trained on the standards. Some of the PE staff have been trained on the new assessments and expectations. We will continue training staff throughout the 2022-2023 school year.

Comprehensive Sexual Health Education Resources (CSHE): The passage of Senate Bill 5395 mandated the selection of comprehensive sexual health education resources K-12 by 2020-2021. This timeline was adjusted to 2021-22 due to the pandemic. CSHE resources were adopted in UPSD last year for grades 5-9. We will work on the adoption of resources for Social Emotional Learning (SEL) specific to the bill's requirements at the primary level during the 2022-2023 school year.

Curriculum reviewed and adopted in 2021-2022 includes the following:

- Equity resources for the following:
  - the grade 5 Native American unit (includes resources from *Since Time Immemorial - STI*)
  - two novels for grade 6 (including: The Watsons Go To Birmingham and Night on Fire)
  - the grade 8 unit titled: *Sectionalism and the Civil War*
- Comprehensive Sexual Health Education Curriculum for Grades 5-7 and 9 (*FLASH*)
- Styer-Fitzgerald Curriculum for Special Education - Life Skills
- Curriculum for AP Human Geography - CHS (new course)

**Policy Type: Executive Limitations**  
**Monitoring Report Academic Program EL-8**  
**Monitoring Report Submitted October 12, 2022**

- ELA curriculum for grades 6 and 7 (SpringBoard)

Curriculum to be reviewed and adopted in 2022-2023 includes the following:

- Psychology - CHS
- DECA - CHS (Business Marketing)
- Spanish Novels - CHS
- Fifth Grade Novels
- AP World History: Modern - CJH (new course)
- AP Government - CHS
- Financial Literacy - CHS (new course)
- ELA Intervention Materials (*SPIRE*) for K-4 (to meet the recent Dyslexia requirements)
- Advanced Culinary Arts - CHS
- French - CHS
- Japanese - CHS
- Science - Grades 5-7
- PE
- Social Emotional Learning in Grades K-3 (related to Comprehensive Sexual Health Education and Senate Bill 5395)
- Novels and/or Supplemental Resources for Equity

**Adopted: June 12, 2019**  
**Monitoring Method: Internal Report**  
**Monitoring Frequency: *Annually in October***