### Indicator 2.A: High-Quality, Defined Curriculum

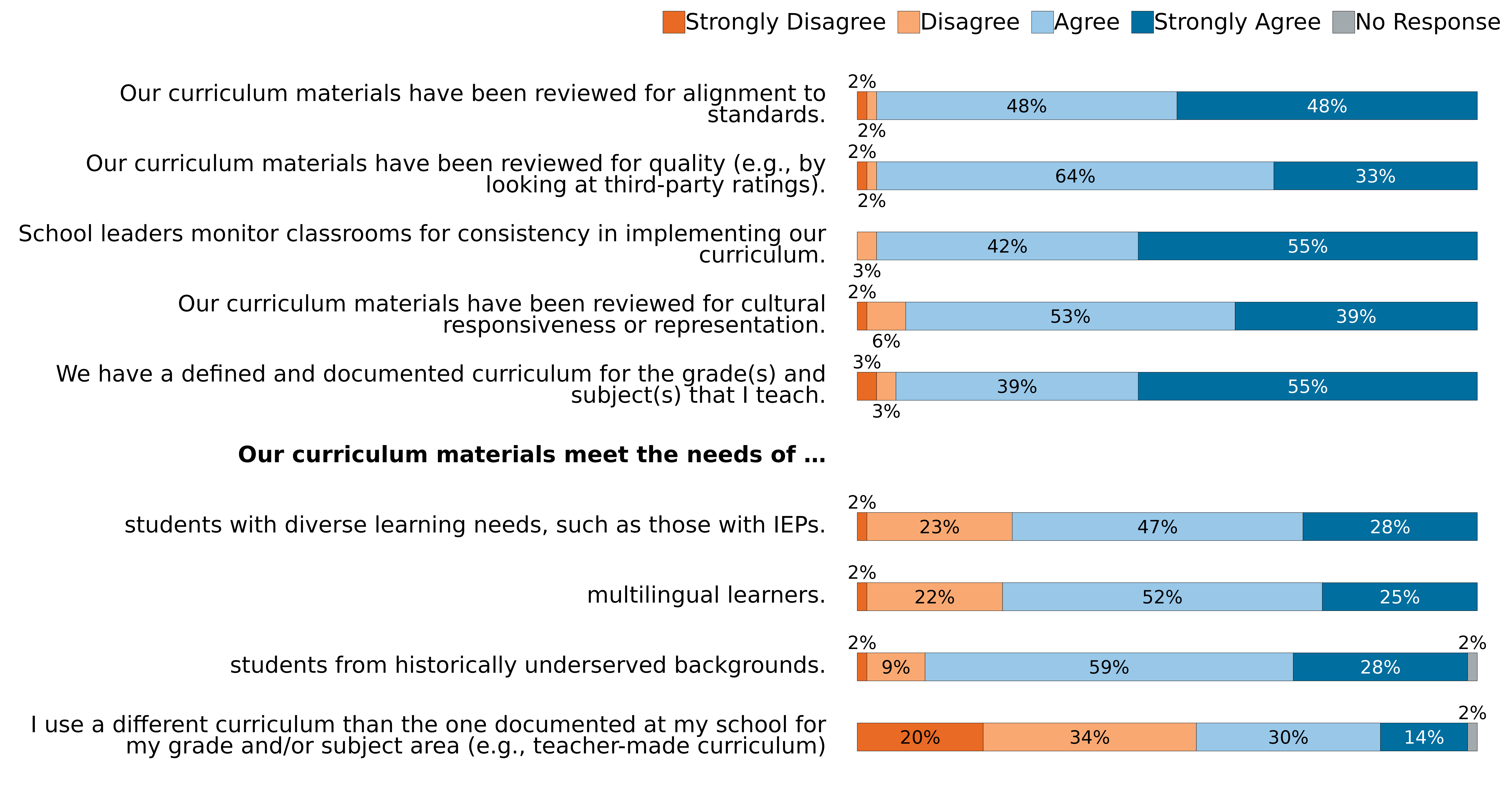


The school has a documented, evidence-based curriculum for at least two core content areas (ELA, math, or science), but meets only two or three of the following criteria: (a) The curriculum is aligned across grade levels and is standards aligned; (b) The curriculum is culturally responsive; (c) There is a system in place to support the fidelity of implementation of curriculum efforts; (d) School leaders use an inclusive review process that regularly assesses the efficacy of the curriculum to support improved student outcomes.

#### OVERALL RATING SUMMARY:

Consistent with an established rating for this indicator, the school's instructional program is documented in English language arts, math, science, and social studies. In addition, there is a system in place to support fidelity of implementation of curricula and alignment across grades and there is a system in place through the district to assess the alignment and efficacy of current curriculum and to select new materials. However, there is no consistent, documented curriculum for grades 4-8 dual language teachers and materials are not consistently culturally responsive.

#### STAFF SURVEY RESPONSE:



Indicator 2.A: High-Quality, Defined Curriculum (CONT.)

#### STAFF PERSPECTIVES:

* Evidence of Learning Conditions (EJC): School leaders reported that the curriculum selection process includes consideration of cultural responsiveness, though this factor may have limited influence on curriculum decisions. Staff focus group participants indicated that some curricula include some culturally responsive elements, but these elements are not deeply integrated into the learning experience. Participants also indicated that K-3 dual language immersion teachers have access to a Spanish curriculum, but there is no Spanish curriculum provided for grades 4-8.
* Evidence of Learning Conditions (EJC): While staff survey respondents overwhelmingly agreed that curriculum materials have been reviewed for alignment to standards (97%) and for quality (e.g., by looking at third-party ratings) (97%), fewer agreed that the materials meet the needs of students with diverse learning needs, such as those with IEPs (75%) or multilingual learners (77%). Staff focus group participants reported that some curricula are not easily modifiable for special populations, such as students with IEPs.
* The majority of staff survey respondents (96%) agreed or strongly agreed that school leaders monitor classrooms for consistency in implementing curriculum. School leaders described supporting fidelity of implementation through district-provided trainings, piloting of new curricula, observations, planning meetings, and assessments.